

HR Excellence in Research 2-year review - London School of Hygiene and Tropical Medicine

Executive summary

1. Institutional context

The London School of Hygiene and Tropical Medicine (LSHTM) is committed to providing an inclusive research, education and working environment reflected through a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential. LSHTM is renowned for its research, postgraduate studies and continuing education in public and global health. Research at LSHTM is focused within three Faculties (Epidemiology and Population Health, Public Health and Policy and Infectious and Tropical Diseases) and two MRC Units (MRC Unit The Gambia at LSHTM and MRC/UVRI & LSHTM Uganda Research Unit).

As a research-intensive organisation, all academic staff (Research Assistant, Research Fellow, Assistant Professor, Associate Professor and Professor) are engaged in research. Actions in the 2021-2023 action plan focus on staff on fixed-term contracts (Research Assistants, Research Fellows and Assistant Professors). The School's research headcount as of October 2021 was: 112 Research Assistants, 367 Research Fellows and 273 Assistant Professors.

LSHTM was awarded the HR Excellence in Research Award (HREiR) in November 2019 based on our gap analysis and proposed action plan. Work on the gap analysis in 2019 involved seeking the views of research staff through face-to-face meetings, focus group discussions, email requests for information and desk research. Amidst the ongoing COVID-19 pandemic, we have continued our work to support researchers by implementing our action plan while being flexible to the changing needs of staff at LSHTM. LSHTM is fully committed to implementing the Researcher Development Concordat and became a signatory in May 2020.

In August 2021, the School appointed a new Director whose focus is on creating an environment which enables everyone to thrive and reach their potential. This will positively impact the work we are doing for the HREiR award and will affect some of the actions going forward due to the priorities laid out by the Director and Executive team.

Work is ongoing to determine how best to include the MRC Units in the HREiR Award and the MRC Unit representatives on the Research Staff Forum will play a key role in this. This is also something that all initiatives at the School are working together to address.

2. Internal Evaluation

A Concordat Monitoring Group (CMG) was established to ensure the action plan is taken forward and progress is reviewed. The CMG includes members from the Talent and Educational Development team (TED), the Strategic Research Office (SRO), Human Resources (HR), the Equity Diversity and Inclusion (EDI) team and the Research Governance and Integrity Office (RGIO) and is chaired by the Head of Talent & Educational Development. The CMG reports to the Deputy Director & Provost and the Chief Operating Officer and findings are reported to Council, Executive Team and the People Committee annually. Engagement with research staff is essential for the delivery of the action plan and for measuring successes. As part of this work, the School created a Research Staff Forum in 2020 that meet regularly to provide input and feedback on activities to implement the Concordat at the School. Discussion groups have been held with members of the Research Staff Forum to determine gaps based on the principles of the Concordat and required actions and the group also reviewed the action plans and summary. Both groups meet once a term. A progress report is sent annually to the Executive Team and People Committee and then further reported for information to Council and Senate. The Research Staff Forum representation will be reviewed and updated in 2022 to better reflect the main audience for the action plan 2021-2023 of staff on fixed term contracts and at Research Assistant, Research Fellow and Assistant Professor grades.

School-wide staff consultation events take place regularly at the School which feed into the HREiR action plan as well as other initiatives. For the evaluation of the work related to the Concordat, the School ran the Culture, Employment and Development in Academic Research Survey (CEDARS) for the first time in 2021 with 279 respondents and a 15% response rate; of which 155 were on fixed term contracts at the Research Assistant, Research Fellow and Assistant Professor grades. The CEDARS results provided the evidence base to inform the review of the 2019 action plan and to identify areas where action is needed. Due to the ongoing COVID-19 pandemic, the School decided to postpone the School-wide staff survey from 2021 to 2022. Instead two working

from home surveys were run in 2020 and 2021 to ensure staff are well supported and that the transition to hybrid working is made smoothly. As the staff survey wasn't conducted, progress was measured using data from CEDARS. Further monitoring will be done after the staff survey results are published in Autumn 2022 as well as using the self-assessment for the Race Equality Charter and the Athena SWAN processes to further determine progress against the 2019-2021 action plan. Through discussions with the Research Staff Forum and other groups across the School along with the anonymous CEDARS results, we were able to get a broad range of views for us to reflect on our progress to date and plan for our next two years.

3. Key achievements

The CEDARS results and discussions with staff illustrated that although there are key areas where further work is needed, LSHTM's research environment and culture is progressing and aligning with the Concordat's principles. Many of the actions from the 2019-2021 action plan are now business as usual and will be maintained and monitored.

Principle 1: Recruitment and Selection: The Recruitment and Selection Skills training is now available as a webinar and includes training on EDI considerations and unconscious bias. This session remains a priority for staff on recruitment panels and is required to attend as a refresher every three years. Recruitment and Selection Policies and Procedures are reviewed annually and academic templates for job descriptions are updated annually. An EDI briefing with information on unconscious bias has been produced and is being used for all interview panels. In CEDARS 2021, recently appointed staff agreed or strongly agreed that their recruitment, selection and appointment process had been fair (84.9%), inclusive (74.3%), transparent (74.3%) and merit-based (89.2%).

Principles 2, 3 and 4: Support and Career Development: There has already been significant work to ensure that staff feel valued at the School. The ongoing HREiR work will consider actions from the Framework for Action plan which addresses issues arising from the 2019 staff survey focusing on staff feeling valued. The School's Early Career Researcher (ECR) Network has over 400 members, termly newsletters are sent and a private Sharepoint site with useful information for ECRs has been created. Working with ECRs, the Training & Development Advisor and the Strategic Research Officer have been organising an ECR week that will include a broad range of sessions addressing key points that came out of a faculty funded project looking at ECR needs. A Changing Expectations event showcasing non-academic career paths was held in February 2021 with 77 attendees, 100% of respondents to the feedback survey agreed the session was effective. Career Corner sessions where staff discuss their career journey to date have been organised every 2 months since August 2020 and have been well attended. The SRO supports research staff with external funding applications and the team met with 241 academics in 2019 and 258 academics in 2020, the majority of which are Research Fellows and Assistant Professors. Fellowship applications supported by the SRO had a success rate of 32% for 2019 and preliminary data indicates a success rate of 24% for 2020. The SRO will also start monitoring EDI characteristics of staff the team supports to ensure there are no missed groups.

The COVID-19 pandemic has accelerated the move towards online training increasing access for all staff. All training is now delivered online and the TED team have increased their offering with WATCH&GO and through LinkedIn Learning. The move to online training has increased engagement and is more accessible for staff based overseas. The TED intranet pages have been updated to make navigation easier. Training offered at the School will be mapped to the Researcher Development Framework (RDF) in the upcoming academic year. 50 ECRs volunteered to trial the Vitae RDF planner and respondents indicated they did not recommend the School pursue the Vitae RDF planner. Performance Development Review (PDR) completion rate for 2020 was 81.8% and 88% in 2021. 78% of CEDARS respondents agree or strongly agree that their line manager encourages them to engage in personal and career development in question 30.1.

Principle 5: Researchers responsibilities: Training and activities in knowledge exchange and innovation have increased and in 2020 and 2021, 84 and 82 people respectively attended events. The School has agreed to provide 10 days protected time guaranteed for staff to attend training and development activities. This has been publicised to staff through the Faculty newsletters, TED bulletin and SRO Research funding alerts. Staff will be encouraged to keep a personal log, which is linked to the TED booking system, of their activities and time taken will be monitored in CEDARS aiming to increase the number of days staff undertake training from the CEDARS

2021 results where 76.4% of respondents indicated they did 4 or less days of training in the past 12 months. The Concordat and various initiatives have been promoted to staff through the TED bulletin, SRO research funding alerts and the ECR newsletter. Intranet pages were created on the SRO space relating to researcher development and the Concordat. Awareness of the Researcher Development Concordat was quite low with 82.6% and 78% of respondents from CROS 2019 indicating they had never heard of the Concordat to Support the Career Development of Researchers and the Concordat to Support Research Integrity respectively. This decreased to 56.4% and 64.5% in CEDARS 2021 in questions 43.1 and 43.2 but further work needs to be done.

Principle 6: Diversity and equality: Since the original application, the School's EDI team has been re-established with a new EDI strategy and action plan developed, launched in July 2021. There is now a School-level Athena SWAN working group that has cross membership with the CMG to ensure open communication and to avoid duplication. LSHTM signed up to the Race Equality charter in June 2020 with a staff member recruited to lead on work for the self-assessment to apply for the Bronze award and a Race Equality Working Group established. The CMG will work closely with the Race Equality Working Group. Four places have been offered onto the Advance HE Diversifying Leadership course in 2021 and 5 for 2022. The online Report and Support tool has been launched and Anti-Bullying and Harassment advisors have been recruited and trained to serve as points of contact. The anti-bullying and harassment policy was reviewed by various groups at the School including the Research Staff Forum. Microaggressions and active bystander training was rolled out in 2021. Due to the pandemic and the Black Lives Matter movement, changes have been happening at the School regarding EDI which will reflect action plans.

Principle 7: Implementation and Review: Engagement with research staff is essential for the delivery of the action plan and for measuring successes. One of the points that the CMG has been working on is to ensure that there is co-operation with other initiatives and priorities at the School to guarantee that actions are delivered and worked on together across the School. Notes taken from relevant external meetings are shared with the Research Staff Forum and relevant events are promoted.

4. Next steps

Several actions have been carried over from the 2019-2021 action plan due to delays from shifting priorities during the COVID-19 pandemic. These actions are incorporated in the 2021-2023 action plan and fit within the broader LSHTM strategy.

With a new Director and with the LSHTM Strategy 2017-22 coming to an end, work is being carried out on a new LSHTM Strategy. The School's commitment to the Concordat to Support the Career Development of Researchers and in implementing the principles by delivering the action plan will remain a focus of the future strategy. A number of initiatives at the School will complement and positively impact the HREiR work. Further work needs to be done to improve the research culture and environment at the School which is outlined in the forward-looking action plan 2021-2023. The action plan 2021-2023 was developed using CEDARS 2021 results focusing on responses from staff indicating they are on fixed term contracts and through discussions with staff at the School to set out areas where work is needed for the HREiR Award and focuses on staff on fixed-term contracts. Areas of focus include:

- Career support: Promote staff taking 10 days for personal and professional development and encourage staff to have a clear development plan. Investigate increasing career support through internal and external provision and enhanced engagement with the career services. Improve PDRs to include discussions about career development plans for staff.
- Fixed-term contract procedure and redeployment: to improve redeployment support and ensure staff are aware of the type of support available to them and the redundancy and redeployment processes.
- Induction and on-boarding: to ensure that staff are well integrated at the School and are aware of policies and procedures relevant to their role.
- Wellbeing and workload: to ensure the effective management of workloads and focus on staff's wellbeing.

Progress to date from our previous action plan 2019-2021 can be found in Appendix A and actions and success measures for the next two years are given in our forward-looking action plan 2021-2023 in Appendix B.

Progress on London School of Hygiene and Tropical Medicine action plan 2019-2021

Colour coding key	
	Complete
	In progress
	Delayed

Action	Completion	Responsibility	Success measures	Progress
1.1.a. Review the School's Recruitment & Selection Policy and Procedure annually, ensuring it accurately reflects current legislation and best practice thinking.	Q4 2021	HR Operations	Reviews completed. Updated policy and procedure is accessible by all staff and available on the external website.	Complete: Reviews are conducted yearly, and all changes are made available to staff. This practice is embedded in normal School processes. Of the CEDARS respondents recruited in the last 2 years, 85% indicated they agree or strongly agree that the recruitment process was fair in question 19.1.
1.1.b. Periodically review the processes, procedures and policies in place to ensure that there is appropriate training for all staff involved in recruitment. Review training available and requirements for members of recruitment panels. Investigate improving the training to ensure it is efficient and increase staff compliance.	Q4 2021	HR Operations/TED	Reviews completed. Increase number of staff involved in recruitment completing training, which includes Challenging Unconscious Bias, Equality & Diversity Essentials, Disability Confident and Recruitment and Selection Skills to 80% by 2021. Feedback from trainings to monitor relevance.	Complete: This practice is embedded in normal School processes. Recruitment and Selection Skills training is now available as a virtual session increasing uptake. The recruitment training includes areas of EDI – unconscious bias and around disability awareness. EDI training is offered virtually with a high attendance rate. From Nov 2019 – Oct 2020, 169 members of staff have attended the updated virtual Recruitment and Selection Skills training which corresponds to a 55% increase based on the attendance at the corresponding time period (Nov 2017 – Oct 2019). 92% of respondents from the training feedback indicated their learning needs were met by the training.
1.2.a. Review the job description templates and ensure they are updated regularly and used when recruiting to reflect the changes in expectations for academic roles.	Q4 2021	Deputy Director & Provost/HR Operations	Job description templates are representative of the requirements for each role and available on the intranet to all staff. 100% of new recruits have a job description.	Complete: Job description templates are updated every year and are required for any recruitments. This practice is embedded in normal School processes. 100% of new recruits have a job description.

<p>1.2.b. Review that all recruitment is done in accordance with the School's policies and procedures with a view of it being efficient and transparent.</p>	Q4 2021	HR Operations	Annual reviews completed.	Complete: this is a similar action as 1.1.a. The policies and procedures are reviewed each year depending upon legislation changes. In CEDARS 2021, recently appointed staff agreed or strongly agreed that their recruitment, selection and appointment process had been fair (84.9%), inclusive (74.3%), transparent (74.3%) and merit-based (89.2%) in question 19.
<p>1.2.c. Update job advertisements to include an EDI statement and a statement on the School's commitment to EDI in order to encourage applicants from under-represented groups.</p>	Q3 2021	HR Operations	Statement about the School's commitment to EDI added to job advertisements. Effect measured through 5% increase in awareness of the School's commitment to EDI (from 73% to 78%) at the next staff survey 2021.	Complete: Statement has been added to all job advertisements reflecting the new EDI strategy. The EDI webpages have been completely re-written also to reflect the new strategy. Staff survey has been delayed but 74.3% of respondents to CEDARS agreed or strongly agreed that the recruitment and selection process was inclusive with 14.9% indicated they didn't know in question 19.2.
<p>1.2.d. New HR system selected and implemented at the School. Link HR information with training data. Monitor rates of compliance for Recruitment and Selection Skills by interview panel members.</p>	Q3 2022	HR Operations/TED	New system linking HR information with training data implemented. Monitor rates of panel members completing the Recruitment and Selection skills training. 70% in 2021-22 and 80% in 2022-23.	Not complete but not carried over: HR and TED have had meetings with the project management office looking at current and to be processes. This will take a few years until there is a new system or update to the current system linking data from training with HR. Currently finalising relevant areas before the tendering process scheduled for December 2021. This will be done as part of the work plan at LSHTM and will enable monitoring of staff and training done.
<p>1.3.a. Review and revise current FTC Policy and Procedure to ensure compliance with legislation. Ensure staff on FTCs are aware of the type of contracts they are employed on and what support is available to them.</p>	Q4 2020	HR Partners	Policy and procedure updated and readily available to staff. All information available on the intranet and circulated to new and existing staff on FTCs. Awareness monitored through the ECR network and Research Staff Forum.	Carried over (row EI6): This has been delayed and is scheduled for 2022.
<p>1.3.b. Develop and launch virtual screen-cast on Managing FTCs, as</p>	Q2 2022	TED	Training developed on Moodle and promoted to line managers.	Carried over (row EM2): The good management practice series launched in September 2021 with the

part of the School's Good Management Practice guides for managers. Obtain feedback, adapt training as required and monitor engagement of the training by staff.			Completion rates monitored (aim for 50% completion rate by line managers by Spring 2021 and 60% by Spring 2022)	first 5 sessions until January 2022 covering the topic of - Leading Virtual and Disconnected Teams. The next session will be Disability Awareness for line managers. We hope to have a 'Managing FTCs' session in 2022 once the policy/procedure work has been finalised.
1.4.a. Monitor and review the Recruitment & Selection training available to ensure equitable access for all staff regardless of their location.	Q3 2022	TED	All staff have access to recruitment training. 100% of interview panel members to have received training.	Complete: Recruitment and selection training is now fully virtual ensuring equitable access to all staff regardless of location and covers unconscious bias. As it is a mandatory requirement to be on a panel, 100% of interview panel members have received training.
1.4.b. Review promotion policy and procedures annually to ensure the School's framework is clear about promotion. Review promotion processes against national standards to check for areas of improvement for equality of opportunity for all staff. Continue to promote CV review to staff. Annual training and information session available prior to the promotion application round to clarify the process and to help individuals prepare applications. Monitor unsuccessful applications to determine if there are commonalities. Monitor the number of successful applicants who attend the information session and CV review.	Q4 2021	HR	Expectations for promotions readily available for all staff on the intranet. Feedback obtained from promotion procedure and through dialogue with the Research Staff Survey. Any concerns identified to feed into action plan.	Complete: the promotions process is reviewed and updated accordingly after each round and this is part of normal School processes. Faculties have started analysing CV review and promotions in relation to different characteristics. Initial data suggests that applicants that submit for CV review are more likely to be promoted, sample sizes are still too small for a definitive conclusion and further analysis will be conducted. Further work is ongoing across the School in various initiatives and work is being carried on through: ECI4.1, 3.6 and EI3.1.
1.4.c. Produce an EDI briefing with information on unconscious bias based on what is currently used for promotions to be read by the Chair to the panel before all interviews.	Q4 2020	HR Operations	Paper produced and 100% of interview panel chairs to use before interviews.	Complete: This was delayed but is now in use as of March 2021 for 100% of interviews.

<p>1.4.d. Increase completion rates of new mandatory training. TED to provide support and information to enable managers to ensure their new staff complete the mandatory training. Increase communication to new starters and managers about mandatory training.</p>	Q4 2020	TED	20% increase in completion rates (from 46% for week 1 and 20% for 6 months).	Carried over (row ECI4): Mandatory training was updated in December 2020 and a new format used from January 2021. Between November 2019 and March 2021, completion rates were of 70% for week 1 and 31% for 6 months activities. This has increased but further work is ongoing to continue to improve completion rates.
<p>1.5. Review HERA procedure taking into account feedback following the 2017 review and subsequent roll out.</p>	Q3 2021	HR	Feedback collected and procedure updated.	Complete: The HERA process and paperwork is reviewed as and when appropriate.
<p>2.1. Set up an ECR network. Network mailing list created with dedicated intranet space. Organise first networking event with an introduction on the Concordat to Support the Career Development of Researchers, the RDF planner and discuss what type of events researchers would find useful. Obtain feedback on usefulness of the network and the support it provides.</p>	Q1 2021	TED/SRO	<p>ECR network established. Meetings run every other month to start. Two ECRs per faculty and Units to serve as representatives and organisers. ECR network embedded within the School.</p>	<p>Complete: The ECR network has been established and now has over 400 members with regular meetings and newsletters sent and the network is well embedded within the School. Working with research assistants, the ECR network will be reworked with representatives across faculties to ensure that it is delivering on what ECRs need. An ECR week was scheduled for November 2021 with some sessions rescheduled in February 2022 due to strike action.</p>
<p>2.2. Establish a Research Staff Forum to ensure effective communication between School management and research staff. Group will include representation from all research grades. Determine how to best include Units' research staff within the forum.</p>	Q1 2021	HR/TED/SRO	<p>The Forum with members representing 3 of the following (1 per faculty): RD students, Research Assistants, Research Fellows, Assistant Professors, Associate Professors and Professors established. Group will enable communication with research staff to inform career development and support required. Meetings to be held quarterly. Representatives from the forum</p>	<p>Complete: First meeting was held in July 2020 and since then the group has met regularly and has provided input and fed into various initiatives at the School.</p>

			feedback discussions to the CMG for action.	
2.4.a. Ensure staff are aware and encouraged to participate in the redeployment process. Line managers to meet with staff coming to the end of their contract to discuss options and redeployment.	Q2 2021	HR	Increased awareness of redeployment options by staff to be measured through communications with the Research Staff Forum and the ECR network.	Carried over (row EM2): Based on discussions with staff, this needs further action. Only 48.6% of respondents from CEDARS 2021 indicated that they are confident in their ability to give guidance to researchers on institutional redeployment processes in question 25.2.
2.4.b. Monitor success rates of applications the SRO supported and staff engagement with the office. Feedback obtained after each mock interview to monitor support given and obtain insight of funders' interview processes.	Q4 2020	SRO	Success rates for fellowship applications are usually around 10-20%. Fellowship and personal award applications supported by the SRO have a goal success rate set at 40%. This will be monitored yearly. At least 100 researchers engaged per year.	Complete: This will be monitored by the SRO each year. The team met with 241 academics in 2019 and 258 academics in 2020. Fellowship applications supported by the SRO had a success rate of 32% for 2019 and preliminary data indicates a success rate of 24% for 2020. The SRO will also start monitoring EDI characteristics to ensure there are no missed groups.
2.5.a. Revise the School's Equal Pay Policy to ensure it reflects current legislation and best practice.	Q4 2020	HR	Policy reviewed and updated. Information available on LSHTM's website.	Not complete but not carried over: this work has been delayed and pushed back due to shifting priorities during the pandemic. This work is included within the policy revision schedule and will be completed as part of EDI and business as usual work.
2.5.b. Undertake an investigation on whether a formal School-wide Equal Pay Audit is required.	Q3 2020	HR	Investigation completed. Audit on Equal Pay undertaken if required.	Complete: Equal Pay audit completed alongside the Gender Pay gap analysis and reported to the EDI Committee in October 2021. Actions arising embedded within EDI action plan.
3.1.a. Ensure responses and recommendations from CROS/PIRLS surveys are reported.	Q3 2021	TED/SRO	Outcomes and recommendations reported to SLT and to Research Staff Forum. Summaries available on intranet.	Complete: CROS/PIRLS 2019 and CEDARS 2021 were reported to the executive team, research staff forum and School-wide with reports available on the intranet.
3.1.b. Review current training programmes across the School ensuring they are suitable. Existing training will be mapped to Vitae's RDF to identify any gaps in training requirements. Ensure all training	Q2 2021	TED	Review and mapping of training available undertaken and gaps identified. Engagement with training available to researchers monitored.	Carried over (row PCDI1): this has been delayed due to the pandemic and shifting all training provisions online. Currently scheduled for 2022.

offered is readily available on the intranet and promoted to staff.			Data used to inform priorities for the TED programme to support career development for research staff.	
3.1.c. Create a guide for ECRs with important information available on the intranet. Create and distribute a newsletter once a term with funding opportunities and training for ECRs. Obtain feedback on relevance of information available.	Q3 2020	SRO	Guide created for researchers on FTCs on how to navigate their careers in coordination with the ECR network and the Research Staff Forum. Newsletter circulated quarterly.	Complete: Intranet site and yammer created for the ECR network allowing them to have a safe space and access to information for them. A newsletter is sent every three months. Engagement will be maintained, and further work done to engage with ECRs. The ECR network is embedded within the School and engagement with the group will continue as current practice.
3.1.d. Review training available and requirements for overseas staff. Ensure virtual training are available and easy to find. If gaps are identified ensure online courses are available.	Q2 2021	TED	Review of training available for overseas staff completed, in collaboration with the Overseas Staff Forum to identify any gaps. Feedback from the Overseas Staff Forum.	Complete: Overseas staff forum meets regularly to discuss needs. All training was moved to virtual during the pandemic and TED have increased their offering with WATCH&GO and LinkedIn Learning. A new TED programme homepage was created ensuring easy navigation. Two workshops were arranged in May and July 2021 on “Wellbeing event for overseas staff: Working in isolation and responding to stress” with 33 colleagues registering. 100% of respondents to the event feedback survey agreed that their learning needs were met by the workshop.
3.2.a. Establish the careers event as a feature of the TED programme to be run every other year. Obtain feedback on the event to review what type of careers researchers would prefer to have included.	Q3 2023	TED/SRO	Careers event to have been run twice successfully, in 2021 and 2023. Monitor attendance with at least 40 researchers present per event.	Carried over (row PCDI5): The event is part of the TED programme planning document. The 2021 event was held in February with 5 speakers from a range of sectors joining as panellists. 77 attendees logged onto the session. Recording available on the intranet. 100% of respondents to the feedback form agreed the session was effective.
3.2.b. Introduce additional career development support for researchers as part of the TED Programme. From CROS 2019 67% of respondents said they would like to undertake training in Research Impact, 57% in Interdisciplinary	Q4 2021	TED	Pilot completed and feedback obtained. Run as a part of the TED programme with engagement from researchers monitored through feedback and attendance.	Complete: Additional support has been provided. Further breakdown and analysis of needs is needed as these may have changed since the survey and in light of the pandemic. Through the analysis of the CEDARS results and through discussions with the Research Staff Forum, this will be further developed and monitored.

Research, 54% in Communication and Dissemination, 54% in Knowledge exchange. Querying with the Research Staff Forum and using CROS results along with the staff survey determine what support is needed.				
3.3.a. Undertake a full scale review of the TSP in consultation with Research Degree students, ensuring provision meets their skills development needs.	Q2 2021	Doctoral College/TED	Launch of the revised programme in 2020-21 academic year. Feedback obtained from students. Good satisfaction rates maintained (80%).	Complete: a committee was set up to review what is offered to RD students which includes student representatives. Sessions have been altered or introduced based on recommendations from the group. 98% of respondents to the evaluations agreed that objectives were met and that the courses should be offered again.
3.3.b. Monitor the number of staff registered each year on the following programmes: - Pathway to academic Leadership Programme - Future Female Leaders Programme - Management in Practice Programme - Postgraduate Certificate in Learning & Teaching Feedback reviewed annually and programmes altered as necessary.	Q1 2021	TED/SRO	Places available are filled. From applications received popularity of courses tracked and decision made about further training needs. From feedback ensure at least 80% of participants found the training useful each year.	Complete: The PALP format was changed based on feedback and to run it virtually which has increased accessibility of the course to staff overseas and has led to increased satisfaction rates. All programmes are filled each year with high satisfaction rates. PALP – since relaunch of the programme: Spring 2021 feedback – 87% of respondents to the evaluation agreed that taking part in the programme was an effective use of their time as a development opportunity; 88% said they would be able to apply the knowledge learnt on the programme. Autumn 2020 feedback – 100% agreed that taking part in the programme was an effective use of their time as a development opportunity; 100% said they would be able to apply the knowledge learnt on the programme. Management in Practice – 90% agreed the session met their learning needs and 100% feel better equipped to do their job after taking part in the programme Future Female Leaders - in evaluations, respondents indicate a 2 fold increase in their confidence on a number of competences.

				PGCILT – from evaluations, 100% agreed or strongly agreed that the PGCILT helped to change their skills and teaching behaviour and 100% were satisfied or strongly satisfied with their overall PGCILT experience, recommending the programme to a colleague.
3.4.a. Review careers support and advice service available to researchers.	Q2 2021	TED/SRO	Review completed, if required, expand and promote careers services available for researchers. Data on number of researchers using the Careers Services and the support provided obtained.	Carried over (row PCDI3): Very few researchers use the Careers Service at the School, however there are academic career development webinars held every year as well as careers advice and guidance sections on the intranet. A launch of operational coaching programme to ensure that more senior research staff at LSHTM have these conversations with junior colleagues is planned for early 2022. Further work is needed, CEDARS 2021 results indicate that only 6.4% of respondents agree that they have discussed their career options with a careers specialist to question 30.4.
3.4.b. Develop placement opportunities for staff and Research Degree students across sectors outside academia. Placement opportunities offered to staff when available. Monitor placement and number of staff engaging with the scheme.	Q4 2022	SRO	Aim for 2 placements in 2021 and build to 5 in 2022. Feedback on scheme obtained from staff.	Not complete but not carried over: This was delayed due to the pandemic. Three companies have agreed to provide placement opportunities for PhD students during 2021/22, this is being piloted with our MRC Doctoral Training Programme students before being rolled out more widely. As this scheme currently focuses on RD students it is not being carried over to the forward action plan.
3.4.c. Lancet arrangement continued and maintained.	Q1 2023	SRO	15-20 students per term are sent to Lancet and this is to be maintained and monitored in the future. Feedback collated from students.	Complete: 36 attendees in 2019. This was on hold during the beginning of the pandemic but has resumed and will be maintained in the next years.
3.5.a. Revise and review Mentoring scheme annually using feedback from mentors and mentees. Aim to increase number and spread of mentors thus reducing time taken to match mentees with mentors.	Q4 2021	TED	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks.	Carried over (row PCDM2): As of October 2021, the total pool of mentors is 190 which has increased by 5% from submission date. The time to match is still long and hasn't yet reached 3 weeks. Further work on this action is ongoing and an evaluation is pending.

<p>3.5.b. Pilot the use of the Vitae RDF planner with group of 15 ECRs. Promote the planner to all research staff at the School.</p>	Q3 2022	TED/SRO	Feedback obtained from 15 ECRs. RDF planner promoted on the intranet and used by staff at the School.	Complete: Trial undertaken with 50 early career researchers, following which the respondents indicated they did not recommend the School pursuing the Vitae RDF planner. Work is being done to map the training available to the RDF (see action 3.1.b) which can then be used in the CPD template for staff to decide which areas to develop.
<p>3.6.a. Review on-boarding information for new staff and using feedback from staff develop revised information resource.</p>	Q2 2021	TED	Feedback from new starters on induction process. Resources updated as needed.	Carried over (row EI2): over lockdown the main induction day was revised, introduced monthly new staff coffee mornings/afternoon tea and provided additional written guidance for induction staff in a remote setting.
<p>3.6.b. Carry out a review of the Induction Day programme, ensuring it includes relevant information for new staff. Promote induction to line managers. Consider introducing more induction days, such as every two months due to demand and to reduce waiting time after new staff have started.</p>	Q3 2021	TED	Induction day reviewed. Monitor feedback of Induction from new starters. From feedback maintain 95% of respondents having found the day useful.	Carried over (row EI2): Since working remotely, 16 virtual coffee mornings/afternoon tea sessions for new starters were run with 80 people attending total. 75% of respondents to feedback agreed the session was worth attending. Virtual staff induction days were also run inducting 79 staff members. 91% of respondents to the post event feedback agreed that their learning needs were met by the event. Further work is needed on the on-boarding process based on discussions with the Research Staff Forum and only 41.9% of respondents to CEDARS 2021 found the induction at institutional level useful in question 20.1.
<p>4.1. Investigate why some staff are not having a PDR. Determine any issues with the PDR system or staff not engaging with the process and logging into Myview. Work with HR partners to increase engagement by line managers and staff.</p>	Q3 2021	HR Partners	Using MyView PDR completion rates, increase to 80% by 2021. Maintained staff survey responses for PDR completion at over 80%.	Complete: HR liaise with managers that have not completed a PDR but responsibility is on manager to complete. PDR completion rate for 2020 was 81.8%, and 88% for 2021. 78% of CEDARS respondents agree or strongly agree that their line manager encourages them to engage in personal and career development in question 30.1. Work will be ongoing to maintain engagement from staff at the School with the PDR process.

<p>4.4. Review representation of staff and students at the School's Committees. Identify committees that could benefit from additional staff representation. Periodic review to be undertaken going forward.</p>	Q4 2020	Governance	<p>Review completed. Changes made to representation when applicable. Explanation given when no changes were made. Monitor responses from CROS 2021 about opportunities to participate in decision making processes.</p>	<p>Complete: this is work that is ongoing from the EDI action plan where membership will be monitored and develop measures to address gaps where identified. Responses from CEDARS indicated an increase to 68.4% indicating they have opportunities to participate in decision-making processes in question 14.3 at the School compared to 54.2% from CROS 2019. See follow up action ECR5.1. in row ECR5.</p>
<p>5.2.a. Increase the number of researchers engaged in knowledge exchange and innovation activities.</p>	Q4 2021	SRO	<p>Increase the number of researchers engaged in knowledge exchange and innovation to 100 per year by 2021.</p>	<p>Complete: In 2019, 83 researchers engaged in training and attended events. In 2020 and 2021, 84 and 82 people respectively attended training. Training sessions and activities will continue to be advertised to staff members.</p>
<p>5.2.b. Evaluate the Knowledge Commercialisation workshops, ensuring the needs of target audience were met. Further training to be developed from translational and knowledge exchange partnerships.</p>	Q1 2022	SRO/TED	<p>Number of people on course evaluated and feedback obtained. Further training developed as required.</p>	<p>Complete: Workshops had very low take up and there was a low attendance after the trial in 2019. This has been discontinued and focus has been on increasing number of researchers engaged in knowledge exchange and innovation activities through 5.2.a.</p>
<p>5.5. Develop a policy for and implement giving staff protected time to go on training and monitor uptake.</p>	Q3 2020	Research Staff Forum, Deputy Director & Provost and Chief Operating Officer	<p>10 days protected time guaranteed for staff at the School to go to training and development activities. Monitored through CROS/PIRLS and staff survey.</p>	<p>Complete: Although this was delayed due to the pandemic it has now been approved at School level, website and guidance for managers and researchers were developed. Communications were launched. Further work needs to be done (reflected in action PCDI1.1) as 76.4% of respondents to CEDARS indicated they did 4 or less days of training in the past 12 months in question 35.</p>
<p>5.6. Increase awareness of UK initiatives relevant to research staff, through TED and SRO newsletters, Research Staff Forum, induction and intranet.</p>	Q3 2021	TED/SRO	<p>Initiatives promoted on the intranet, in TED/SRO e-bulletins and to the Research Staff Forum and at Induction days. Awareness of initiatives increased by 20% at the CROS/PIRLS 2021.</p>	<p>Complete: further work and communications are needed to improve awareness. Awareness of Concordat is quite low with 82.6% and 78% of respondents from CROS 2019 indicating they had never heard of the Concordat to Support the Career Development of Researchers and the Concordat to Support Research Integrity respectively. This decreased to 56.4% and 64.5% in CEDARS 2021 in questions 43.1</p>

				and 43.2. Updated action following on is ECI1.1 in row ECI1.
6.1.a. Maintain School's Athena SWAN Awards.	Q1 2022	Athena SWAN Working Groups	Awards held by the school maintained.	Not complete but not carried over to new action plan: Awards are still held and work is ongoing for renewal process. There is now a School-level Athena SWAN working group of which there is membership overlap with the CMG to ensure updates and progress are reported. This is part of the ongoing work at the School.
6.1.b. Re-establish the EDI team within the School to deliver the School's EDI strategy.	Q4 2020	Deputy Director & Provost and Secretary & Registrar	EDI manager recruited and team strengthened. Updated EDI strategy completed, based on feedback from surveys and extensive staff consultation.	Complete: The EDI team has been re-established with a new EDI strategy and action plan developed. CMG and EDI team work closely on initiatives to enable crosstalk.
6.1.c. Set up Wellbeing group looking at overarching wellbeing of staff and students. Identify issues and needs using staff and student surveys. Submit paper to SLT detailing all types of services available. Update wellbeing initiatives.	Q4 2021	Health & Safety	Feedback through surveys and Research Staff Forum. Increase response rate to the question "I feel the School promotes good health and wellbeing at work" from 61% to 70% at the next staff survey.	Complete: Wellbeing was a priority during the pandemic and the Wellbeing Task and Finish Group was created to address short term issues and a number of recommendations and measures are being introduced. The wellbeing group focuses on longer term issues. This as work is ongoing and impact will be measured in the staff survey in 2022. Results from CEDARS 2021 indicate that 68.9% of respondents agreed that the institution actively promotes the importance of good mental health and wellbeing of staff in question 41.4.
6.1.d. Decision made on signing up to the Race Equality Charter and apply for the Race Equality Charter Bronze Award.	Q3 2022	EDI team	Decision made. If applicable, the School to join the Race Equality Charter and prepare a submission for the Race Equality Charter Bronze Award.	Complete: LSHTM signed up to the Race Equality Charter in June 2020 and someone has been recruited to lead on the work to apply for the Bronze Award. The Concordat Monitoring Group will work closely with the Race Equality Working Group.
6.1.e. Support staff attendance to StellarHE programme.	Q4 2020	TED	StellarHE leadership training programme promoted on the intranet and in newsletters. Support staff to attend programme annually.	Complete: one staff member was enrolled in the 2019/20 cohort but the programme was delayed due to the pandemic. 4 places have been assigned to the Diversifying leadership programme in 2021 and 5 in 2022.

6.3. Ensure that all staff networks are advertised to new and current staff.	Q4 2020	EDI team	All information published on the intranet with details on how to join and the support provided.	Complete: Staff networks are promoted to staff in the EDI newsletter and at induction. Information is available on the intranet about joining networks.
6.4.a. HR policies to be revised regularly.	Q4 2021	HR	All HR policies up-to-date/reviewed.	Complete: Policies are reviewed regularly and a number of policies were identified and allocated to the HR work plan for review and redrafting.
6.4.b. Monitor the engagement of the family leave toolkit.	Q3 2021	HR	Ensure awareness of flexible working available (monitor through the staff survey (66% aware of flexible working in 2019, increase by 10% at next survey). Feedback from staff obtained.	Complete – carried over in Athena SWAN work: Toolkit hasn't had a good take up. Work is being done through the Athena SWAN working group to increase visibility.
6.4.c. Launch and monitor uptake of The School's buddying system in place to help new parents settle back into the workplace following a period of Maternity, Paternity, Adoption or Shared Parental Leave. Investigate whether further promotion of the scheme is necessary.	Q4 2021	HR	Buddy system launched and uptake monitored.	Complete: buddy system was launched and advertised during all parental friendly meetings. Remote working has made this more difficult and hasn't had a good take-up. Work will continue through the Athena SWAN initiative.
6.9. Establish training needs and run further training on anti-bullying & harassment, including training for Advisors. Investigate implementing Active Bystander course.	Q2 2021	TED/EDI	Training needs evaluated. New trainings established and run. Feedback obtained from participants and attendance rates monitored.	Complete: Anti-Bullying and Harassment advisors have been trained and added to intranet. Policy was reviewed by staff at the school and members of the RSF. Microaggressions and active bystander training has been rolled out. Train the trainer session complete and further roll out of Microaggressions and active bystander training planned. Feedback indicated that 97.5% of participants agreed the training was effective with 99% agreeing the trainer was effective.
7.1.a. Investigate how to best integrate and include the MRC Units within the Concordat.	Q4 2023	CMG/ Deputy Director & Provost	Talks undertaken with key staff at the MRC Units to determine action plan needed to integrate the Units within the Concordat.	Not complete but not carried over: this is work that is ongoing at the School and involves all initiatives. Further work needs to be done to integrate the Units into the work on various initiatives at the School such as for the Concordat.

7.1.b. Achieve an improved response rate to CROS and PIRLS 2021 through improved communication and additional promotion. Increase awareness of these surveys.	Q2 2021	TED/SRO	Both surveys to run in Spring 2021. Increase response rates to both surveys by at least 10% giving a more representative understanding of the needs of the staff at the School.	Complete: CEDARS was heavily publicised to staff in 2021 and there was an increased response rate at 15%, although not by 10%. Responses will inform action plans and will be used to monitor progress.
7.1.c. The Concordat Monitoring Group to meet quarterly to discuss and review the progress against the action plan. Maintain engagement with staff. Update the action plan accordingly.	Q4 2021	TED/SRO/HR	Evaluate development and success of actions through quarterly meetings. Report to Council, Senior Leadership Team and the People Committee annually. Action plan updated and 2 year review process.	Complete: This will be maintained for the duration of the award. The Concordat Monitoring Group meets every 3 months and members join the research staff forum meetings. Reports are sent to the executive team annually.
7.5.a. Ensure attendance at external meetings and feedback to Research Staff Forum.	Q4 2021	CMG	Feedback to Research Staff Forum and/or fed into development of policy/practice-monitored at CMG meeting.	Complete: Notes on external meetings are and will continue to be communicated to the Research Staff Forum and relevant staff at the School.
7.5.b. Continued monitoring of research staff through: PRES, CROS and PIRLS, Staff survey, Research Staff Forum, and ECR network.	Q4 2021	CMG	Feedback and issues monitored to impact on the action plan.	Complete: This is done and is current practice. Surveys and communications with staff at the School via various groups feed into this and other initiatives across the School.

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Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	LSHTM	Audience	#	Comments
Cohort number:	18	Research staff	752	LSHTM's main audience for the HREiR action plan are staff on fixed term contract (Research Assistants, Research Fellows and Assistant Professors)
Date of submission:	24-Oct-19	Research and teaching staff	369	This would be LSHTM's managers of researchers
Institutional context	As a research-intensive organisation, all academic staff (Research Assistant, Research Fellow, Assistant Professor, Associate Professor and Professor) are engaged in research. For the work relating to the Researcher Development Concordat, LSHTM defines "researcher" as any staff member with a research time allocation and Research Degree (RD) students. All actions will benefit researchers at the School, however actions in the 2021-2023 action plan particularly focus on staff on fixed-term contracts (particularly Research Assistants, Research Fellows and Assistant Professors).			

Column1	Obligation2	Action	Success Measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/result
	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	ECI1.1. Develop an updated communications plan to raise awareness of the Researcher Development Concordat.	Campaign developed and launched by June 2021. Increased engagement with work related to the Concordat. Awareness of the Concordat from all staff increased by 20% as measured at CEDARS 2023 (from 43% of respondents in 2021) in question 43.1.	October 2023	Head of TED / Strategic Research Officer		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	ECI2.3. Develop LSHTM core 'Values' that articulate the expected values and behaviours which create a positive working environment.	Values consultation undertaken at the School to decide values that demonstrate LSHTM culture and guide behaviour by Spring 2022. Values decided and embedded School-wide and in all processes and practices.	November 2022	Director/Values working group		
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	<p>ECI3.1. Introduce online tool to report issues of bullying and harassment, including anonymous reporting alongside communication and provision of support via the anti-bullying and harassment advisor network. Trend analysis and reporting.</p> <p>ECI3.2. Establish an agreed framework for allocating workload in a fair and consistent way. Review workloads and long hours culture to ensure these do not negatively impact on staff health and wellbeing.</p> <p>ECI3.3. Wellbeing group and Wellbeing Task and Finish Group to continue working on improving wellbeing of staff and students. Identify issues and needs using surveys. Update wellbeing initiatives.</p>	<p>Increase use and awareness of Report and Support tool. Aiding in creating working culture where staff do not feel subject to bullying or other forms of mistreatment. Increase by 10% to the question: "Have you reported being currently harassed or bullied at work? (as % of people who are currently being harassed and bullied at work)" from 38% in 2019 in staff survey 2022. And a 10% increase in respondents agreeing in question 38.3 of CEDARS 2023 (from 45.81% in 2021).</p> <p>Framework developed and staff at LSHTM engaged with the tool. Reduction in work-related stress absence by 5% by 2023. Increase by 10% to question 14.9 in CEDARS 2023 of respondents agreeing from 28.39% in CEDARS 2021.</p> <p>Wellbeing initiatives launched. Feedback through surveys and RSF. Increase response to question "I feel the School promotes good health and wellbeing at work" from 61% to 70% at the staff survey 2022. 10% increase in respondents agreeing in question 41.4 in CEDARS 2023 (from 61.29% in CEDARS 2021).</p>	<p>November 2022</p> <p>November 2023</p> <p>September 2023</p>	<p>EDI manager</p> <p>Athena SWAN Chair & EDI manager</p> <p>Health & Safety / Chair of wellbeing group</p>		

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ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<p>1.4.d. Increase completion rates of new mandatory training. TED to provide support and information to enable managers to ensure their new staff complete the mandatory training. Increase communication to new starters and managers about mandatory training.</p> <p>ECI4.1. Review and refresh current 'Leadership and Management Behaviour Framework' to ensure it is fit for purpose and relevant, and links to LSHTM's Values (once finalised).</p> <p>ECI4.2. Increase staff training and understanding of EDI, bullying, harassment (including racism and racial harassment), microaggressions including bystander interventions and how to respond, report and access support.</p>	<p>New starters better engaged with mandatory training and in the induction process. 20% increase in completion rates for 6 months (from 31%) and 10% increase for week 1 (from 70%).</p> <p>Successful PDR outcome and academic promotion contingent on staff meeting expected professional standards and behaviours. Staff who fall short of these expectations challenged as necessary by senior management.</p> <p>Increased communication about expectations for staff relating to EDI and how to respond. 10% increase in respondents agreeing in question 41.3 to CEDARS 2023 (from 60% in CEDARS 2021). Measure through Athena SWAN and Race Equality Charter surveys that 80% of staff feel well informed on EDI, race equality and equipped to challenge microaggressions/unacceptable behaviours or know where to source support to do so.</p>	<p>December 2022</p> <p>November 2023</p> <p>November 2023</p>	<p>Training & Development Advisor</p> <p>Executive Team</p> <p>EDI manager</p>		
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	ECI5.1. Responsibilities around research integrity to form part of academic expectations available to all staff.	Updated academic expectations published. Awareness measured through the Research Staff Forum and CEDARS. 5% increase in respondents agreeing to question 41.2 in CEDARS 2023 (78.07% in CEDARS 2021).	September 2023	Head of RGIO		
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	<i>No further actions identified - this is business as usual</i>					
Funders must:							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	N/A					
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	N/A					
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	N/A					
Managers of researchers must:							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	<i>No further action identified - see ECI4.2</i>					
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	ECM2.1. Full online version of the Ethics and Good Research Practice courses to be developed and advertised to all staff.	Training to be part of mandatory training and available to all. Completion rates monitored with other mandatory training aiming for 80% completion rates from new starters. Increase by 10% of respondents having done in CEDARS 2023 in question 26.7 (from 14.19% in CEDARS 2021).	November 2023	Head of RGIO		
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	<i>No further action identified - see ECI4.2, ECR3.1 and ECI2.3</i>					
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	ECM4.1. Flexible Working Policy to be reviewed by HR and Trade Unions. Develop a more inclusive flexible working environment for all staff through review and implementation of the flexible working policy including line management training and networks for parents and carers.	Policy successfully updated and promoted to staff. Awareness of flexible working measured through staff surveys and Research Staff Forum. 5% increase of respondents agreeing to question 25.10 (from 81% in CEDARS 2021).	June 2022	Director of HR		

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ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	<i>No further actions identified - staff are invited to join the various initiatives such as the EDI committees or the Research Staff Forum/Research Culture sub group and to participate in staff consultations.</i>					
Researchers must:							
ECR1	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	<i>No further action identified - see ECI4.2</i>					
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	<i>No further actions identified - see ECI5.2</i>					
ECR3	Take positive action towards maintaining their wellbeing and mental health	ECR3.1. Attendance to wellbeing training and events to be monitored to ensure appropriate communication of available support.	Good take-up of wellbeing events across the School. Monitor satisfaction rates from training feedback to be higher than 80%. 10% increase at CEDARS 2023 in respondents agreeing in question 42.5 (from 76.13% in CEDARS 2021) and to question 41.4 (from 61.29% in CEDARS 2021).	June 2023	Training & Development Advisor		
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	ECR4.1. Monitor reports of complaints made to the Research Governance and Integrity Office and reviewed at the Research Governance Committee and use of report and support tool for bullying and harassment by EDI team through termly reports.	Reports monitored and outcomes communicated to the School. Trust monitored through free text boxes in surveys and the research staff forum (and other groups at the School). 10% increase of respondents agreeing in CEDARS 2023 to question 39.1 (from 38.71% in CEDARS 2021), to question 39.2 (from 51.61% in CEDARS 2021), to question 38.1 (from 57.42% in CEDARS 2021) and to question 38.2 (from 50.97% in CEDARS 2021).	November 2023	Head of RGIO / EDI manager		
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	ECR5.1. Review representation of staff at the School's Committees. Diversify decision making committees through on-going diversity review of membership and positive action measures ECR5.2 Launch a call for EDI / research culture awards to fund 2 projects working to improve the research culture and EDI. ECR5.3 Review representatives within the Research Staff Forum and transition to be representative of the main audience for the action plan work of academics on fixed term contracts.	Review of diversity data on committees completed. Increased diversity of decision making committees by 5%. 10% increase in respondents agreeing they have opportunities to participate in decision making processes in CEDARS 2023 (from 68.4% in CEDARS 2021) in question 14.3 10 projects of up to £8,000 funded to work on improving research culture or EDI. Learnings communicated and implemented School-wide. Group reworked and to be representative of the audience with representatives from Research Assistant, Research Fellow and Assistant Professors across Faculties and Units.	June 2023 March 2023 December 2022	Governance / EDI manager Strategic Research Officer / EDI manager Strategic Research Officer		
Employment							
Institutions must:							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	<i>No further actions identified - this is business as usual</i>					
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	3.6. Review on-boarding information for new staff and using feedback from staff develop revised information resource. Carry out a review of the Induction Day programme, ensuring it includes relevant information for new staff. Promote induction to line managers. Revisit local induction for new staff - consider including meeting the Head of Department and more information about academic expectations and promotions criteria.	Feedback from new starters on induction process. Resources updated as needed. Induction day reviewed. Monitor feedback of Induction from new starters. From feedback maintain 95% of respondents having found the induction day useful. Increase by 10% of respondents at CEDARS 2023 agreeing to question 20.1 (from 39.06% in CEDARS 2021).	July 2023	Head of TED		

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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	EI3.1. Ensure EDI considerations and expectations are embedded within development and academic career progression - including inclusive and anti-racist pedagogy	EDI considerations successfully embedded in LSHTM processes and progression procedures. Increase by 10% in the staff survey question: "I feel the School acts fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation in regard to career progression / promotion" (2019 = 66%) Monitor further through EDI surveys, Athena SWAN and Race Equality Charter self assessment work.	November 2022	Deputy Director and Provost		
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	EI4.1. Online Good Management Practice seminars developed and promoted. Heads of Department Programme training developed. Develop introduction to line management as mandatory part of induction and Essential Skills for Line Management as mandatory refresher every three years.	Training provided to line managers and attendance monitored to ensure engagement. Monitor and maintain over 80% satisfaction rates to the seminars. 20% increase in respondents having done training related to managing others (from 15.9% in CEDARS 2021) in question 33.8.	June 2023	Head of TED		
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	<i>No further actions identified - see EI3.1 and EC2.3</i>					
EI6	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	1.3.a. Review and revise current Fixed Term Contract Policy and Procedure to ensure compliance with legislation. Ensure staff on FTCs are aware of the type of contracts they are employed on and what support is available to them.	Policy and procedure updated and readily available to staff. All information available on the intranet and circulated to new and existing staff on FTCs. Awareness monitored through surveys and Research Staff Forum. This will impact many areas such as redeployment.	June 2023	Head of HR Partnering & Policy		
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	<i>No further actions identified - business as usual</i>					
Funders must:							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	N/A					
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	N/A					
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	N/A					
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	N/A					
Managers of researchers must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	<i>See actions EI4.1, ECM2.1, EC14.2, 1.4.d, 1.3.b</i>					
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	1.3.b. Develop and launch virtual screen-cast on Managing Fixed Term Contracts, as part of the School's Good Management Practice guides for managers. Obtain feedback, adapt training as required and monitor engagement of the training by staff.	Screen cast successfully developed and launched. Completion rates monitored (aim for 50% completion rate by line managers in first year of launch). Monitor feedback from the sessions to ensure at least 80% found it useful.	March 2023	Training & Development Advisor		
		2.4.a. Ensure staff are aware and encouraged to participate in the redeployment process. Line managers to meet with staff coming to the end of their contract to discuss options and redeployment.	Increased awareness of redeployment process by staff to be measured through a 10% increase in respondents to CEDARS 2023 being confident in question 25.2 (from 48.1% in CEDARS 2021) and a 15% increase in respondents agreeing in question 17.4 (from 23.23% in CEDARS 2021).	March 2023	Head of HR Operations / Head of HR Partners		

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EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	EM3.1. Develop and use positive action within academic career development support to close pipeline gaps, including use of CV review process and follow up support	Improved and more equitable academic career development. Monitor through discussions with staff through Research Staff Forum and other initiatives and their surveys. Measured through a 10% increase in the number of respondents in CEDARS 2023 responding that they agree that the institution treats them fairly in terms of opportunities for promotion and progression (from 51.6% in CEDARS 2021) to question 14.4 and a 15% increase in respondents agreeing that the institution has equitable opportunities for career progression (from 33.2% in CEDARS 2021) to question 17.2.	September 2023	EDI manager / Deans of Faculty		
EM4	Actively engage in regular constructive performance management with their researchers	EM4.1. Review PDR training and guidance to ensure it is focused on positive performance management.	Implemented for 2021 and reviewed in evaluation and through staff feedback (80% of respondents agree the PDR process is effective). Aim for 10% agreeing usefulness in question 21 in CEDARS 2023 (from 47.74% in CEDARS 2021).	November 2023	Head of TED		
EM5	Engage with opportunities to contribute to relevant policy development within their institution	<i>No further actions identified - staff are invited to join various committees and participate in School-wide staff consultation for policy development and initiatives.</i>					
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	<i>No further actions identified - business as usual</i>					
ER2	Understand their reporting obligations and responsibilities	<i>No further actions identified - see ECI3.1 and ECI4.2</i>					
ER3	Positively engage with performance management discussions and reviews with their managers	<i>No further actions identified - see EM4.1, PCDI2.1 and PCDM1.1</i>					
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	ER4.1 Empower staff networks to provide a safe space to discuss issues and input into LSHTM policies and processes as relevant including development of guidance	Space for issues to be discussed created and embedded in the culture of the School. Increase by 10% in 2022 response to "I feel there are adequate opportunities to raise points of concern" (2019 = 58%). 10 % increase in respondents agreeing in question 14.3 in CEDARS 2023 (from 49.67% in CEDARS 2021).	October 2023	Director / EDI team		
Professional and Career Development							
Institutions must:							
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	PCDI1.1. Campaign and promote the 10 days protected time for training and development activities and promote the use of CPD template along with it. 3.1.b. Review current training programmes across the School ensuring they are suitable. Existing training will be mapped to Vitae's RDF to identify any gaps in training requirements. Ensure all training offered is readily available on the intranet and promoted to staff.	Awareness of 10 days for training and development increases and embedded in the culture. 20% increase in respondents to CEDARS 2023 that spent 5-10 days on training and other continuing professional development activities (from 23.23% in CEDARS 2021) in question 35 and 20% increase in respondents agreeing to question 30.5 in CEDARS 2023 (from 19.79% in CEDARS 2021). Review and mapping of training available undertaken and gaps identified. Engagement with training available to researchers monitored. Data used to inform priorities for the TED programme to support career development for research staff.	November 2023 March 2023	Research Staff Forum / Deputy Director & Provost Training & Development Advisor		
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	PCDI2.1. Provide guidance on developing a Personal Development Plan for managers and researchers. Guidance to also be available in PDR guidance and plans to form part of PDR discussions.	Guidance developed and advertised to all staff. Aim for 50% of early career researchers using the plan by 2023. 20% increase in respondents agreeing to question 30.5 in CEDARS 2023 (from 19.79% in CEDARS 2021).	October 2023	Head of TED		
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	3.4.a. Review careers support and advice service available to researchers.	Careers services available for researchers expanded and promoted. 10% increase of respondents agreeing to question 30.4 at CEDARS 2023 (from 5.2% in CEDARS 2021).	March 2023	Training & Development Advisor/Strategic Research Officer		

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PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<i>No further actions identified - business as usual</i>					
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	3.2.a. Establish the careers event Changing Expectations as a feature of the TED programme to be run every other year. Obtain feedback on the event to review what type of careers researchers would prefer to have included.	Careers event to have been run twice successfully, in 2021 and 2023. Monitor attendance with at least 40 researchers present per event with 100% agreeing the session was effective.	November 2023	TED team / SRO team		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	<i>No further actions identified - business as usual and see 1.2.d.</i>					
Funders must:							
PCDF1	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	N/A					
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	N/A					
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	N/A					
Managers of researchers must:							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	PCDM1.1. CPD discussions to take part of the PDR process and made clearer to emphasise the importance and expectations around career development.	Use of the CPD template and discussions to happen at PDRs. Monitor through discussions with the researcher staff forum and the ECR network. Measure through increase by 5% in respondents in CEDARS 2023 agreeing in question 30.1 (from 80.2% in CEDARS 2021) and 10% increase in respondents agreeing in question 30.2 (from 36.45% in CEDARS 2021).	September 2023	Head of TED		
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	3.5.a. Revise and review Mentoring scheme annually using feedback from mentors and mentees. Aim to increase number and spread of mentors thus reducing time taken to match mentees with mentors.	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks. Scheme revised. Satisfaction rates for the scheme to be over 80%.	March 2023	Head of TED		
PCDM3	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	<i>No further actions identified - see PCDI1.1</i>					
PCDM4	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	<i>No further actions identified - see PCDI2.1</i>					
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	PCDM5.1. Develop further training for research leaders and Heads of Departments	Training needs evaluated and developed. Monitor attendance and feedback - aim for 60% of staff attending training by 2023 and 80% satisfaction rates to feedback.	September 2023	Head of TED		
Researchers must:							
PCDR1	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	<i>No further actions identified - see PCDI1.1</i>					
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	<i>No further actions identified - this is done through various events at the School as well as the mentoring programme. See actions 3.2.a and 3.4.a</i>					
PCDR3	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	<i>No further actions identified - see 3.1.b, and PCDI2.1</i>					
PCDR4	Positively engage in career development reviews with their managers	<i>No further actions identified - see PCDM1.1</i>					

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PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<i>No further actions identified - there are many leadership and other courses available through LSHTM that are very well attended. This is actively monitored and staff are encouraged to attend these.</i>					
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	<i>No further actions identified - many opportunities are available at the School around policy, knowledge exchange, innovation and public engagement. See also actions 3.2.a and 3.4.b</i>					

* The 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 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.