

THE CONCORDAT TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCHERS

Progress against University of Leicester Action Plan 2011-15

PRINCIPLE 1: RECRUITMENT, SELECTION AND RETENTION		
<i>Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</i>		
	Action 2013-15	Progress (August 2015)
1.1	Maintain high levels of participation in recruitment and selection training and advertise to all staff involved in recruiting research staff and ensure refresher training in recruitment and selection every 3 years. Lead: HR	<p>COMPLETED AND MONITORED: Recruitment and selection training is run monthly and is mandatory for all members of staff involved in recruiting. HR maintains a list of members of staff who have undertaken recruitment and selection training. Both the 2011 and 2015 PIRLS surveys report around 83% PI confidence in their recruitment and selection responsibilities. The HR website provides detailed information on recruitment (http://www2.le.ac.uk/offices/hr/Recruitment/copy_of_hiring). A half day refresher training is available for staff who are experienced in recruiting but have not been involved in recruitment for 18 months or over (http://www2.le.ac.uk/offices/lli/lm/workshops/sdcma005).</p> <p>Whilst some departments keep records of staff trained in recruitment and send reminders on refresher training, this is not standard practice, and relies on individuals or departments maintaining records. A central trigger is proposed to let staff know when they are due for refresher training and records maintained of those undertaking refresher training.</p>
1.2	Offer detailed information to candidates on key skills required. Panel interview for all research staff appointments. Lead: HR	<p>COMPLETED AND MONITORED: The recruitment team in HR ensures that all job summaries include detailed person specifications and skills and competencies required, and this is what is used in the appointment process. There has been an increase from 81% (CROS 2011) to 86.2% (CROS 2015) of candidates saying they received detailed information on post and qualifications required (no question on panel interview in 2015).</p> <p>Panel interviews are now a matter of course for any appointment (though there might be exceptions, for example, when it is a named candidate, though a strong business case needs to be made for the exception). Following an audit for Athena Swan, the University is now also ensuring that all recruitment panels are gender-balanced.</p>

1.3	Review and develop departmental induction, also taking into account the findings of Athena SWAN self-assessment activities.	PARTIALLY COMPLETED: The college-based Athena Swan self-assessment teams have been looking at issues around induction, including potential checklists, but the university-wide oversight of this has lost some momentum following the maternity leave of the Research Staff Development Officer, and has been identified as a key priority going forward.
1.4	Support to all managers in the handling of consultation meetings for termination of fixed term contracts (review in light of changes to BIS legislation). Lead: HR	PARTIALLY COMPLETED: HR currently provides coaching and support to managers in all conversations/processes in relation to the termination of fixed term contracts. However, processes are currently under review for all staff in light of changes to BIS legislation.
1.5	Support to research staff and PIs on redeployment process; collation of examples of good redeployment practice. Lead: HR	PARTIALLY COMPLETED: The HR Recruitment team contacts anyone at risk, who are then supported through the process, either face-to-face or via telephone, with upcoming vacancies flagged up. The Research Staff Forum in June 2015 highlighted that redeployment was still not quite 'working for researchers' and a series of examples of good redeployment practice are to be put together to look at where things are working well, and where opportunities exist for improvement.
1.6	Addition of a session on fixed term and open ended contracts to the existing suite of HR Advisory Workshops. Lead: HR	COMPLETED: HR facilitate a series of advisory workshops (see http://www2.le.ac.uk/offices/lli/events/courses/hr-advisory), which incorporate discussions on fixed term and open-ended contracts for line managers. These are widely advertised via both the University's internal newsletter, Insider, as well as through the staff development pages of LLI.

Principle 1: Completed, partially completed and new actions 2015-17

- 1.1a. 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 (*Lead: HR; Review in July 2016 for 2% increase against current numbers, and July 2017 for a further 2% increase*);
- 1.1b. Recruitment training to include more overt discussion of unconscious bias (*Lead: HR; Review December 2016*);
- 1.1c. Research staff (by college) invited to recruitment and selection training twice a year as a CPD opportunity to understand the process and what it entails from both sides of the table (*Lead: HR, LLI; Review July 2016 and again in July 2017*);
- 1.2 Ensure continued increase (at least 5%) in number of research staff reporting detailed recruitment information and panel interviews (*Lead: HR; Review in June 2016*);

CROS 2017);

- 1.3a. Create central online induction pack template for research staff, to be tailored at departmental level (*Lead: HR, LLI; Review July 2016*);
- 1.3b. Continue to champion Concordat and the need for local-level induction (*Lead: LLI, Review of departments covered and action taken by departments, July 2017; knowledge of Concordat at 60% of responses measured by CROS and PIRLS 2017*);
- 1.3c. Provide training for PIs to help them set out clear expectations for probation period and support continued management of research staff (*Lead: HR, LLI; Review September 2016*);
- 1.4a. Maintain current levels of support for managers in handling consultation meetings on end of fixed term contracts (*Lead: HR; Review July 2016 – monitor number of support requests for these meetings*);
- 1.4b. Research Staff Development Officer to informally attend meetings with PIs and research staff to assess the levels of career guidance/advice required (*Lead: LLI; Review take-up of informal offer in July 2016 and July 2017*);
- 1.5 Collate examples of good redeployment practice (particularly for research staff) and communicate these to research staff and PI (*Lead: HR; Review in June 2016 and in July 2017*);
- 1.6 Maintain current levels of advisory workshops, retaining flexibility to add new ones depending on specific needs of research staff or PIs as needs be (*Lead: HR; Review in July 2016 and July 2017 reviewed by numbers of workshops and requests for bespoke sessions from research staff or PIs*).

PRINCIPLE 2: RECOGNITION OF VALUE OF RESEARCHERS

Researchers are recognised and valued 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.

	Action 2013-15	Progress (August 2015)
2.1	The Director of HR, the PVC Research and Enterprise, and the Research Staff Development Officer, will host a monthly facilitated discussion for research staff, in order to generate greater research staff engagement in	PARTIALLY COMPLETED: Three facilitated 'surgery' sessions were organised in 2013-14. These widely advertised sessions proved successful in bringing together groups of research staff, primarily seeking clarity on what the institution could do for them. The sessions tapered off with the departure of the then Director of HR, and with key other staff being on leave. The new Director of HR, who took office in January 2015, has reaffirmed a commitment to continue the dialogue, with dates being set for a 'surgery' session once each semester, in addition to all the other research staff-led events, including the University-wide Research Staff Forum, and activities organised by research

	the University; provide direct lines of communication to University senior management; and capture tacit organisational knowledge and intelligence. Lead: HR, LLI, PVC R&E	<p>staff in colleges.</p> <p>At the college level, the research staff groups have kept up the momentum and held meetings, when required, with HR Business Partners or advisors, to address issues as they arose.</p>
2.2	Include research staff and PI perspectives in review of appraisal. All stakeholder groups will need to raise awareness that research staff are as entitled to appraisals as other staff groups. Lead: HR	<p>PARTIALLY COMPLETED: One of the five key priority areas of the University's Strategic Task and Finish Group on Developing and Enhancing Careers set up in January 2015 (see http://www2.le.ac.uk/institution/strategy/groups) has been 'appraisal'. The Group includes representation from the Athena SWAN and the Concordat Steering Groups.</p> <p>While appraisal overall is being reviewed, the views of research staff and PIs are particularly being solicited. Following initial discussions, research staff members and PIs were invited to separate focus groups on appraisals (Spring-Summer 2015). Based on the feedback and suggestions, a draft new appraisal document, with special focus on a medium- and longer-term career planning conversation for research staff, is currently out for consultation.</p> <p>The Task and Finish Group has identified several pockets of good practice, and lessons are being taken on board from there. What has also become evident, however, is a lack of consistency in the understanding of the purpose of appraisals, appraisal practices, and follow-through.</p> <p>As part of the initiative, there will also be training offered to appraisers and appraisees on the purpose of appraisal and their respective roles in it. A Blackboard basic training package is also being signposted, which will provide online training on the process.</p> <p>Meanwhile, it has become evident that there is a real appetite for appraisals, when done properly and followed through. There is evidence of greater take-up of appraisals in CROS 2015. More than half of all CROS 2015 respondents said they had had an appraisal (62.8%), an improvement over the CROS 2011 figure of 46.2%. Just over half (54.2%) of those who had had appraisal thought the institutional appraisal scheme was useful in terms of (i) being able to highlight issues; (ii) focus on career aspirations and how they are met in their current role; (iii) identifying strengths and achievements; (iv) leading to training/CPD opportunities; (v) reviewing personal progress. However, 69% did not believe it led to changes in work practices, and it is this that the Task and Finish Group are seeking to change. The new processes are to be rolled out over 2015-16, with a set of measurable success indicators and reviews in place.</p>
2.3	HR, in collaboration with LLI and PIs who are demonstrably good managers, to develop a PI development programme	<p>ACTION CARRIED FORWARD: This issue has gained significant momentum with the University's Strategic Task and Finish Group on Developing and Enhancing Careers. As part of their remit, the review has been undertaking</p>

	<p>on managing research projects, people, and finance. Lead: HR, LLI</p>	<p>consultation with PIs on the kinds of support they require to fulfil their obligations as ‘people’ managers.</p> <p>A pilot leadership programme is being rolled out for senior research leaders and managers which include the skills and capabilities required to manage research projects, finance and people. In conjunction with this, Epigeum’s Professional Skills for Research Leaders course, aimed at early career researchers, is being rolled out at Leicester, with the online resources being used to complement face-to-face workshops. The programme is to start recruiting in November, and will be formally launched in January 2016.</p> <p>PIRLS 2015 results demonstrate higher levels of confidence amongst PIs on a number of areas: 88.3% against 65.9% (PIRLS 2011) said they were confident about motivating individuals in their team; 70.3% against 65.9% in 2011 expressed confidence in conducting appraisals; 85.4% against 68.1% in 2011 said they had confidence in building and managing a research group. The percentage indicating PI confidence in providing career development advice stood at roughly the same level (68.9% in 2015 against 65.9% in 2011).</p>
2.4	<p>Encourage PIs and research staff to communicate early with HR on any areas of concern, and maintain and develop HR Business Partner platforms for engagement with research staff. Lead: HR, LLI</p>	<p>PARTIALLY COMPLETED: Research staff issues and concerns are increasingly coming to the fore through several routes – research staff groupings within colleges, where issues might get taken directly to the College HR Business Partner, or else it gets flagged up to the Concordat Steering Group, and is raised at platforms like the Research Staff Forum. Examples of issues raised in the past year include promotion/progression opportunities available to research staff, feedback on merit award applications, and REF and its implications for research staff.</p> <p>The Career Development Task and Finish Group are in the process of reviewing these issues for all staff – particularly working towards more transparency in promotion and progression criteria and routes.</p> <p>The platforms are now available; the next step is for the institution to ensure that there is a discussion around these areas, and clarity offered on areas that seem opaque [These are highlighted as actions for 2015-17].</p>
2.5	<p>Departments to institute formal and transparent mechanisms for research staff to participate fully in departmental life, including, but not limited to:</p> <ul style="list-style-type: none"> • creation of communication channels for research staff to articulate areas of concern • solicit feedback on areas which 	<p>PARTIALLY COMPLETED: A number of departments now formally have research staff representation at their staff meetings. However, there is significant variation in practice. Some departments open part of their staff meeting to all research staff in their department; others have only the one representative at these meetings.</p> <p>Some progress has been made over the issue of representation as there has been a groundswell of departmental research staff forums being set up (e.g. Colleges of Arts, Humanities and Law, and Science and Engineering), which then acts as a conduit for issues to be taken to staff meetings or relevant other forums. The College of Medicine, Biological Sciences and Psychology, with the single largest body of Leicester research staff, has appointed a senior academic to oversee issues that might arise for this group. Each department and school also has a research staff advisor, and</p>

	<p>affect research staff disproportionately</p> <ul style="list-style-type: none"> • attendance at staff meetings • invitations to seminars and away days • inclusion on departmental websites <p>Lead: Schools/Departments, Colleges</p>	<p>regular quarterly (or sometimes more frequent) meetings of this group of staff advisors and research staff representatives has proved a powerful channel to push forward issues around, for example, mentoring, and career development through access to teaching qualifications.</p> <p>CROS 2015 indicates that only 36.2% of research staff feel they have an opportunity to participate in decision-making processes through, for instance, sitting in committees. A significant proportion (72.3%) feel they are well integrated into their department's research community (though only 45.6% feel they are integrated into the institution's research community).</p>
2.6	<p>To support research staff engagement in 'academic citizenship' activities to develop their careers, including:</p> <ul style="list-style-type: none"> • teaching • research supervision • committee membership • supervision of doctoral students • outreach and public engagement <p>Lead: LLI with Schools/Departments and Colleges</p>	<p>ACTION CARRIED FORWARD: The voice for opportunities for, and recognition of, academic citizenship activities has grown louder and more concerted over the last two years, coming through various channels – college-level groupings, the Research Staff Forum, and the Concordat Steering Group.</p> <p>CROS 2015 indicates that while some research staff feel they are recognised and valued by their institution in a range of areas, there are a number of areas where they do not feel valued. These include peer reviewing; supervising/managing staff; supervising research students; and teaching and lecturing.</p> <p>A number of new initiatives are now coalescing to provide both opportunities and routes for recognition. The University is in the process of finalising HEA accreditation for a Continuing Professional Development Framework, which will ensure that researchers who teach a minimum of 20 hours a year, and map to Descriptor 1 of the UKPSF, can undertake further training and do the module, <i>Teaching and Supporting Learning in HE</i>, leading to the University Postgraduate Certificate in Supporting Learning in HE worth 30 credits. With a year's experience, research staff will also be able to apply for Associate Fellowship via the University's Professional Educational Excellence Recognition Scheme (PEERS) Experiential Route (due to roll out in the autumn).</p> <p>Discussions are now shifting to where opportunities for teaching/supervision/outreach exist for staff on research contracts, and how they might be recognised for their contributions, as well as how they might be supported/ peer-reviewed/mentored through the process. Whilst a CPD pathway might be available, details have to be ironed out at the local level, within departments and colleges, and a priority over the next two years will be to see how this happens, publicising examples of good practice.</p>
<p>Principle 2: Partially completed actions taken forward and new actions 2015-17</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 (<i>Lead: HR, PVC R&E, LLI; Review July 2016</i>);</p>		

- 2.1b. Ensure visibility of final review and report of 'Strategic Task and Finish Group on Developing and Enhancing Careers', with promotion also through research staff newsletter (*Lead: LLI, Task and Finish Group, October 2015*);
- 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 (*Lead: HR, LLI; Review August 2017*);
- 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 (*Lead: HR; Review June 2016 looking at take-up and feedback on programme*);
- 2.3b. Facilitate early career leadership development through Epigeum 'Professional Skills for Research Leaders' online, blended with face-to-face workshops and discussion fora, and monitor take-up (*Lead: LLI, College Research Directors; Review July 2016; Monitor take-up and review feedback on programme for 2017 iteration*);
- 2.4a. Workshop on promotion from Grade 7 to 8 (*Lead: LLI, HR; Review December 2015; Run workshops by college and identify and act on any issues arising*);
- 2.4b. Facilitate workshops on preparing for the REF and making CVs REF-proof by broad discipline areas targeting research staff (*Lead: LLI, RSO; Review July 2016*);
- 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 (*Lead: LLI; Review December 2015*);
- 2.5b. Ensure key research staff contact in every department gets an up-to-date mailing list of all research staff in their department (*Lead: LLI; Review attendance at research staff meetings/activities in July 2016*);
- 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 (*Lead: LLI; Chairs of relevant committees; review communication strategies used by representatives in October 2016*);
- 2.6a. Develop exemplars of good practice in teaching, research, interdisciplinary research and public engagement and highlight differing routes to reward, recognition and promotion and communicate to research staff and PIs via dedicated research staff pages (*Lead: LLI, HR, RSO, EBD; Review July 2016*).

3 AND 4. SUPPORT AND CAREER DEVELOPMENT

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.

No.	Action 2013-15	Progress (August 2015)
3&4.1	Examine the extent to which post award processes take account of time for non-project continuing professional development. Lead: LLI, HR	<p>PARTIALLY COMPLETED: Through the induction programmes, and departmental presentations on the Concordat, PIs are being made aware of the fact that research staff, as University employees, are allowed to take time for professional and personal development. Not all departments have been covered, however, and it is an on-going activity, to also be integrated with the leadership programme for senior managers, to ensure that this is understood and research staff are able to avail of training opportunities.</p> <p>CROS 2015 results reveal that 71.7% of research staff agree that they are encouraged to engage in personal and career development. CROS 2011 had noted 92.1% agreeing that they had equal opportunities for accessing training and development, but it was unclear whether this pertained to project-related learning only, and/or transferable skills and career development.</p>
3&4.2	Deliver (bespoke) presentations on the Concordat at departmental meetings outlining responsibilities of PIs/ research staff as human resources, with entitlement to professional development. Proactively build relationships with PIs and research staff to maximise relevance of sessions. Lead LLI	<p>PARTIALLY COMPLETED: The Research Staff Development Officer has been making presentations to departments, including PIs and research staff, on the principles of the Concordat and what it means in practice for researchers, PIs and the institution. The process has continued, though it has slowed down, with the Research Staff Development Officer being on leave, though it will pick up momentum again once the incumbent is back in the office.</p> <p>Apart from bespoke departmental sessions, the University's induction programme, with its dedicated afternoon for research, also covers the University's commitment to the Concordat to Support the Career Development of Researchers, and what this entails for research staff and PIs.</p> <p>However, CROS and PIRLS 2015 reveal that only 70% of research staff and 66% of PIs know or understand what the Concordat is about. Fewer still had heard or knew about the European HR Excellence in Research Award recognition (CROS 2015 = 33.7% and PIRLS 2015 = 25%).</p>
3&4.3	Work with research staff and PIs to deliver short CPD sessions on career development. Lead: LLI	<p>COMPLETED AND MONITORED: A number of short CPD sessions on career development have been delivered, and there is a rolling programme of these, with opportunities for research staff to ask for bespoke sessions (see http://www2.le.ac.uk/offices/lli/rd/career-development/research-staff).</p>



3&4.4	Develop resources to better understand the UK academic job market, and also explore other employment opportunities (within or outside HE). Lead: LLI	COMPLETED AND MONITORED: College and broader discipline-specific careers evenings and careers symposia have been organised at the University to both: (i) familiarise research staff and postgraduate researchers to the range of positions open to candidates with doctoral and post-doctoral qualifications; and (ii) understand what employers are looking for.
3&4.5	Enhance teaching capacity in research staff with: <ul style="list-style-type: none"> • a named contact in departments whom research staff can approach for teaching experience; • provision of suitable professional development opportunities for research staff who teach; • offer a transparent mechanism with respect to payment for teaching Lead: LLI, Colleges	PARTIALLY COMPLETED: Efforts are currently under way, beginning with the Colleges of Medicine, Biological Sciences and Psychology, and the Social Sciences, Arts and Humanities, to promote teaching opportunities to research staff to enhance their opportunities for career development. These include a central point within colleges/departments to register interest in teaching, and the coordination of the peer-reviewing of teaching. As highlighted in (12) above, the rolling out of a CPD Framework that enables even those who do not have lecturing posts, is under way, with opportunities for certification and accreditation. Discussions are also ongoing on the details of recognition for teaching/ supporting student learning more broadly.
3&4.6	Collate and circulate examples of the range of activities undertaken by research staff. Lead: Research staff groups, LLI	PARTIALLY COMPLETED: There are research staff initiatives, supported by colleges, to create databases of expertise and research interest. Once the database is live, it is envisaged that there would be interdisciplinary forums at which research staff can showcase the range of expertise available through this group. Recognition for stellar achievements will also be possible for all staff, including research staff, through a new University initiative of a series of awards for academic and non-academic staff, to be made at Graduation.
3&4.7	Support research staff to articulate the range of knowledge, skills and attributes developed and acquired through their research and related activities. Lead: LLI	COMPLETED AND MONITORED: See (15) above.
3&4.8	Maintain current suite of training, and	COMPLETED AND MONITORED: See (15) above. There has been a drop in workshops offered this year on account of

	satisfaction levels. Lead: LLI	the Research Staff Development Officer being on leave. However, an enhanced and updated level of workshops is to be available for 2015-16. There has been continued enthusiasm and participation in events for research staff, including the college-based research staff fora, and the University-wide Research Staff Forum.
3&4.9	Ensure that research staff gain recognition for their input into research endeavours, based on the UKRIO Code of Practice point 3.15, which cites significant 'intellectual and practical contribution' in respect of authorship (UoL emphasis), and address research staff concerns more broadly on policies and their impact on research staff endeavours. Lead: LLI with RSO and College Research Directors	COMPLETED AND MONITORED: The University is a signatory to the Concordat for Research Integrity. A Working Group was set up to consider the implications of signing up to the Concordat and making Leicester compliant with the requirements. Whilst the work of that initial group has been completed, proposals and recommendations for ways forward have been proposed, and these include research integrity-related training for all researchers, but also sessions to raise awareness of what the REF might mean for research staff, and to examine, by college, how research staff experienced REF 2014.
3&4.10	Promote knowledge of research integrity through induction and workshops. Lead: LLI, RSO	ACTION CARRIED FORWARD: A range of avenues are currently being explored to deliver research integrity training following the recommendations of the Working Group set up implement the Concordat on Research Integrity. The University are looking at ways of embedding and promoting research integrity for all researchers, including both online resources as well as case studies and face-to-face discussion sessions, a proposal for which has been approved by the University Research Policy Committee and is awaiting action.
3&4.11	Encourage research staff inclusion on the University of Leicester Integrated Research Information System (IRIS). Lead: RSO, LLI	COMPLETED AND MONITORED: Research staff are currently able to create their own profile pages on the research information management system at Leicester, IRIS. See also (21) above.
3&4.12	Review and develop mentoring in departments, taking into account the findings of Athena SWAN self-assessment activities and identify and share good practice in the development and management of	PARTIALLY COMPLETED: The demand for mentoring has been on the rise, particularly in CMBSP and CSE. CMBSP has rolled out a mentoring scheme, with several initiatives to explain the mentoring process, the roles and expectations of mentors and mentees, and speed-mentoring sessions. However, whilst a number of senior academics have volunteered as potential mentors, there has not been an equal number of potential mentees. The University's Strategic Task and Finish Group on Developing and Enhancing Careers is exploring the roll-out of mentoring provision more broadly. The Group is looking at clarifying the meanings and functions of mentoring, and distinguishing it from

	mentoring relationships. Lead: LLI, HR, College Research Staff Groups	other supportive arrangements (e.g. coaching, buddying etc.), whilst making these latter arrangements also available to all staff, including research staff.
Principles 3 & 4: Partially completed actions taken forward and new actions 2015-17		
<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) (LEAD: CSG, HR, LLI; Review: April 2016);</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 (LEAD: HR, LLI; Review: July 2016. Measures: At least 3 induction sessions per year; creation of online induction resources for new staff on research-only or research and teaching contracts; signposting in leadership programmes outlining obligations of PIs and research staff);</p> <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 (LEAD: LLI; Review: July 2016; Measure: 2 per cent increase year-on-year of numbers attending these sessions);</p> <p>3&4.4 Enhance opportunities for research staff to engage with employers, and explore opportunities in and outside higher education (LEAD: LLI; Review: July 2016. Measure: Increase from 2 events per year to 3-4 events per year with increase in attendance by at least 5 per cent);</p> <p>3&4.5 Review take-up of teaching-related CPD by research staff and address barriers (LEAD: LLI, Colleges; Review: August 2016. Measure: Number of research staff taking route to secure Associate Fellowship of HEA);</p> <p>3&4.6 Launch database of research staff expertise (LEAD: Colleges, LLI; Review December 2015. Measure: Research staff participation in bi-annual opportunity for research staff and PIs across disciplines to share expertise by theme);</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 (LEAD: HR, LLI; Review: July 2016);</p> <p>3&4.9 and 10 Roll-out training on research integrity and facilitate discussions on research staff experience of REF 2014 (LEAD: LLI; Review: July 2016);</p> <p>3&4.11 Review take-up and use of IRIS by research staff (LEAD: LLI; Review January 2017);</p> <p>3&4.12 Enhance opportunities for mentoring/coaching by/for research staff and review issues of non-take-up of opportunities (LEAD: HR, LLI; Review: July 2016; July 2017).</p>		

5. RESEARCHERS' RESPONSIBILITIES

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

No.	Action 2013-15	Progress (August 2015)
5.1	Circulate an up-to-date list of departmental research staff to named contacts. Lead: HR, LLI	PARTIALLY COMPLETED: Only some departments/schools have been keeping up-to-date lists of research staff, with information going to research staff representatives on who might have joined recently. There is a dearth of information available at the college-level. It is proposed that the centrally produced HR lists of new research staff, available monthly, be made available to key college/departmental contacts so that the community of research staff can be maintained and new members welcomed.

Principle 5: Partially completed actions taken forward and new actions 2015-17

5.1.1 Share relevant sections of monthly research staff list updates, published by HR, with departments/colleges (LEAD: LLI; Review: January 2016 looking at communication to research staff group by department/ research staff representatives);

Points emerging from Research Staff Forum (June 2015) as research staff commitments, to be reviewed by LLI:

5.1.2 Increased uptake of opportunities on offer for widening perspective on employment opportunities within and outside academia (LEAD: LLI; Review: April 2016);

5.1.3 Increased uptake of training on how to present skills to potential non-academic employers (LEAD: LLI; Review: July 2016).

6. EQUALITY AND DIVERSITY

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

No.	Action 2013-15	Progress (Aug 2015)
6.1	Records of numbers/ proportion of overseas versus local staff in Leicester's	COMPLETED AND MONITORED: HR now provides monthly termly lists of research staff by country (UK/EU/ outside

	research staff population maintained and reviewed. Lead: HR	EU) which is to be tabled at Concordat Steering Group meetings for consideration and review.
6.2	Integration of sources of information on parental leave and grant funding on HR website, and circulation of information to all PIs and research staff. Lead: HR	COMPLETED AND MONITORED: The University affords equality of treatment on maternity/paternity leave, redundancy, redeployment, flexible working etc., details for which are available on the HR website (see http://www2.le.ac.uk/offices/hr/policies/wlb/wlb). Workshops are also offered every month on shared parental leave, and what that might entail.
6.3	Lobby research grant providers where terms and conditions do not address parental leave. Lead: PVC Research and Enterprise	COMPLETED AND MONITORED: RCUK have now published guidance on maternity, paternity and parental leave for researchers (including research staff) funded by them, which clearly states: ‘We allow research staff funded for 100% of their contracted time on a grant to take maternity, paternity, shared parental and adoption leave and make provision for additional costs of maternity where appropriate. Research Staff may also be employed on a part time basis’ (http://www.rcuk.ac.uk/RCUK-prod/assets/documents/skills/RCUKMaternityBriefing.pdf). There is still a task to ensure that all research staff and their PIs are aware of this, and make use of available procedures and funds to ensure research staff are not unduly affected.
6.4	Support departments and schools to prepare Bronze and Silver submissions. Lead: HR	COMPLETED AND MONITORED: Through departmental presentations, and through cross-representation across the Concordat Steering Group and the Athena SWAN working groups, there is now continuing dialogue on how the remit of each feeds into the other.
6.5	Participate in the gender equality charter mark scheme when it is fully operational. Lead: HR	ONGOING: The University is engaging with the expanded Athena SWAN Charter and all departments and corporate services are to be reviewed to ascertain compliance and identify good practice. This work has been very considerably boosted by the fact that the University has been selected as one of ten worldwide university partners with the United Nations in its HeForShe movement. Through this partnership the University is committed to make very significant and rapid advancement in gender equality and act as an example for others. We will also be assisted in this work by nine other HeForShe partners from around the world. This work will be particularly relevant to the management of research staff where there are particular problems. The maxim that bad practice impacts particularly badly on women but good practice benefits both men and women is especially applicable here and we believe this work will hugely benefit both gender equality issues for researchers but also generate excellent working practice for them.
6.6	Maintain cross-reporting between Athena SWAN and Concordat initiatives and double-badge where appropriate.	COMPLETED AND MONITORED: See 28 above. Whilst some double-badging has been effected, Concordat-related events are often badged as just that so researchers do not lose sight of this agenda which, though it overlaps with Athena SWAN, also has a distinct remit of its own.

	Lead: HR, LLI	
Principle 6: Ongoing, partially completed and new actions 2015-17		
<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 (<i>LEAD: LLI; Review: April 2016; April 2017</i>);</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 (<i>LEAD: LLI; Review: July 2016</i>);</p> <p>6.3 Ensure PIs and research staff are aware of RCUK's statement and provision for maternity, paternity and parental leave (<i>LEAD: LLI; Review: July 2016 and July 2017</i>);</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 (<i>LEAD: LLI, HR; Review: July 2016</i>);</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 (<i>LEAD: HR; Review synergies July 2016 and July 2017</i>);</p> <p>6.6 Continue to ensure communication and synergies between Athena Swan and other equality initiatives and the Concordat Steering Group (<i>LEAD: LLI,, Review July 2016 and July 2017</i>).</p>		

7. IMPLEMENTATION AND REVIEW		
<i>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.</i>		
No.	Action 2013-15	Progress (August 2015)
7.1	Maintain current membership and frequency of meetings. Lead: LLI, PVC R&E	COMPLETED AND MONITORED: Maintained frequency of meetings (once per term, with exceptional meetings when required). Expanded membership to include a representative from the Research Support Office, and including more than one research staff representative from each college.

7.2	Encourage research staff representatives to engage their colleagues. Lead: LLI	COMPLETED AND MONITORED: Research staff representatives are invited to bring issues from their research staff community to the Concordat Steering Group, and take issues discussed back to their groups. Research staff representatives are acting as conduits through informal (coffee catch-up sessions for research staff) to more formal research staff group meetings in their colleges/departments.
7.3	Ensure visibility of Concordat to Support the Career Development of Researchers on College and Departmental websites. Lead: LLI	ACTION CARRIED FORWARD: The visibility of the Concordat on college and departmental pages is still mixed. A concerted effort will be made with the return of the Research Staff Development Officer to ensure visibility within departmental sites, as well as ensuring prominent visibility on the HR website.
7.4	Increase the response rates for CROS and PIRLS 2014, and incorporate CROS and PIRLS 2014 results into subsequent iterations of the Concordat Action Plan. Lead: LLI	COMPLETED AND MONITORED: CROS and PIRLS were not run in 2014 but in 2015. The response rate was 25% (113), slightly better than the 23.8% in CROS 2011. The 2015 PIRLS response rate was significantly higher at 33% compared to the 2011 response rate of 17.6%. And the improvement in response rates was despite the fact that a number of other staff surveys and focus groups were also being carried out at the same time as CROS and PIRLS were conducted at Leicester. PIRLS and CROS will be run again at Leicester in 2017, and the responses will inform our review at the end of our Concordat Action Plan at the end of the next two years.

Principle 7: Ongoing, partially completed and new actions 2015-17

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 (*LEAD: LLI, HR; Review: April 2016*);

7.2 See 5.1.1 above;

7.3a Review visibility for Concordat on HR and college websites (*LEAD: LLI; Review July 2016*);

7.3b Work with Marketing to ensure the University is effectively harnessing Euraxess advertising routes (*Lead: HR, Marketing, LLI; Review: June 2017*);

7.4 Increase PIRLS and CROS response rates by at least 5% (*LEAD: RDT; Review: March 2017*).

GLOSSARY

Athena SWAN	The Equality Challenge Unit's Athena SWAN Charter http://www2.le.ac.uk/institution/athena-swan/
CAHL	College of Arts, Humanities and Law
CMBSP	College of Medicine, Biological Sciences and Psychology
CROS	Careers in Research Online Survey
CSE	College of Science and Engineering
CSG	Concordat Steering Group
CSS	College of Social Sciences
CSSAH	The newly combined College of Social Sciences, Arts and Humanities
RED	Research and Enterprise Division
HR	Human Resources
LLI	Leicester Learning Institute
PI	Principal Investigator
RSO	Research Support Office