

Concordat Implementation Plan 2014-2018 – Italics denote new actions for this plan or new indicators of success for ongoing actions. 92(7)gs.2 (i)gs-8 (e)]TJ

Aims and actions for the implementation of the
Concordat principle

<p>Action: investigate recruitment policies in light of funding changes and potential scenarios around exit from European Union (September 2017)</p>			<p>researchers. The University has provided support for EU staff to apply for the “Settlement Scheme” offered by UKVI, including reimbursing the application fee for staff applying to the pilot scheme.</p>
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1. iii) Create a University Doctoral Prize scheme to attract and retain researchers
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<p>Provide regular updates to web content, with input and feedback from researchers via LURSA (Continuous updates ongoing, wholesale review within CALIBRE strategy August 2017). On an annual basis review website content relevant to new research staff (Review date November 2015 and annually thereafter)</p>	<p>to integration into the University and Induction information 5% increase in positive responses per year in the relevant questions.</p>		<p>review in October 2018. The responses to integration into the research communities in CROS show an improvement above the target. Integration into the Institution research community from 52% in 2015 to 60% in 2017. Integration into the department research community from 65% in 2015 to 73% in 2017.</p>
<p>2.iii) Improve participation and efficacy of Research Staff Induction at School and University level (Revised date January 2018)</p>	<p>Success will be measured through improved CROS and Staff Survey Responses and feedback from individual events and through Athena SWAN School surveys</p>	<p>Centre for Academic Practice Academic Schools Staff Development</p>	<p>This is an area where further investigation of practices is still required. CROS shows an increase in participation in institution-wide inductions from 2015 to 2017. There was an increase in participation from 82% to 93%; combined with an increase from 50% to 57% finding the induction useful or very useful. School level inductions saw a small increase from 66% taking part to 68% in 2017. Perceived usefulness decreased from 56% to 40%.</p>
<p>Undertake a review of the induction for new Research Staff across all Schools (progressed by 2015, revised date September 2017).</p>	<p>Make recommendations to schools of best practice for staff induction by January 2018.</p>		
<p>Add specific question to CROS 2017 to allow future monitoring April 2017</p>	<p>Expect 20% increase in participation in school inductions by July 2018 (data from schools), 40% by CROS 2019.</p>		

2. vi) Monitor attendance by researchers at Schoc and other relevant University meetings.

Gather information about participation in University meetings in CROS and Quadrennial Review Process (Ongoing, June 2017, and annually thereafter)

Audit school policies and ensure researcher representation in meetings and committees (May 2018).

and therefore the effect of the new process was visible in the results of CROS2017. Participation in a staff appraisal jumped from 63% of eligible staff to 92% of eligible staff, an increase of 46%; this may be due to under-reporting due to confusion regarding eligibility by CROS participants. Participation rates in PDR are now very close to 100% across the schools. The PDR process across the University continues to be refined including undergoing a full scale review in 2019. PDR effective

2. ix) Seek to improve our understanding of PI engagement with researcher development and support, including the identification of barriers (November 2017)

Continue to engage PIs with researcher development through direct and indirect dissemination events and dialogue. Work with Research Committee to ensure recommendations from PIRLS 2015 are implemented.

Within the 'Research Leaders' strand of the CALIBRE strategy, include Research Development as a core attribute/competency for successful Research Leadership for mid and late-career research leaders.

relevant websites; included in information for PDF
process (

opportunities to Research Staff in the RDR
period.
Starting Autumn 2018, the Research Office

			the open nature of these two online resources it is not possible to follow the uptake of these courses except through CROS. A question added to CROS 2017 showed that 3.4% of research staff had accessed these resources; a further 18% said they would like to access such resources; this will be reassessed in CROS 2019. Both resources are advertised via the Research Staff Development website.
6. ii) Achieve Athena SWAN recognition for the University and in all relevant departments (ongoing)	Further Athena Awards submitted and obtained University submission in November 2017.	Athena SWAN Self Assessment Team(s)	Loughborough University has held the Bronze Institutional Award since 2009. The School of Sport, Exercise and Health Sciences was awarded Silver accreditation in 2013. Loughborough Design School was awarded Bronze accreditation in April 2014. A joint submission from Mathematical Sciences and the Mathematics Education Centre was awarded Silver accreditation in April 2015 but that accreditation has lapsed as the departments prepare to submit for a Bronze award as part of the wider School of Science. The School of Architecture, Building and Civil Engineering were successfully awarded a Bronze award in 2017. All remaining eligible schools are expected to apply for an award by 2022.

6. iii) Investigate and monitor the gender imbalance in our research staff population, and monitor the gender balance of research staff on fixed term contracts. Data will be included in Athena SWAN action plans at application and renewal stage (ongoing)

			addresses its institutional culture (24 April 2018).
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Principle 7– Implementation and Review

7. i) Improve monitoring and data collection to inform understanding of Research Staff at a University and School level including an annual

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<p>this comparison including deadlines for action and evaluation(May 2017).</p>			
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Glossary

ATP	Associate Teaching Pathway
CAP	Centre for Academic Practice
CROS	Careers in Research Online Survey
HEA	Higher Education Academy
HR	Human Resources
ILM	Institute of Leadership and Management
LUPE	Loughborough University Portfolio of Evidence
LURSA	Loughborough University Research Staff Association
PDR	Performance and Development Review
PGCAP	Postgraduate Certificate in Academic Practice
PI	Principal Investigator
RA	Research Associate
ROTOR	Recognition of Teaching for Researchers
SMT	Senior Management Team