

HREIR Action plan template (2021-23)

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| Details | |
|------------------------|----------------------------|
| Institution name: | London School of Economics |
| Cohort number: | 2 |
| Date of submission: | 27th Jan 2023 |
| Institutional context: | |

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

| Audience (direct beneficiaries of the action plan) | Number of | Comments |
|--|-----------|----------------------------------|
| Research staff | 240 | staff on research contracts only |
| Postgraduate researchers | n/a | |
| Research and teaching staff | n/a | |
| Teaching-only staff | n/a | |
| Technicians | n/a | |
| Clinicians | n/a | |
| Professional support staff | n/a | |
| Other (please provide numbers and details): | n/a | |

Complete for submission

To be completed only when reporting on action plan

| Environment and Culture | 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 again at the success measure) |
|--|---|---|---|--|---|---|---------------------|---|--|
| 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. | | | | | | | | | |
| ECI1 | Ensure all relevant staff are aware of the Concordat. | <p>Communications: To develop a communications strategy for research staff, which will include: - A reference to the Concordat within the appointment letter - at least three research staff profiles per year within Staff News by the end of the 2020-21 academic year - a designated web area for researcher development, which will also include references to the Concordat - research staff email newsletter to be created and circulated on a termly basis.</p> <p>Development of these communication methods will allow opportunities for more targeted communications about the Concordat to reach researchers.</p> | | <p>Web area and email newsletter: March 2021 Overall: August 2022</p> | <p>Head of Organisational Learning (Human Resources Division)</p> | <p>At least 30% of respondents to relevant survey questions will be aware of the Concordat</p> | | <p>Researcher Working Group (inc Early Careers Researchers, Comms Division and internal L&D providers) set up to explore how to better communicate to Research and policy staff. A single web portal has been launched providing access to all L&D offering inc information on the Concordat. A link to the Concordat has been included in new staff appointment letter and new starter guide.</p> <p>Things were slightly delayed due to the pandemic in 2021 followed by staff changes in the OL team.</p> | <p>20% of respondents to the 2022 OL survey had heard of the Concordat (this is an improvement on 2021 when the result was 0%)</p> |
| ECI2 | | <p>Intellectual Property: Provide clarification on the School's IP Policy at appointment stage for new researchers. Research Excellence Framework (REF) 2021: Preparation for REF 2021 to include early involvement and consideration of research staff.</p> <p>Involvement in life of the department/centre: To encourage research staff to play an active role in the life of their Department/Centre, including getting involved in appropriate departmental decision-making processes such as committees and working groups. The matter had been raised by Professor Julia Black at an RCDF meeting. Next steps are: - an improvement in level of research staff engagement.</p> <p>Researcher mobility (including Resaver pension scheme) Review the options for the School should a researcher join the School and be in the Resaver pension scheme.</p> <p>2030 Strategy: To ensure that research staff are made aware of the LSE 2030 Strategy (also links to action #24), for example through School-wide and more targeted communications such as the forthcoming research staff newsletter and content relevant to research staff being signposted on the new web pages. (a)Ensure the Concordat action plan and principles are a key consideration in the development of Department and Centre level plans.</p> <p>Race Equality Framework: To liaise with the research staff community about the framework, ensuring discussions around the specific people, educations, and research strands. Hold meeting with research staff colleagues to discuss the framework.</p> | | <p>August 2022- December 2021 August 2022 August 2022 August 2022</p> | <p>Pro-Director Research Director of LSE Research and Innovation Director of Human Resources</p> <p>Research and Policy Staff Committee Pro-Director Research Research & Innovation Division</p> <p>Director of Human Resources Division</p> <p>Pro-Director Research Human Resources Division EDI Steering Group Human Resources Division Research and Policy Staff Committee Pro-Director Research</p> <p>Pro-Director Faculty Development Chair of Research and Policy Staff Committee</p> | <p>At least 50% of respondents to relevant survey questions will be aware of the policy. At least 50% of respondents to relevant survey questions will be aware of the REF.</p> <p>At least 50% of respondents to relevant survey questions are engaged with their department/centre</p> <p>Active involvement in European wide work on Researcher mobility</p> <p>At least 30% of respondents to relevant survey questions are aware of the strategy</p> | | <p>A question was included in the OL P&R survey 2022 Internal training on IP policy has been developed and is ready to roll out. A question was included in the OL P&R survey 2022 Consultation was held over REF preparations followed by awareness raising. The REFSC systematically ensured that all potential contributors to the REF in accordance with the definitions of eligibility and inclusion were fully advised and the potential contributions fully considered.</p> <p>A question was included in OL P&R 2022 survey RPSC discussed means of ensure better engagement within Departments/Centres. Best practice was identified and shared via Departmental Forums</p> <p>The School has investigated whether it would be possible for an existing member of RESAVER to remain a member of that pension scheme if employed by the School. RESAVER have confirmed that, as England is not part of the European Union, it is only possible for membership of RESAVER to be honoured in circumstances where the researcher is employed by LSE and based in Europe.</p> <p>The 2030 Strategy has been widely communicated including Town Hall meetings, Staff news and local meetings. Local Department and Centre plans are aligned to the Strategy and relate to this action plan. A question was included in the OL 2022 P&R survey</p> <p>A series of consultation meetings have been held in early 2021. The outcomes have been used to shape the Race Equality Framework. There is a Research strand in the framework, this is represented by the Pro-Director Research a senior member of Research and Innovation Division, an academic lead and PhD Academy lead. Framework actions relating to researchers include the Race Equity Data project which reviewed data from grant application awards by race and ethnicity. This was shared in a meeting with a funder to encourage them to take further action on bias in peer-review to increase the non-white success rate."</p> | <p>35% of the respondents to the OL survey had heard of the IP Policy</p> <p>60% of the respondents to the OL survey were aware of the Schools approach to the REF</p> <p>57 % of respondents felt they were engaged in their Department/Centre</p> <p>62% of respondents had heard of the LSE 2030 Strategy</p> <p>Race Equality Framework is being implemented including feedback from consultation.</p> |
| ECI6 | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices. | <p>Benchmarking/CROS & PIRLS: Benchmark the best practice identified in the sectors CROS and PIRLS results against LSE practices and review where necessary.</p> <p>Oversight: This action plan will be overseen by the Research and Policy Staff Committee</p> <p>ACTION 39. Internal Evaluation Undertake regular internal evaluation to gain researcher feedback through:</p> <p>An annual survey from the Organisational Learning Team</p> <p>Exit Questionnaire - any themes to be received by the Research and Policy Staff Committee</p> <p>Research and Innovation and LSE Library project that aims to analyse the experience of researchers and the efficiency of research support at LSE. Results will be received by RPSC</p> <p>LSE 2020 Pulse survey - results will be received by RPSC and actions set where necessary</p> <p>Themes on the impact of Covid-19 on research staff will be explored by the Committee and actions set where necessary</p> <p>ACTION: 14. Active involvement in Vitae</p> | | <p>August 2021 May 2021-2022 - August 2021-2022 May 2021-2022 May 2021 August 2021 August 2021 August 2022</p> | <p>Human Resources Division Research and Policy Staff Committee</p> <p>Research and Policy Staff Committee members</p> <p>-</p> <p>Head of Organisational Learning (Human Resources Division)</p> <p>Research and Policy Staff Committee Human Resources Division</p> <p>Research and Innovation Division</p> <p>Research and Policy Staff Committee Head of Organisational Learning, Human Resources Division Pro-Director, Research (for both)</p> <p>Director of Human Resources</p> | <p>Benchmark will be undertaken and a summary provided to the Research and Policy Staff Committee</p> <p>All leads will provide interim updates, with a report at each summer term RPSC meeting.</p> <p>Survey will be circulated annually with an engagement rate of at least 30%</p> <p>Any themes will be provided to the committee annually</p> <p>Any themes will be provided to the committee</p> <p>Preliminary headlines to be received by the RPSC</p> | | <p>Benchmarking undertaken and reported to RPSC in MT21 and LT 22. PRSC Working group set up as a result, RPSC Working group set up to explore; communication strategy, Induction and Management and Leadership Training</p> <p>RPSC meets termly and any relevant items for the action plan are put on the agenda. All revisions to the action plan are agreed with the Committee. Each Summer term the Committee fully reviews the Action plan to ensure relevance etc</p> <p>Surveys were undertaken in 2021 and 2022. Results are reported to RPSC and actions identified will be included in the action plan (if relevant)</p> <p>Exit questionnaire results have been taken to RPSC in lent term 2021 and 2022. Full discussions have occurred.</p> <p>The Research Lifecycle project completed in 2019 is the completion of the first review of researcher experiences. Further work to review service standards was undertaken 2021/22. New starter ECR outreach established by R&I to onboard colleagues into LSEs research support provision in 2020; this was then rolled out to all staff in 2021/22</p> <p>Pulse survey results of 2021 have been provided to RPSC, actions identified have been included into relevant plans</p> <p>Full discussion have been held with RPSC during the pandemic (2020 and 2021). Actions identified have been integrated in to relevant plans (both local and School wide)</p> <p>The Director of HR has held a number of one to one meetings with the Chief Executive of VITAE and actively participated in some of their research activities. The annual Vitae Conference is attended by LSE. The Director of HR remains Chair of the GRAC pension scheme (a pension scheme for VITAE employees)</p> | <p>Report provided to RPSC</p> <p>OL survey held: October 2021 - 20% engagement rate Oct 2022 - 20% engagement rate</p> <p>Reports provided to RPSC</p> <p>Regular meetings established with academic units to discuss grant lifecycle. New starter outreach emails led to meetings and interaction with R&I point of contact. New starter data review by R&I showed grant acquired by unit by no. of staff.</p> <p>Complete - 2020 and 2021 survey results were discussed by RPSC.</p> <p>Report provided to RPSC</p> |

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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. | | | | | | Launch of the Early Career Researchers Network in 2022 enables these colleagues to actively shape their own development | Reports provided to RPSC |
| <p>Wellbeing and mental health</p> <p>The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.</p> | | | | | | | | |
| ECI3 | Promote good mental health and wellbeing through the effective management of workloads and people. | Actions around mental health and Wellbeing have been included in the School Mental Health and Wellbeing action plan. Research staff have access to wellbeing sessions offered by the School. The School also has mechanisms in place for any member of staff to raise concerns regarding discrimination, bullying and harassment, including providing appropriate support for those reporting issues. | August 2022 | Director of Human Resources Head of Organisational Learning, Human Resources Division | To be monitored via: - School wide KPIs and Staff Wellbeing survey both conducted annually. Results to be provided to RPSC - Pulse survey to be held annually starting Sept 21 | | An ongoing programme of Wellbeing activity is widely promoted. Research staff have been participating in this programme. In 2021, the School took a decision to not have a wellbeing KPI and will monitor via the annual Pulse survey. | Regular meetings established with academic units to discuss grant lifecycle. New starter outreach emails led to meetings and interaction with R&I point of contact. New starter data review by R&I showed grant acquired by unit by no. of staff. |
| ECI4 | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health. | All new staff at LSE are required to undertake online training sessions on Equality and Diversity A working group has been established to take a strategic approach towards research staff development offerings across the School. The group will also consider the researcher/PI relationship as part of this work. ACTION Researcher/PI relationship Seek to further clarify the expectations of the PI and researcher in the research relationship by developing documentation to clarify this and raise awareness of it | August 2022 | Head of Organisational Learning, Human Resources Division Research and Policy Staff Committee | At least 30% of respondents to relevant survey questions are aware of it. | | Working Group (inc Early Careers Researchers, Comms Division and internal L&D providers) set up to explore how best to deliver training to PI and P&R staff Managers. New starters have been completing the online E&D module. Draft guidance on collaborative authorship on research projects has been produced which sets out the expectations of the PI/Researcher relationship. Sessions on mental Health 1st Aid for Managers have been held. | |
| ECM3 | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health. | | | | | | | |
| ECM4 | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers. | The School will consider all flexible working requests in a fair and consistent way. Managers are encouraged to be open to the prospect of flexible arrangements and both parties should be creative in thinking about ways in which flexibility can be achieved without a negative impact upon the work of the individual or the wider team. More information is available here: https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/leWorPolPro.pdf | | | Requests monitored by HR Policy team centrally and reviewed annually | | School has adopted a new approach called Future Way of working that enable staff to work in the way that best suits themselves | Complete - 2020 and 2021 survey results were discussed by RPSC. |
| ECR3 | Ensure researchers take positive action towards maintaining their wellbeing and mental health. | | | | | | | |
| <p>Bullying and harassment</p> <p>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.</p> | | | | | | | | |
| ECI3 | Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues. | | | | | | Workshop sessions offered around relevant policies. Case work of HR Partners monitored for trends etc. | Report provided to RPSC |
| ECM3 | Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment. | | | | | | | |
| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying. | | | | | | Cases monitored and relevant reporting mechanisms advertised | |
| <p>Equality, diversity and inclusion</p> <p>The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.</p> | | | | | | | | |
| ECI4 / ECM1 | Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. | All new staff at LSE are required to undertake online training sessions on Equality and Diversity. Participation is monitored termly by HR | | | Monitored by annual reporting on uptake of online module. | | All new staff at LSE are required to undertake online training sessions on Equality and Diversity. Participation is monitored termly by HR. Training has been held on inclusive engagement | 75% of new starters have completed the online E&D module |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion. | | | | | | All new staff at LSE are required to undertake online training sessions on Equality and Diversity. Participation is monitored termly by HR | 75% of new starters have completed the online E&D module |
| <p>Research Integrity</p> <p>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.</p> | | | | | | | | |
| ECI5 / ECM2 | Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct. | The LSE Research Ethics Policy and Code of Research Conduct form part of the School's overarching Ethics Code. The documentation is highlighted by the Research and Innovation team at the grant application stage, more information is available here: https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/research-ethics/research-ethics Staff are required to undertake online Ethics training session. To provide input to the Research Committee's work on developing guidance on Ethics of research collaboration: LSE Guidance on Authorship | Aug-23 | Pro-Director Research | Monitored by annual declaration of interests/ethics code monitoring. Results reviewed centrally To have robust guidance on Ethics of research collaboration: LSE Guidance on Authorship | | Monitored by annual declaration The RPSC has been involved in discussions around this paper, with input from research staff members on the committee. A working group has drafted guidance on key aspects of collaborative research. This has included feedback from the Research Ethics Committee | |
| ECM3 | Ensure managers report and address incidents of poor research integrity. | | | | Staff Survey, and annual Pulse Survey from Sept 21 | | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to research integrity. | | | | School wide KPIs and monitoring of cases reported by HRPs | | | |
| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct. | | | | | | | |
| <p>Policy development</p> <p>The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.</p> | | | | | | | | |
| EI7 | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making. | ACTION SE: Athena Swan: To ensure that the Athena Swan action plan addresses areas identified by research staff through the Staff Survey | August 2022 | EDI Steering Group Human Resources Division Research and Policy Staff Committee | Undertake an exercise to correlate the Concordat Action Plan and the Athena Swan Action plan to ensure research staff, with regards to recruitment and people management procedures are operated in a fair and transparent way. | | Researchers take active participation via: - focus groups, town hall discussions staff pulse survey, OL survey, PRSC and sub working groups, ECR Network This provides them with means of input to all policies and action plans. | Key School level action plans have been cross related and actions put into relevant Divisions business plans |
| ECM5 | Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | The Research and Policy Staff Committee has been established to provide research staff, PIs and staff involved in supporting research staff and their managers with an opportunity to contribute to policy development. | | | | | As above | |

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| EM5 | Engage with opportunities to contribute to relevant policy development within their institution. | Managers are represented on relevant policy development bodies such as the RPSC. | | | | | | As above | As above |
| ECRS5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | | | | | | | As above | As above |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community. | No further actions identified | | | | Supported by the School and Research Staff Association actively engaging with Research Staff | | | As above |
| Employment | | | | | | | | | |
| Recruitment and induction | | | | | | | | | |
| The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation. | | | | | | | | | |
| E11 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices. | No further actions identified Recruitment policies and data are regularly reviewed by the School and any proposals are taken to the School's Appointments Committee for approval. Annual data on recruitment is also taken to the Appointments Committee for review and monitoring. | | | | 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 | | All appointments monitored by Appointments Committee | Reports provided to RPSC |
| E12 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position. | No further actions identified We have a monthly School-wide induction session which new research staff are invited to (Flying Start) and the programme has been reviewed to be based around the School's values. Local induction practices also take place across the School. Researchers are invited to Town Hall meetings for all staff, led by the Director and the School Management Committee. | | | | Attendance at Induction is monitored to ensure that a high percentage of new starters are picked up. The OL Survey identifies what % of respondents have been inducted effectively | | Research staff attend both Academic and Professional Services Induction plus local inductions | Reports provided to RPSC |
| 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. | | | | | | | | | |
| E13 | 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 further actions identified Research staff are included in the School's contribution pay process (Academic Staff Reward Committee), more information is available here: https://info.lse.ac.uk/staff/divisions/Human-Resources/Committees-and-working-groups/Academic-Staff-Reward-Committee The New Research Staff Career (NRSC) has now provided clear promotion pathways for research staff through the Promotions Committee. The structure enables managers to submit cases ahead of upcoming Committee meetings, more information is available here: https://info.lse.ac.uk/staff/divisions/Human-Resources/Review-reward-and-promotion/Review-and-Promotion-of-Research-Staff | | | | Remuneration Committee, RPSC and Appointments Committee receive regular updates about promotions and contribution awards to ensure a balance, fairness and School wide coverage | | Remuneration Committee and Appointments Committee provide scrutiny | Reports provided to RPSC |
| EM3 | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers. | Recruitment and promotion process are overseen by the VCAC and relevant Committees to ensure a fair, inclusive and equitable process. Reward processes are also overseen by the Pro Director Faculty Development | | | | | | Remuneration Committee and Appointments Committee provide scrutiny | Reports provided to RPSC |
| Responsibilities and reporting | | | | | | | | | |
| The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities. | | | | | | | | | |
| EM2 | Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding. | We are investigating means to ensure Managers are aware of all relevant policies at the start of a project/research programme as part of the set up process | | | | | | Sub working group of RSPC are working on this with a view to implemented during 2023 | |
| ER1 | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder. | No further actions identified | | | | Regularly monitored by the VCAC and Pro-Director Research | | Ongoing monitoring from VCAC and pro-Director Research | Reports provided to RPSC and Research Committee |
| ER2 | Researchers understand their reporting obligations and responsibilities. | No further actions identified | | | | n/a | | | |
| People management | | | | | | | | | |
| The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews. | | | | | | | | | |
| E14 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. | No further actions identified All Heads of Department are invited to attend the Heads of Department Induction at the start of the academic year and are provided with a handbook containing supporting information, more information is available here: https://info.lse.ac.uk/staff/divisions/Eden-Centre/Eden-events-and-programmes/Inductions-for-academics-and-GTAs-at-LSE Centre Directors meet on a termly basis at the School's Research Centre Directors' Forum | | | | The HOD/Centre Directors handbook is updated annually. All new HODS not only attend an Induction but are also invited to attend the School's Leadership Development Programme and take a module on Managing Projects | | HODs have attended leadership Programme. New RPSC working group set up to design specific Leadership and Management Programme for Research staff Managing research grants training was rolled out in the RISE programme for 2021/22. The session was requested to be expanded to be based around peer-learning and sharing of challenges. New session for RISE programme 2022/23 on managing grants and Principal Investigator Networking. This session has high bookings with frequent requests for a repeat session in LT 2023. R&I invited HR to attend and will report back. | |
| E15 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation. | The School has in place Career Development Reviews, Mentoring, Contribution Pay and Promotions processes which are reviewed annually by relevant School Committees to ensure the processes are fair and transparent. | | | | As E13 | | Remuneration Committee and Appointments Committee provide scrutiny | Reports provided to RPSC |
| EM1 | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care. | We are exploring implementation of a new programme for all Managers of Researchers to undergo as part of the beginning of a project. This will outline what is expected of the Managers and what is expected of the researcher | | | | | | Sub working group of RSPC are working on this with a view to implemented during 2023 | Reports provided to RPSC |
| EM4 | Managers actively engage in regular constructive performance management with their researchers. | | | | | | | CDR process in place for regular feedback | 71% CDR completion rate |
| ER3 | Researchers positively engage with performance management discussions and reviews with their managers. | No further actions identified | | | | All CDRs are reviewed by the VCAC and the Pro-Director Faculty Development to ensure positive engagement | | CDRs reviewed by VCAC and pro-directors | |
| Job security | | | | | | | | | |
| The aim of this obligation is to improve the job security of researchers. | | | | | | | | | |

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| E16 | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress. | <p>Research staff are included in the School's Redeployment Process. A bridging fund is also available for research staff and has been updated in Summer Term 2020. Further information on the number of applications will be available in summer 2021</p> <p>Bridging Funds: Share information on the number of bridging fund applications with RPSC on an annual basis</p> <p>The Staff Survey in 2019 showed that 44% of staff said they felt their job was secure. This is an increase of 16% since the Staff Survey in 2015 where only 28% of staff felt their job was secure; further data will be available through the next staff survey in 2021-22 (TBC).</p> <p>The RPSC also receives data sets regarding turnover, reasons for leaving to better understand the impact on researchers on fixed term contracts.</p> <p>The School has also taken remedial action to protect researchers during the Covid-19 pandemic where funders stop or delay payments.</p> <p>ACTION 19. Job security; (a) Increase the percentage of research staff who feel that their job is secure (as measured by the relevant question in the LSE Staff Survey) through a concerted plan to better support continuity of employment for researchers, including by improving access to bridging funds (action #6), training research staff, improving CDRs and mentoring, and sharing best practice and job opportunities (action #26). (b) To evaluate (through the annual research staff survey) awareness amongst research staff of appropriate job opportunities within the School</p> | Every Summer Term August 2022 | <p>Research & Innovation Division VCAC Research and Policy Staff Committee</p> <p>Pro Director Research Director of Human Resources Research & Innovation Division Head of Organisational Learning (Human Resources Division)</p> | <p>Provide the RPSC with an annual update on bridging fund. RPSC will make recommendations where required.</p> <p>Increase in % of staff who feel their job is secure through relevant survey questions.</p> <p>An increase of at least 75% awareness amongst staff of where to seek job opportunities (captured through relevant survey questions)</p> | | <p>An annual report on the bridging fund is made by the Director of R&I to RPSC every year. A full report on the impact of the Covid pandemic was produced</p> <p>Workshops have been run for Research Staff on Career Management and similar topics. A question was included in the OL 2022 survey</p> | <p>No applications for the fund were received in 2020 to 2021</p> <p>41 % of respondents to the OL survey 2022 were not actively looking for a new role 74% of those looking were aware of the Schools mechanisms for seeking opportunities</p> |
| <p>Professional and Career Development Championing professional development</p> <p>The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.</p> | | | | | | | | |
| PCD11 | 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. | <p>ACTION 41. Career Development Develop clear communications about how researchers may wish to access up to 10 days of professional development per year - including access to core programmes and specific researcher orientated training.</p> <p>ACTION 42. Career Development Remind PIs and researchers at the beginning of each academic year that the School expects researchers to engage in a minimum of 10 days professional development pro rata per year.</p> | August 2021 | Head of Organisational Learning (Human Resources Division) | 20% increase in attendance at relevant development sessions | | <p>Active marketing has been undertaken during 2020, 2021 and 2022 to ensure staff are aware of opportunities for their personal development. This includes Staff News and the launch of the single web portal for Research Staff Development.</p> <p>A question was included in the OL survey 2022</p> | 57 % of respondents of the OL survey felt the School provided suitable development opportunities |
| PCD16 | Monitor, and report on, the engagement of researchers and their managers with professional development activities. | The annual research staff survey from the Organisational Learning team circulated to research staff includes a question on engagement with the CDR and mentoring processes. This is then reported to relevant committees. | | | Monitored by Annual Organisational Learning staff survey results reported to RPSC | | The OL survey has included relevant questions from 2021. The results are reported to RPSC for discussion and identification of activity. | Reports provided to RPSC |
| PCD13 | 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. | No further actions identified | | | All Researchers are allocated 10 days pro rata for their development | | | |
| PCDR1 | Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year. | <p>No further actions identified</p> <p>Annual CDRs take place</p> <p>LSE Careers Service has a dedicated Careers Consultant to support researchers taking this action, more information is available here: https://info.lse.ac.uk/current-students/careers/PhD-and-Research-staff/phd-students-research-staff</p> | | | Completion rates monitored by HR, all CDRs reviewed by VCAC and Pro Director Faculty Development | | Annual CDRs continue | 2021/22 - 71% CDR completion rate recorded |
| <p>Career development reviews</p> <p>The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.</p> | | | | | | | | |
| PCD12 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | <p>Career Development Reviews Additional support is available for reviewers - the HR Organisational Learning team can provide reviewers with one to one support prior to holding Career Development Review meetings</p> <p>Heads of Department are also provided with guidance on undertaking CDR meetings - this takes place via the HODs induction process</p> <p>Mentoring: Staff who wish to mentor another member of staff in within the School are also provided with training.</p> <p>ACTION 2. Mentoring: Encouraging take up of sessions for new mentors</p> | August 2022 | <p>Head of Organisational Learning (Human Resources Division)</p> <p>Director of Eden Centre</p> | <p>- To ensure that at least 75% of places are filled</p> <p>- To achieve a 85% satisfaction level of good or excellent for the session</p> | | <p>Regular communication has been undertaken around the importance of CDR process and Mentoring. Workshops have been run for staff on how to get the best out of the processes.</p> | In the OL survey 78% of respondents said they found the CDR process either helpful or very helpful |
| PCD16 | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews. | No further actions identified - Annual CDRs take place as mandatory | | | Completion rates monitored by HR, all CDRs reviewed by VCAC and Pro Director Faculty Development | | CDRs continue | 2021/22 - 71% CDR completion rate recorded |
| PCD11 | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | | | | | | | As above |
| PCDR4 | Researchers positively engage in career development reviews with their managers. | CDRs take place annually and a formal report is created | | | Completion rates monitored by HR, all CDRs reviewed by VCAC and Pro Director Faculty Development | | | 2021/22 - 71% CDR completion rate recorded |
| <p>Career development support and planning</p> <p>The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.</p> | | | | | | | | |

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| PCDI3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers. | <p>Research staff have Career Development Reviews in place as well as mentoring. Further information is available here: CDRs: https://info.lse.ac.uk/staff/divisions/Human-Resources/Review-reward-and-promotion/Career-Development-Review Mentoring: https://info.lse.ac.uk/staff/divisions/Human-Resources/Review-reward-and-promotion/Mentoring</p> <p>Research staff also have access to a specialist careers adviser who can undertake one to one sessions for any specific advice that might be required. More information is available here: https://info.lse.ac.uk/current-students/careers/PhD-and-Research-staff/phd-students-research-staff</p> <p>ACTION 44. Mentoring Ensure that 75% of research staff who have been mentored via the formal Mentoring process to be satisfied with it</p> <p>ACTION 45. Mentoring Ensure that 75% of research staff who have had a CDR to be satisfied with it</p> <p>ACTION 46. Career Development: Ensure that Vitae Researcher Development Framework (RDF) as an individual training plan is in use, with guidance on how it can be used by research staff.</p> | August 2022 (For all actions) | <p>VCAC Head of Organisational Learning (Human Resources Division)</p> <p>VCAC Head of Organisational Learning (Human Resources Division)</p> | <p>75% of research staff who have been mentored via the formal Mentoring process to be satisfied with it</p> <p>75% of research staff who have had a CDR to be satisfied with it</p> <p>Guidance for use of RDF is available on dedicated web pages for research staff. Next steps are:</p> | <p>New web pages launched including guidance on career management. Careers advisor provides specific Research staff support</p> <p>A question was included in the 2022 OL survey. RPSC were updated about the response.</p> <p>A question was included in the 2022 OL survey. RPSC were updated about the response.</p> <p>A single web portal for P&R has been launched with guidance on use of RDF. A question was included in the OL survey 2022.</p> | <p>73% of respondents to the OL survey found mentoring either helpful or very helpful</p> <p>78% of respondents to the OL survey found the CDR process either helpful or very helpful</p> <p>15% of the respondents to the OL survey used the RDF pro-actively</p> |
| 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. | CDRs take place annually and a formal report is created | | | | | Report provided to RPSC |
| 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. | | | | | | | |
| PCDI4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. | <p>Introduce skills development sessions for NRSC staff on making applications for higher grant values commensurate with the recently created career track</p> <p>ACTION 35. Supporting female early career researchers To develop a learning and development programme to support female early career researchers</p> | August 2022 | <p>Director of Eden Centre Director of Research & Innovation Division Centre Directors/Centre Managers</p> <p>Head of Organisational Learning (Human Resources Division)</p> | <p>Ensuring at least 75% of places are filled</p> <p>100% take up of places available on the programme</p> <p>85% satisfaction level of good or excellent for the session</p> | <p>R&I relaunched the RISE programme and provide a training event once a week during term focussed on research, knowledge exchange and innovation as well as related topics like data management.</p> <p>A new programme for early career Woman was launched in Sept 2022. This programme will be evaluated on completion in lent term 2023</p> | <p>R&I's RISE programme has had excellent feedback in 2021 and 2022 thus far.</p> <p>The new Elevate Programme for Early Career Woman launched in Sept 2022 is full</p> |
| 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. | No further actions identified | | | As part of the CDR process, opportunities for development are identified these are then reviewed by HR. The OL annual survey also identifies development opportunities | | Report provided to PRSC |
| PCDM5 | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. | | | | | PRSC working group set up to design new specific Management and Leadership Programme | |
| PCDR5 | Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills | <p>No further actions identified</p> <p>LSE Careers Service has a dedicated Careers Consultant to support researchers taking this action, more information is available here: https://info.lse.ac.uk/current-students/careers/PhD-and-Research-staff/phd-students-research-staff</p> | | | LSE Careers monitor uptake and regularly market opportunities | | |
| 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. | | | | | | | |
| PCDI5 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. | <p>ACTION 16. Career Development: Review the skills training provided to Researchers in light of the growing Education Career Track (ECT) type roles in the School (and the higher education sector) taking cognizance of the RDF framework developed by Vitae where appropriate.</p> <p>ACTION 22. Career Development: Explore use of the developing Academic Professional Standard and the Apprenticeship levy.</p> | <p>August 2021</p> <p>August 2022</p> <p>December 2021</p> | <p>Head of Organisational Learning (Human Resources Division)</p> <p>Director of Human Resources</p> <p>Head of Organisational Learning (Human Resources Division)</p> | <p>The review has been completed. Next steps are: - 2020-21 and 2021-22 Research Staff training programme reflects the outcome of the review</p> <p>A report with recommendations on the use of Apprenticeships to support Research development</p> | <p>A revised skills training programme was launched in 2021-22. The programme is reviewed each year</p> <p>A report about the use of the Research Apprenticeship was produced in Sept 2021. This report concluded that at that stage this Apprenticeship was not relevant for the School given the Schools current approach to PG Cert delivery</p> | <p>The evaluation of the OL skills training for Research staff showed; 2021 = Excellent- 69.3% Good - 30.7%, 2022 = Excellent - 70.2% Good - 21.8%</p> |
| 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. | <p>No further actions identified</p> <p>Mentors are allocated to all junior research staff</p> | | | Numbers of allocated mentors monitored on an annual basis | Mentors allocated | 72% have mentors 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. | <p>No further actions identified</p> <p>LSE Careers Service has a dedicated Careers Consultant to support researchers taking this action, more information is available here: https://info.lse.ac.uk/current-students/careers/PhD-and-Research-staff/phd-students-research-staff</p> | | | LSE Careers monitor uptake and regularly market opportunities | | 72% have mentors allocated |

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| PCDR6 | Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation. | No further actions identified | | | | | | | | | | LSE has a dedicated Knowledge Exchange and Impact Integrated Services. They run regular training and provide resources for engagement with non-academics across R&I, Comms and the Library | |
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* 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.