

HR Excellence in Research 2017 Action Plan Final Version

Below we have identified the policies and practices (green header) we have in place followed by the additional actions we believe we need to take (orange header)

KEY to abbreviations

RIO	Research & Innovation Office	HRBPs	Human Resources Officers
PVC	Pro Vice Chancellor	DoRs	Directors of Research (in Schools)
L&D	Learning & Development	SHRBPs	Human Resources Managers
Dir	Director	HoIS	Head of Information Services
Dir CEA	Director Communications, Events and Public Affairs	Dir IS	Director Information Services
CAAS	Centre for Andragogy and Academic Skills	APDL	Academic Professional Development Lead
P&DR	Performance & Development Review	Dir RIO	Director of Research and Innovation Office

General actions

Principle	#	Actions	Responsibility	By when	Success Measures
All		Ensure consistency in provision of personal and career development for researchers across the university	R&I Committee PVC Research Dir of R&I Head of L&D	January 2019	All Researchers from Levels 4 through to 8 to have a P&DR where clear guidance on essential and researcher specific training as part of the University Researcher Development Programme will be discussed and agreed. This will be reviewed as part of the P&DR process
All		HREiR Working Group to become a sub-group of the University Research Committee to ensure effective reporting, monitoring and overview. Increase School representation on the Working Group. Working Group to be Chaired by the Director of RIO from September 2017. At each meeting of the Research Committee, review progress of actions to date.	Dir of RIO	September 2017	Progress reports from the Sub-Group on delivering the action plan presented to Research Committee at each meeting to ensure continued monitoring and review with actions minuted. Minutes from Research Committee are made available to all staff via the Cranfield intranet and reported on at Senate.
All		In order to review the impact of changes implemented, and continue to determine specific support required, a questionnaire will be sent to researchers biennially that may be incorporated into the P&DR in order to clearly identify the support needed by researchers/research-active staff	Line Managers	December 2018	At least 25% completion of the questionnaire to clearly identify the needs and the appropriate actions to be taken A significant increase in uptake of staff development.
All		Active engagement by Directors of Research in the implementation of HREiR Action Plans and the development of researchers across their own Schools/University via existing Fora and meetings (e.g. Research Networks, during all P&DR discussions etc.)	DoRs	June 2017	All researchers within Schools have a good understanding when asked of University support available to them, that they have regular (at least every 6 months) discussion as part of the P&DR process with their line

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					managers about their career options and opportunities, captured via questionnaires
All		Ensure actions are taken alongside Athena Swan actions to avoid duplication of effort. All actions in Athena Swan apply to researchers/research-active staff	Diversity Manager Head of L&D	Review March 2018, September 2018, January 2019, April 2019, July 2019	Actions are taken once and duplications avoided
All		Schools to consider offering short sabbaticals or writing retreats for researchers to write their publications of up to 3 months taking account of the individual's circumstances, their workload and the team they work within	PVCS DoRs SHRBPs	Sept 2019	At least 10% increase in publications overall. Number of individuals offered a short sabbatical for writing – to achieve their targeted publication
All		To establish a record of the number of our researchers and research-active staff with Chartered Status. Ensure ongoing recording of status via University systems To increase levels of Chartered status where appropriate (it will be different in each School)	HoIS PVCS DoRs SHRBPs	July 2019	Method of recording in place and being utilised To aim for 75% of researchers and research-active staff having achieved Chartered status where appropriate

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Principle 1

Recognition of the importance of recruiting, selecting and training researchers with the highest potential to achieve excellence in research

Concordat principle	Cranfield University policies and practices in place
1	Recruitment and selection policies and practices for all staff based on jobs being openly advertised, providing appropriate job descriptions and person specifications, ensuring that only the best candidates are selected on against the Job description and person specification
1	Pay and grading is based on HAY job evaluation; progression and recognition awards available for all staff including researchers with criteria publicised on the Intranet
1	Fixed-term contracts are in place due to the nature of research funding. Many staff transfer across to permanent contracts. All researchers and academics have to develop their own independent funding stream in order to support their activities and work collaboratively with other researchers
1	L&D workshops are available to recruiting managers to enhance their recruitment and selection skills. Composition of interview panel for each grade is clearly defined
	100% of research opportunities are promoted internally to both staff and Doctoral students with a view to converting the best Doctoral students to research fellows where possible
1	The University's Senior Management Team have undertaken a session on Chairing Recruitment Panels and a new guideline has been produced for Chairs to follow
	As part of our Athena Swan actions we have introduced improved data collection and analysis in order to correctly identify and address critical issues for females within STEM within the university. This will impact across all research and research-active staff
1 & 2 & 6	A broad range of Diversity and Dignity at Work and Study policies and support are in place

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures
1		'Proof of concept' pilot for removing all recruitment from paper-based media to online was launched in April 2017. Regular testing and evaluation will be undertaken to determine improvement in quality of candidates using this approach	SHRBP Resourcing and Talent	September 2018	Pilot run and clear decisions made on the way forward. 10-20% increase in the number of candidates for research roles
1		Review how HR Excellence in Research is promoted as part of the recruitment of researchers. Ensure access to Euraxess.	SHRBP – Talent and Resourcing	By Sept 2018	Researchers applying for jobs at Cranfield recognise that the University is a good place to work; 20% improvement in feedback on the recruitment process between early 2017 and Sept 2018
1		Provide professional shortlisting guidance for recruiters of new Professors ensuring people with 'potential' are included	SHRBP – Talent and Resourcing	By December 2017	All recruiters can describe what "potential" looks like and are able to shortlist appropriately for the roles

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1	1.6	Development of research managers in managing people	Head of L&D SHRBPs	By September 2019	50% of all research managers participate in P&DR and people management related courses. Researchers report that they believe they are supported in their work, development and career by their managers as evidenced within the HREiR questionnaire
1	1.7	Review promotions process with a view to making it easier to understand how a researcher would gain a promotion	Head of HR Ops		When approached 7/10 researchers can explain the process
1	1.2	As part of our Athena Swan action plan we have amended the 'Constitution of Interview Panels' so it is more inclusive and recruitment panels should include at least one woman where possible. Recruitment and selection workshops are being offered to women via the University's women's network so that we have an additional number of women available to sit on panels to increase by: 5 at level 8 5 at level 7 10 at level 6 15 at level 5	SHRBPs	By December 2017	Statistics indicate greater diversity on recruitment panels including at least one woman where possible
1	1.4	Explore further how we might retain good researchers and research-active staff. Our approach to the retention of good researchers/staff may include identifying alternative work/projects and opportunities across the University Athena Swan actions include improving our processes for gaining qualitative information on why female researchers/academics leave Cranfield and identify where they go to develop better practices at Cranfield	SHRBPs	March 2019	10% fewer researchers leave citing career dissatisfaction as their reason for leaving. Retaining 10% more excellent researchers who we particularly want to keep Athena Swan target of a reduction by 10% of female researchers/academics leaving by December 2018

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Principle 2

Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world class research

Concordat principle	Cranfield University policies and practices in place
1 & 2 & 6	A broad range of Diversity and Dignity at Work and Study policies and support are in place. Unconscious Bias, Disability Confidence and Cross Cultural Communication workshops have been extensively provided across the University. We also provide an online Diversity and Inclusion programme that is being rolled out across the University for everyone to complete
2 & 5	Performance feedback is provided as part of the Probation period which then feeds into the Performance and Development Review (P&DR) and ongoing 121s. This is available for all staff including researchers on fixed-term contracts – how it is handled still varies across the University
2 & 5	All members of staff have the opportunity for face-to-face discussion with their line management regarding a “team brief” which summarises key developments across the University, such as in health and safety, professional services review, staff changes etc.
2 & 3 & 4	A wide variety of personal development activities are offered centrally via Learning & Development including development designed specifically to support researchers and academics to develop independent income streams working with commercial organisations. We now have a Researcher Development Strategy and a wide spread Development programme available. There is also local provision within Schools. This continues to be an area where greater consistency and improvements in generic researcher development will benefit researchers alongside more subject-specific local provision and will underpin everything we do over the next 2 years

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures
2	2.1	Support Line Managers to develop/review their own management skills to ensure effective management and support of researchers/research-active staff	Head of L&D SHRBPs in Schools Line Managers	March 2019	50% of managers of researchers/research-active employees to have undertaken some form of leadership/management development relating to the management, development and support of their team members within 2 years. Feedback on line managers more positive in the HREiR survey
2	2.2	Review promotions process with a view to making it easier to understand how a researcher would gain a promotion	Head of HR Ops	Summer 2019	When approached 7/10 researchers can explain the process

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		Ensure dissemination of process via SHRBP's			
		Athena Swan – Engage with Trade Unions to review Equal Pay Audit outcomes to formulate an action plan including further analysis on the average length of service in each grade by gender	Union Lead	Summer 2017	Action plan in place Gender pay gap no greater than +/- 5%
		Ensure line managers are discussing career development opportunities with staff and ensure fixed-term staff are offered the same opportunities as permanent staff members	Line Managers coached by SHRBP's	July 2019	10% increase in numbers engaging with development activities relating to their own career development measured via Agresso reporting year on year Positive feedback on career development from fixed-term staff 10% increase in attendance of fixed-term staff on career development programmes
		As part of a university talent programme we are identifying high performers in order to retain those who have demonstrated the level of talent we require, providing them with a breadth of experience to enable them to gain promotion as part of our recruitment processes	SHRBP – Talent and Resourcing	September 2018	Retention of 95% of researchers who demonstrate the level of talent we require and who are ready to move onto the next level

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Principle 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile global research environment

Concordat principle	Cranfield University policies and practices in place
3 & 5	<p>CPD for researchers is supported by the University. Each School captures expenditure</p> <p>Current spend on external career and personal development and CPD stands at £546,911:</p> <ul style="list-style-type: none"> • spend on conferences £473,146 • spend on subscriptions to Professional Bodies £73,845 • spend on external development £48,566
3 & 5	The University is a member of Vitae. There is still a relatively low level of awareness of what Vitae can offer in terms of career development support

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures
3		Each School to review the outcome of the HREiR questionnaire to ensure all researchers and research-active staff have annual P&DRs and regular interim reviews with discussions covering career development	SHRBP	July 2019	75% of researchers having interim reviews 75% of researchers having discussions about their careers Evidenced by the results of the HREiR questionnaire to be issued in July 2019
3	3.2	Working with CAAS to create a robust approach to mentoring and a clear understanding of the role of the mentor and responsibilities of the mentee Develop a suitable matching process between mentors and research fellows Ensure mentors are provided with comprehensive guidelines and participate in an 'effective mentor' workshop as needed Potentially develop 'Effective Mentor' as an online Module	Led by SL&DBP and APDL DoRs L&D DoTs SHRBPs	By Easter 2019	All new research staff to have a mentor appointed and feel well supported when feedback is sought Mentor matching process evaluated to check efficacy Mentor guidelines issued to all mentors Aiming for all mentors, over the next 5 years to achieve professional recognition by the HEA
3	3.5	Ensure mentors/supporters are available for supporting existing researchers/research-active staff to help them in developing their skills and careers if required	Led by SL&DBP DoRs DoTs SHRBPs	By July 2019	90% satisfaction feedback on how having a mentor has helped with the individuals development
3	3.9	Increase awareness with researcher's managers of the importance of researchers joining CPD events and assisting	PVC Schools, DoRs, School	By July 2019	10% increase in take-up of CPD events evidenced via Agresso records and results of

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		them in managing their time to be able to take available opportunities.	Senior Management DoTs HoCs		HREiR questionnaires Full use of available budget for CPD Research bids to allow provision for CPD events where possible
3	3.12	Annually review the University's Researcher Development Strategy ensuring it includes appropriate researcher development. <ul style="list-style-type: none"> • Re-launch the new Researcher Development Strategy and development programme • Ensure Schools coverage by DoRs • Researchers are aware of the development programme available to them via the Research Development Strategy 	Dir RIO Head of L&D DoRs	September 2017	50% of researchers aware of the career and personal development opportunities available to them 10% increase in numbers participating in development programmes
3	3.14	Ongoing awareness-raising regarding University policies on Intellectual Property, Research Ethics and Integrity, Misconduct and Research Data Management.	Dir RIO RIO	September 2018	Demonstrated awareness via relevant surveys 10% increase in completion of on-line modules
3	3.15	Explore options for providing access to English language tuition for overseas research staff	L&D/CAAS	By March 2018	Proposal for English language provision made to University Executive.
3	3.16	Ensure access to high quality video conferencing, Skype and information sharing tools for collaboration to reduce travelling between campuses	Dir RIO and Dir IS	July 2018	15% of Users report improved quality of collaboration and information.
3	3.13	Encourage researchers to effectively engage in social media to enhance their work, within University guidelines	Social Media Manager	January 2019	10% increase in the number of staff effectively using public-facing social media (for work purposes) to promote their work and the university working within university guidelines– currently 144 on the Twitter list

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Principle 4

The importance of researchers personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

Concordat principle	Cranfield University policies and practices in place
2 & 3 & 4	A wide variety of personal development activities are offered centrally via Learning & Development including development designed specifically to support researchers and academics in developing independent income streams working with commercial organisations. This is an area where greater centralisation, consistency and improvements in generic researcher development will benefit researchers alongside more subject-specific local provision
4	Mentoring is recognised as being worthwhile and is patchily widespread but mostly informal. Creating improvements in mentoring of researchers and ensuring mentors are better prepared for mentoring researchers will result in improved benefits for the career development of researchers
4 & 5	We have a Post Graduate Certificate in Academic Practice (PGCAP) that is open to researchers who start teaching. Module 3 specifically focuses on support for research and students covering supervision, writing up research for publication and writing proposals

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures
4	4.2	Publicise opportunities for staff to participate in Research Committee and other decision making fora. Ensure members of the Research Committee consult and communicate with colleagues within their Schools to ensure they are effectively representing various views	DoRs, Research Committee Members Dir R&O	September 2017	Staff feel more engaged in decision making, and are willing to engage in 'good citizenship', evidenced via relevant survey and P&DR discussions
4	4.5	Enhance P&DRs and re-focus on performance and development and ensure inclusion of discussions around career development	Dir HR&OD	Autumn 2019	Online P&DR pilot, focus groups and online questionnaire completed and reviewed. Improved P&DR process in place Improved feedback about P&DRs via relevant surveys
4	4.8	Provide access to appropriate careers advice so that career development planning is effective Deliver career development workshops to support researchers through the promotions process (Athena Swan for Women specifically)	Line Managers	June 2018	Staff are better informed about career options, evidenced via relevant surveys 25% of research managers participation in career development workshops
		Career development – clarify what it means and what is available. Line managers to discuss with researcher at P&DR and feedback	PVC Schools Line managers Head of L&D	By September 2018	Better understanding of career development opportunities measured in relevant surveys

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		to L&D			
		Develop a research careers module (e.g. an online guide or face-to-face workshop along with supporting materials)	Head of L&D DoR SWEE	By Easter 2019	Rolled out to all researchers Being used by at least 25% of researchers and their managers
		Line managers using tools for supporting, developing and discussing researcher's careers with them.	Line managers coached by SHRBPs	By Easter 2019	25% more researchers report in next review that they feel supported by their managers, that career discussions are held as part of the P&DR process and at interim 121s
4	4.6	Researchers to produce a formal researcher development plan or a personal career development strategy as part of their ongoing employment with Cranfield, building in continuous reviews/updates throughout the year	DoRs Line managers SHRBPs	Summer 2019	50% of research staff have a career development plan, deposited in Agresso records
4	4.9	Seek to appoint a Researcher on secondment (at least 0.1 FTE) to oversee the Researcher Development Programme, ensuring appropriate offering and to support the implementation of the HREiR action plan	Head of L&D Dir RIO	Autumn 2019	Researcher on secondment for at least 0.1FTE Researcher development programme and HREiR action plan fully implemented within Schools 7/10 researchers are aware of the Researcher Development Strategy and programme 10% increased uptake of places on development programmes Feedback loop between researchers, RIO and L&D to ensure programmes offered suit needs

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Principle 5

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

Concordat principle	Cranfield University policies and practices in place
2 & 5	Performance and feedback is provided as part of the Performance and Development Review (P&DR) and ongoing 121s. This is available for all staff including researchers on fixed-term contracts – how it is handled varies across the University and increasing numbers of fixed-term contract research staff are now included
2 & 5	All members of staff have the opportunity for face-to-face discussion with their line management regarding a “team brief” which summarises key developments across the university, such as in health and safety, professional services review, staff changes etc.
3 & 5	CPD for researchers is supported by the University. Each School captures expenditure Current spend on external career and personal development and CPD stands at £546,911: <ul style="list-style-type: none"> • spend on conferences £473,146 • spend on subscriptions to Professional Bodies £73,845 • spend on external development £48,566
3 & 5	The University is a member of Vitae. Some researchers know who they are and what they can offer in terms of career development support
4 & 5	We have a Post Graduate Certificate in Academic Practice (PGCAP) that is open to researchers who start teaching. Module 3 specifically focuses on support for research students covering supervision, writing up research for publication and writing proposals We also provide a Business Skills Development Programme for levels 5 and 6 to enable researchers to begin to understand what is expected of them in bringing in independent funding from commercial companies

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures
5	5.1	Enhance and clarify purpose of P&DR for researchers and research managers and how it links to career opportunities and possible progression	Line Managers encouraged by SHRBP's	Summer 2018	75% of researchers and research-active staff are engaged with P&DR process measured via P&DR completions and via relevant surveys
5	5.6	Clearly transfer responsibility for career development to researchers from the start of their employment with Cranfield – part of their Induction and part of the Researcher Induction Roadshow sessions to be held 4 times a year	SHRBP's DoRs	September 2018	Staff are aware of the development opportunities open to them and their own responsibilities through revised local induction and Roadshow evidenced via relevant surveys 25% increase in participation on Roadshow and induction sessions
5	5.7	Ensure researchers on fixed term contracts understand their responsibilities for their own career development from the	SHRBP's Line managers	September 2018	Staff are aware of the development opportunities open to them and their own

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		start of the term of their contract and encourage them to work with their line manager to develop future opportunities for on-going employment	DoRs		responsibilities through revised local induction and Roadshow via relevant surveys Attendance by fixed term staff at Roadshows and induction sessions
5	5.8	Re-inforce the message that it is important for researchers to participate in their professional body and that the University supports them in doing so by providing reimbursement for 1 Professional Body subscription each year.	DoR Line Managers	January 2018 as part of their induction	Baseline number of staff subscribing to their professional body(s) established. 10% increase in expenditure on researchers receiving financial reimbursement for membership of one professional body paid for by the University
5	5.9	Provide mentoring and development support for researchers as they begin to develop their external funding bids	RIO	Easter 2019	Support provided to all researchers at an appropriate time with 25% increase in the number of researchers bidding for funding.
5	5.10	All researchers/research-active staff to seek matched funding for their development and conference participation as part of a measure of their esteem	DoRs RIO	September 2018	At least 50% of all new funding bids to include requests for conference attendance. Researchers report they are achieving matched funding/bursaries via surveys
5	5.2	Encourage researchers to engage with the Cranfield Doctoral Network, Thematic Doctoral Communities and Communities of Practice which all work together to provide a more coherent and integrated researcher community, launched January 2017.	DoRs, Community Leads, Dir RIO	Immediate and ongoing	25% increase in participation levels by research staff in Cranfield Doctoral Network and Thematic Doctoral Communities events
5	5.11	Continue to develop joint activities with other Universities, specifically related to the Doctoral Network and Communities of Practice giving researchers the opportunity to increase develop their networks.	DoRs, Community Leads, Dir RIO	Ongoing	Thriving networks and communities evidenced by numbers participating and no sessions cancelled At least one event per annum delivered with another organisation
5	5.12	Implementation of the Researcher mentoring programme to provide development and mentoring for cohorts of potential Fellows at different career stages to place them in a good position to apply for Research Fellowships with an expectation of progressing to open-ended academic roles with the University.	Head of L&D Dir RIO DoRs SHRBPs	September 2018	Researchers when asked can articulate an awareness of the Fellowship programme Increased applications for places on courses Increase number of externally funded research Fellowships from 1 to 5
5	5.13	Encourage researchers to effectively engage in social media to enhance their work, within University guidelines	Social Media Manager	September 2018	10% increase in the number of staff effectively using public-facing social media (for work purposes) to promote their work and the university working within university

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					guidelines– currently 144 on the Twitter list 25% increase in levels of participation in social media workshops
		Continue to raise the awareness of researchers and research-active staff of the support available to them in personal and career development via a Researcher Roadshow/Induction event to be held 4 times per year for both new staff and existing staff	Head of L&D DoRs RIO	Ongoing	25% increased participation in Researcher Roadshows; 10% increased participation in relevant development programmes
		Provide development opportunities for staff working with and/or supervising students who live in a digital environment to ensure all generations feel included and valued	L&D/CAAS	Bt Sept 2019	Provision of support 25% of supervisors to take up places offered

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Principle 6 Diversity and Equality must be promoted in all aspects of the recruitment and career management of researchers

Concordat principle	Cranfield University policies and practices in place
6	The University has now achieved Athena Swan Bronze. Our aim is to increase the number of senior women in all disciplines who will be able to act as role models for others
1 & 2 & 6	A broad range of Diversity and Dignity at Work and Study policies and support are in place
	An online Diversity and Inclusion programme is being rolled out across the University. Completion is mandatory
6	A new Women's Network (Step Up) has been launched in March 2017 comprising initially the 40 women who participated in the LFHE Aurora programme, the 10 from Women As Leaders and other interested women across the university. The purpose being to aid women in making useful cross-university contacts and to encourage more women to seek out promotions leading to senior leadership positions
6	The University has a range of Family Friendly policies in place including a new Carer Responsibility policy

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures
6	6.4	Re-launch the 'Dignity at Work' policy. Develop and strengthen the team of Dignity At Work Advisers and promote the network and support available to staff	Dir of HR&OD Diversity Manager	Easter 2018	Provide a development programme to enhance the skills of advisors Advisory team report they are being approached to resolve issues at an early stage (confidential discussions)
6	6.5	As required, ensure disability assessments are completed quickly and adjustments implemented where needed	Diversity Manager	September 2019	All assessments completed within 2 weeks manner
6	6.2	Promote the use of family friendly policies and encourage line managers to utilise them where appropriate with SHRBP support	Line managers supported by SHRBP	Easter 2018	All requests for flexible working reviewed with Head of Centre and SHRBP and agreed as appropriate
		Athena Swan - Conduct a Mock Ref audit and equality impact assessment to determine if there are any issues relating to individual eligibility for REF submissions	REF Strategy Board	2021	400 members of staff included in REF 2021
		Athena Swan – review job descriptions, role specifications and advertisements to eliminate words with a gender bias and include wording on our commitment to diversity, inclusion and flexibility using TEXTIO (online tool that tests wording for gender bias)	Diversity Manager and SHRBP Talent and Resourcing	Ongoing	Using TEXTIO Improve neutrality score from 30% to 70%+

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		<p>Athena Swan – promoting Cranfield as an inclusive University/employer by:</p> <ul style="list-style-type: none"> • Showcasing female academics for use in all communications along with revised imagery • Displaying Athena Swan and HR Excellence in Research logos on recruitment campaigns • Promote Fellowships such as Daphne Jackson and Dorothy Hodgkin via Intranet and externally via job adverts and other communications 	<p>Diversity Manager</p>	<p>By December 2017</p>	<ul style="list-style-type: none"> • 50% of all images used in the University are of female staff/students/alumni around campus and profiles on the Internet • Logos always displayed on online recruitment campaigns and the Cranfield website • Availability of fellowships advertised every 3 months on the Intranet. 25% increase in applications and awards
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Principle 7 The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK

Concordat principle	Cranfield University policies and practices in place
7	We are members of Vitae and various people represent the University at regional meetings

Concordat principle	#	Actions	Responsibility	By when	Success Measures
7	7.2	Continue to review and reflect on our effectiveness relating to HREiR and the Concordat principles	Chair of HREiR working group/Dir of RIO	Ongoing	Evidence gained via the researcher questionnaire as part of our internal review for HREiR
7	7.1	Continue membership of Vitae, participate in network events and for the Head of L&D to continue as HREiR 4 year External Reviewer	Head of L&D	Ongoing	Membership paid for Head of L&D carries out 4 year reviews for Vitae