## Environment and Culture

### EC1
**Ensure all relevant staff are aware of the Concordat.**
Features on the Concordat will be included in Staff news and Research Staff Newsletter. The new web portal features a section on the Concordat.
The development of the Early Career Researcher Network will also be used as a channel to raise awareness of the Concordat.

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<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Carried over from previous action plan?</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>The targeted impact of the action (success measure)</th>
<th>Comments (optional)</th>
<th>Progress update</th>
<th>The actual impact of the action (reporting against the success measure)</th>
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<tbody>
<tr>
<td>EC1</td>
<td></td>
<td>Yes</td>
<td>Dec-23</td>
<td>Head of Organisational Learning</td>
<td>At least 30% of respondents to relevant survey questions will be aware of the Concordat. 50% of those that are aware of the Concordat say it is usefull/very useful.</td>
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### EC2
**Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.**
Intellectual Property/IP training to be delivered from Lent Term 2023. Further communication through R&I briefing can be organised as well as communication to new grant holders.

<table>
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<tbody>
<tr>
<td>EC2</td>
<td></td>
<td>Yes</td>
<td>Dec-23</td>
<td>Director of LSE Research and Innovation</td>
<td>At least 50% of respondents to relevant survey questions will be aware of the IP policy. 50% of those aware of the IP Policy think its helpful/very helpful</td>
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### EC6
**Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.**
Specific Induction and Management and Leadership Training for Research Staff will be designed and launched based on external benchmarking. Next steps include running further workshops and featuring Career Management mechanisms in the Research Staff News letter

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<tbody>
<tr>
<td>EC6</td>
<td></td>
<td>Yes</td>
<td>Dec-23</td>
<td>LSE Director</td>
<td>75% of Induction attendees who responded felt the session useful/very useful. 75% of attendees on Management and Leadership workshops find it useful/very useful</td>
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### ECR1
**Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.**
Ongoing support and engagement with the ECR

<table>
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<tbody>
<tr>
<td>ECR1</td>
<td></td>
<td>Yes</td>
<td>Dec-23</td>
<td>Head of Organisational Learning Director Research and Innovation</td>
<td>At least 75% of respondent in OL survey questions will be aware of the ECR. 50% of those who are aware of the ECR have actively engaged in an ECR activity</td>
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<tr>
<td><strong>HREiR Action plan (2023-26)</strong></td>
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<tr>
<td><strong>Wellbeing and mental health</strong></td>
<td><strong>The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.</strong></td>
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<tr>
<td><strong>ECI3</strong></td>
<td>Promote good mental health and wellbeing through the effective management of workloads and people.</td>
<td>An ongoing programme of Wellbeing activity is widely promoted. Research staff have been participating in this programme. Regular wellbeing tips will be included in the Research Staff newsletter</td>
<td>Yes</td>
<td>Dec-25</td>
<td>Head of Organisational Learning Director Pro-Director Research</td>
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<tr>
<td><strong>ECI4</strong></td>
<td>Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.</td>
<td>Working Group (inc Early Careers Researchers, Comms Division and internal L&amp;D providers) to continue to explore how best to deliver training to PI and P&amp;R staff Managers. New starters continue to complete the online E&amp;D module. The guidance including the expectations of the PI Researcher relationship is to be discussed by RPSC and implemented. Further sessions on Mental Health 1st Aid will be offered.</td>
<td>Yes</td>
<td>Dec-25</td>
<td>Head of Organisational Learning</td>
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<tr>
<td><strong>ECM3</strong></td>
<td>Ensure managers promote a healthy working environment that supports researchers’ wellbeing and mental health.</td>
<td>Ongoing roll out of new works spaces and support as part of the Future Ways of Working project.</td>
<td>No new action identified</td>
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<td><strong>ECM4</strong></td>
<td>Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.</td>
<td>Yes</td>
<td>Ongoing</td>
<td>Chief Operating Officer Pro-Director Research</td>
<td>Requests monitored by HR Policy team centrally and reviewed annually. 60% of respondents in Annual survey respond positively to relevant questions</td>
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<tr>
<td><strong>ECR3</strong></td>
<td>Ensure researchers take positive action towards maintaining their wellbeing and mental health.</td>
<td></td>
<td>No new action identified</td>
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<tr>
<td><strong>Bullying and harassment</strong></td>
<td><strong>The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.</strong></td>
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<td><strong>ECI3</strong></td>
<td>Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.</td>
<td>Further workshops on relevant policies to be offered and ongoing monitoring to occur</td>
<td>Yes</td>
<td>Ongoing</td>
<td>HR Director HR Case work monitored and reported annually to RPSC</td>
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<tr>
<td><strong>ECM3</strong></td>
<td>Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.</td>
<td>New Management and Leadership Training to be designed to include relevant guidance, policies and case studies for Managers</td>
<td>Yes</td>
<td>Jul-23</td>
<td>HR Director Head of OL HR Case work monitored and reported annually to RPSC</td>
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<tr>
<td><strong>ECR4</strong></td>
<td>Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.</td>
<td>Continue to monitor and advertise relevant reporting mechanisms</td>
<td>Yes</td>
<td>Ongoing</td>
<td>HR Director HR Case work monitored and reported annually to RPSC</td>
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<tr>
<td><strong>Equality, diversity and inclusion</strong></td>
<td><strong>The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.</strong></td>
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<tr>
<td><strong>ECI4</strong> / <strong>ECM1</strong></td>
<td>Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.</td>
<td>All new staff at LSE are required to undertake online training sessions on Equality and Diversity. Participation is monitored termly by HR</td>
<td>Yes</td>
<td>Ongoing</td>
<td>HR Director Monitored by annual reporting on uptake of online module- aim for 80% completion. 80% of respondents to Annual survey feel included</td>
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<tr>
<td>ECR2</td>
<td>Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.</td>
<td>All new staff at LSE are required to undertake online training sessions on Equality and Diversity. Participation is monitored termly by HR.</td>
<td>Yes</td>
<td>Ongoing</td>
<td>HR Director</td>
<td>Monitored by annual reporting on uptake of online module- aim for 80% completion 80% of respondents to Annual survey feel included</td>
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<tr>
<td><strong>Research Integrity</strong></td>
<td>The aims of these obligations are to ensure managers and researchers are trained in-, aware of-, and maintain high standards of research integrity, and are able to report infringements or misconduct.</td>
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<tr>
<td>ECM5 / ECM2</td>
<td>Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.</td>
<td></td>
<td></td>
<td></td>
<td>No new action identified</td>
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<tr>
<td>ECM3</td>
<td>Ensure managers report and address incidents of poor research integrity.</td>
<td></td>
<td></td>
<td></td>
<td>No new action identified</td>
<td></td>
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<tr>
<td>ECR2</td>
<td>Ensure researchers act in accordance with employer and funder policies related to research integrity.</td>
<td></td>
<td></td>
<td></td>
<td>No new action identified</td>
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<tr>
<td>ECR4</td>
<td>Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.</td>
<td></td>
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<td></td>
<td>No new action identified</td>
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<tr>
<td><strong>Policy development</strong></td>
<td>The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.</td>
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<tr>
<td>E17</td>
<td>Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.</td>
<td>Ongoing participation for Researchers in shaping policy and actions especially through the ECR network and RPSC.</td>
<td>Yes</td>
<td>Ongoing</td>
<td>Pro- Director Research</td>
<td>At least 75 of respondents in OL survey questions will be aware of the ECR. 50% of those who are aware of the ECR have actively engaged in an ECR activity</td>
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<tr>
<td>ECM5</td>
<td>Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.</td>
<td>As above</td>
<td>Yes</td>
<td>Ongoing</td>
<td>Pro- Director Research</td>
<td>as above</td>
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<tr>
<td>EM5</td>
<td>Engage with opportunities to contribute to relevant policy development within their institution.</td>
<td>As above</td>
<td>Yes</td>
<td>Ongoing</td>
<td>Pro- Director Research</td>
<td>as above</td>
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<tr>
<td>ECR5</td>
<td>Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.</td>
<td>As above</td>
<td>Yes</td>
<td>Ongoing</td>
<td>Pro- Director Research</td>
<td>as above</td>
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<tr>
<td>ER4</td>
<td>Recognise and act on their role as key stakeholders within their institution and the wider academic community.</td>
<td>As above</td>
<td>Yes</td>
<td>Ongoing</td>
<td>Pro- Director Research</td>
<td>as above</td>
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<tr>
<td><strong>Employment</strong></td>
<td>The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.</td>
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<tr>
<td>E11</td>
<td>Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.</td>
<td>The Schools Appointment Committee include the VCAC and the Pro-Director Faculty Development who review all appointments. Regular management information is provided to RPSC to ensure a balanced process is occurring</td>
<td>Yes</td>
<td>Ongoing</td>
<td>VCAC Pro- Director Research</td>
<td>Regular management information is provided to RPSC to ensure a balanced process is occurring</td>
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</table>
**HREiR Action plan (2023-26)**

**EI2**
Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

**A New research specific Induction is to be designed and launched**

Yes

Dec-23

Head of OL Director of Eden Centre

Attendance at Induction to be monitored to ensure that a high percentage of new starters are picked up. The OL Survey to identify 85% of respondents have been inducted effectively.

**Recognition, reward and promotion**

The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.

**EI3**
Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers’ contributions and the diversity of personal circumstances.

No new action identified

**EI4**
Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.

New leadership and Management course to be designed and launched

R&I working on a specialised HoD Induction for managing research lifecycle activities to support efficient HoD and DHoD research onboarding to manage research activities.

Yes

Jan-24

Head of OL Director of Research and Innovation

85% good to excellent response on OL evaluation

**EI5**
Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.

ongoing

85% of respondents to the OL survey find their CDR helpful/very helpful

**ER1**
Researchers ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder.

Managers are aware of all relevant policies at the start of a project/research programme as part of the set up process for projects.

No

Jun-24

Pro-Director Research Director of Research and Innovation

Measure point to be identified following review

**ER2**
Researchers understand their reporting obligations and responsibilities.

Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.

No

Jun-24

Head of OL Director of Eden Centre

No new action identified

**ER3**
Researchers positively engage with performance management discussions and reviews with their managers.

Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.

New leadership and Management course to be designed and launched

R&I working on a specialised HoD Induction for managing research lifecycle activities to support efficient HoD and DHoD research onboarding to manage research activities.

Yes

Jan-24

Head of OL Director of Research and Innovation

85% good to excellent response on OL evaluation

**ER4**
Researchers understand their reporting obligations and responsibilities.

Managers actively engage in regular constructive performance management with their researchers.

Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.

No new action identified

**ER5**
Researchers positively engage with performance management discussions and reviews with their managers.

Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.

New leadership and Management course to be designed and launched

R&I working on a specialised HoD Induction for managing research lifecycle activities to support efficient HoD and DHoD research onboarding to manage research activities.

Yes

Jan-24

Head of OL Director of Research and Innovation

85% good to excellent response on OL evaluation

**Job security**

The aim of this obligation is to improve the job security of researchers.

Researchers positively engage with performance management discussions and reviews with their managers.

Managers actively engage in regular constructive performance management with their researchers.

85% of respondents to the OL survey find their CDR helpful/very helpful

CDR process ongoing
### HREiR Action plan (2023-26)

#### Professional and Career Development

**Championing professional development**

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.

| Obligation | Description | Based on | Transformation | Time Plan | Accountability | Reporting | Status
|------------|-------------|----------|---------------|-----------|---------------|----------|--------
| **PCDI1** | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors. | | | | | | No
| **PCDI2** | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | | | Yes | Head of OL | | 85% good to excellent response on OL evaluation
| **PCDI3** | Monitor, and report on, the engagement of researchers and their managers with career development reviews. | | | Yes | Head of OL | | 85% good to excellent response on OL evaluation
| **PCDI4** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCDI5** | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | Yes | CDR | | CDR process ongoing
| **PCDI6** | Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year. | | | Yes | Head of OL | | 80% of attendees at the Annual Research staff conference will find the events good/excellent in the event evaluation
| **PCDM1** | Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development. | | | Yes | Head of OL | | 75% of respondents to the annual OL survey report having 10 days pro rate per year professional development
| **PCDM2** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCDM3** | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | Yes | CDR | | CDR process ongoing
| **PCDM4** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCDM5** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCDM6** | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | Yes | CDR | | CDR process ongoing
| **PCDM7** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing

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**Career development support and planning**

| Obligation | Description | Based on | Transformation | Time Plan | Accountability | Reporting | Status
|------------|-------------|----------|---------------|-----------|---------------|----------|--------
| **PCD2** | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | | | Yes | Head of OL | | 85% good to excellent response on OL evaluation
| **PCD3** | Monitor, and report on, the engagement of researchers and their managers with career development reviews. | | | Yes | Head of OL | | 85% good to excellent response on OL evaluation
| **PCD4** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCD5** | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | Yes | CDR | | CDR process ongoing
| **PCD6** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCD7** | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | Yes | CDR | | CDR process ongoing
| **PCD8** | Researchers positively engage in career development reviews with their managers. | | | Yes | CDR | | CDR process ongoing
| **PCD9** | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | Yes | CDR | | CDR process ongoing

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**HREiR Action plan, Vitae 2020**
### The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.

| PCD3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers. | Ongoing support from Careers and online. Next steps: based on the survey outcome further work needs to be undertaken to raise awareness and use of the RDF. This could include workshops, a regular feature in the newsletter and engagement with the Early Careers Network | no | 75% of respondents of the OL survey feel the School provided suitable development opportunities | No new action - support ongoing |

| PCDR3 | Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications. | Tracking of bookings and attendance for 2022/23 is underway and a review of the programme to inform future sessions is proceeding. Future cohorts of the programme will run based on evaluation of the first programme | No | Director of Eden Centre Director & Innovation Division Centre Directors/Centre Managers | Measure point to be identified after review is completed |

### Research identity and leadership

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.

| PCD4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. | Tracking of bookings and attendance for 2022/23 is underway and a review of the programme to inform future sessions is proceeding. Future cohorts of the programme will run based on evaluation of the first programme | No | Jun-23 Director of Eden Centre Director & Innovation Division Centre Directors/Centre Managers | Measure point to be identified after review is completed |

| PCDM4 | Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours. | Tracking of bookings and attendance for 2022/23 is underway and a review of the programme to inform future sessions is proceeding. Future cohorts of the programme will run based on evaluation of the first programme | No | Director of Eden Centre Director & Innovation Division Centre Directors/Centre Managers | Measure point to be identified after review is completed |

| PCDM5 | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. | New leadership and Management course to be designed and launched | yes | Jul-23 Head of OL | 85% good to excellent response on OL evaluation |

| PCDR5 | Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills | 80% of the respondents to the OL annual survey report having engaged in professional development activities | no | No new action - support ongoing |

### Diverse careers

The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.

| PCD5 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. | Further revisions of the OL programme will occur based on the annual OL survey. No further action to take based on the Schools current approach to developing Research staff | no | No new action - support ongoing |

| PCDM2 | Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments. | Mentors are allocated to all junior research staff | yes | Ap-24 HR Director | Numbers of allocated mentors monitored on an annual basis - aim for 80% allocated |

| PCDR2 | Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments. | Continued provision of Mentors and support from Careers | yes | Numbers of allocated mentors monitored on an annual basis - aim for 80% allocated | Provision of mentors ongoing |

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HREiR Action plan, Vitae 2020
<table>
<thead>
<tr>
<th>HREiR Action plan (2023-26)</th>
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</thead>
<tbody>
<tr>
<td><strong>PCDR6</strong></td>
<td>Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.</td>
<td>Numbers of allocated mentors monitored on an annual basis - aim for 80% allocated</td>
<td>Provision of mentors ongoing</td>
<td></td>
</tr>
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<tr>
<td>Institutional context:</td>
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#### Environment and Culture

<table>
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<tr>
<th>Obligation</th>
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<th>Carried over from previous action plan?</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>The targeted impact of the action (success measure)</th>
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<th>The actual impact of the action (reporting against the success measure)</th>
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<tbody>
<tr>
<td>ECF1</td>
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<td>ECF2</td>
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<tr>
<td>ECF3</td>
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</tbody>
</table>

#### Awareness and engagement

The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.

**ECF1** Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies

#### Wellbeing and mental health

The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.

**ECF2** Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers

#### Equality, diversity and inclusion

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.

**ECF3** Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions

#### Employment

**Job security**

The aims of these obligations are to improve the job security of early career researchers.

**EF1** Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies

**EF2** Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security

**EF3** Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression

**EF4** Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels

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HREiR Action plan, Vitae 2020
## Professional and Career Development

### Championing professional development

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to do so.

<table>
<thead>
<tr>
<th>PCDF1</th>
<th>Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCDF2</td>
<td>Embed the Concordat Principles and researcher development into research assessment strategies and processes</td>
</tr>
</tbody>
</table>

### Diverse careers

The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.

| PCDF3 | Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit |

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# HREiR Action plan template (add dates)

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</tr>
<tr>
<td>Number of</td>
<td>These are your primary beneficiaries, all across the action plan - both by being targeted with actions and evaluated through success measures.</td>
</tr>
</tbody>
</table>

### Institutional context:

Enter relevant information that helps frame the action plan and the intended institutional audience. For example, this box can be used to disclose the research intensiveness of the institution, providing a justification for the breadth/depth of the actions disclosed.

### Environment and Culture

**Awareness and engagement**

The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.

#### Obligation

- **EC1** Ensure all relevant staff are aware of the Concordat.
- **EC2** Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.
- **EC6** Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.
- **ECR1** Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.
- **ECF1** Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies

#### Action

- Describe here your actions/interventions for meeting the obligation, referring to actions elsewhere in the action plan if preferred.
- Has the action been carried forward from a previous action plan? "yes" / "no"
- Indicate a month and year
- Name all key parties responsible for the action(s) and success measure(s)
- Describe here your success measure(s), used to report against the intended impact for researchers and incorporating researchers' views wherever possible.
- Describe here any supplementary information.
- Provide evidence that directly reports against all success measures described previously.

### To be completed only when reporting on action plan

- Progress update
- The actual impact of the action (reporting against the success measure)

---

* N.B. This section is for reporting only, and should not be completed prior to the beginning of the action plan's term.
The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers, staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

For brevity, the remaining obligations have been omitted from this ‘Guidance’ sheet.
### HREiR Action plan template (2023 -2026 dates)

**Institution name:**

- The institutional audience for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):
  - Research staff
  - Postgraduate researchers
  - Research and teaching staff
  - Teaching-only staff
  - Technicians
  - Clinicians
  - Professional support staff
  - Other (please provide numbers and details)

**Number of Postgraduate researchers**

- The actual impact

### Environment and Culture

**Awareness and engagement**

The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.

Our internal evaluation revealed that researchers feel the university strategic priorities do not reflect their own (62% in a consultation said that they felt disconnected from the university's recent 'Strategy 2030'). Heads of Faculties also report from conversations at committee meetings that researchers feel the university's strategic priorities are not entirely aligned with the reality felt in specific research disciplines.

### Obligation | Action | Carried over from previous action plan? | Deadline | Responsibility | The targeted impact of the action (success measure) | Comments (optional) | Progress update | The actual impact of the action (reporting against the success measure)
--- | --- | --- | --- | --- | --- | --- | --- | ---
**EC1** Ensure all relevant staff are aware of the Concordat

- Providing actions for every obligation is not mandatory, although action plans should aim to target those in their priority areas and/or those highlighted by researchers during the internal evaluation.

**EC2** Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers.

- Host programme of Faculty- and institution-wide workshops on research culture, capturing local and broader views on key themes in research and reflecting these with the institution's 'Strategy 2030' priorities.

- Host quarterly workshops for each Faculty, and biannual institutional workshops.

- Programme of workshops conducted digitally due to ongoing COVID-19 restrictions (1). Attendance was encouraging, with a good number of research staff joining and contributing to both discussions and the chat function. Research staff were less engaged in the reporting of the workshops than hoped, partially attributed to the less stimulating setting of online events. Feedback from research staff attendees was very positive, and both this feedback and the workshop discussion points were fed into Faculty committee meetings. In one instance, this prompted a Head of Faculty to set up focus groups to explore one particular issue more closely.

- Programme of workshops conducted separately for each Faculty, and biannual institutional workshops.

**EC6** Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.

- Gather a comprehensive range of anonymous views from research staff on how they feel their Faculty research environment compares to the institution as a whole through quarterly Faculty pulse surveys.

- Faculty pulse survey engagement was encouraging, albeit variable across the Faculties. The findings and trends will help inform future Concordat action plans and the university's Research Culture manifesto.

- All 5 Faculties' workshops held quarterly, as well as two workshops held at an institutional level.

- Workshop reporting only partially led by research staff across the Faculties. All Faculty committees successfully installed research culture reports as an agenda item.

- 34 research staff attended each workshop on average, 86% of research staff attendees gave positive post-event feedback, with 84% saying they "found the workshop to be helpful".

- 38±3% of research staff responded to pulse surveys across all Faculties, although some only received 35% research staff response rates.
| ECR1 | Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students. | Jul-23 | RCWG | At least 75% of research staff answering CEDARS q42.4 (“feel included in your immediate research environment/group”) agree or strongly agree (CEDARS 2021: 62%) | Survey response rate in 2021: 16% research staff (n=147) | CEDARS response rate improved considerably after a campaign of targeted communications. This coincided with less positive responses for q42.4 than anticipated, suggesting that the university is now successfully reaching a previously ‘silent’ yet dissatisfied group of research staff with the survey. | 64% of research staff responded agree/strongly agree for CEDARS q42.4. | 22% of all research staff (n=202) responded to CEDARS. |

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**For brevity, the remaining obligations have been omitted from this 'Tips' sheet.**
<table>
<thead>
<tr>
<th>Concordat Principle</th>
<th>Institution</th>
<th>Managers of Researchers</th>
<th>Researchers</th>
</tr>
</thead>
</table>
| **Environment and Culture** | 1. Active consultation with the Early Career Researchers network to enable co-design of activity.  
2. A co-ordinate series of activity to raise awareness of IP Policy including workshops and publicity.  
3. Developing LSE for Everyone; establishing LSE as a strong community by supporting staff, recognising, and developing talent, ensuring we can attract and retain the best academics, researchers, and professional service staff by embedding equity, diversity, inclusion, and sustainability across all our processes and procedures.  
4. Invest in world-class digital and physical facilities. | Raising awareness of the Concordat action plan through engagement with the ECR network, publicity in newsletters and workshop events. | |
| **Employment** | Research for the World, which sets out our intention to broaden our real-world impact by forming a new generation of Thought leaders, advocating for the value of the social sciences, and becoming the global convenor of influential debate on critical issues | | 1. A Researcher Conference and a series of networking events, to be run in conjunction with the ECR network  
2. The design and launch of new Induction programme specifically for Research Staff  
3. Support and encourage researchers to pro-actively engage in their personal, career and lifelong development through workshops, careers support, mentoring and the CDR process  
4. Invest in a broad disciplinary base and vibrant research environment, with targeted funding, support and career guidance for our faculty. | |
| **Professional Development** | The launch of a new regular newsletter for research staff, featuring learning and development opportunities, hints, tips, and features. | The Design and launch of a new Leadership and Management programme for Research staff leaders and Managers. | |