Progress on Implementation Plan for HR Excellence in Research 2015 to 2017

Principle	Actions	Lead	Others involved	By when	Success Measures	Progress
All	At each meeting of the Research Committee, review progress of actions to date. Formally review progress against the action plan after 1 year and 2 years		Action Group R&I Committee	April 2016 and between January and March 2017 ready for next phase of HR Excellence in Research	Able to re-apply for HR Excellence in 2017 in a timely manner with the support of researchers and the Research Committee, progress measured through traffic light system, with urgent action to be taken to remediate any areas marked amber or red.	Progress has been reviewed by Research Committee and appropriate action taken, including decisions to delay projects in favour of more urgent ones. Head of L&D (or member of the HREiR Working Group) invited to update Research Committee at each meeting
All	Ensure consistency in provision of personal and career development for researchers across the university		R&I Committee PVC and Dir of RIO Head of L&D DoRs	March 2017	Consistency in provision and researchers are aware of that provision, measured through staff survey	This was part of workshops run for each School on Driving Business Performance, Part of conversations with HRBP teams embedded within schools 1 School reports 100% of staff undertaking P&DR and having career conversations. Other Schools not as active. Good practice will be shared and encouraged across the University The results of the HREiR questionnaire which included this were: o 89/90 have P&DRs annually – a much higher percentage than 2 years ago o 82/89 discuss previous work performance and receive feedback o 87/89 discuss objectives and targets for the forthcoming year o 72/88 have discussions about personal and career development o 33/90 never have any interim discussions about personal and career development between P&DRs. These tend to be at levels 6 and 7, spread across all Schools (CDS 6/17, SATM 9/15, SWEE 9/18, SoM 8/29) o 6/90 have monthly discussions

						o 3/90 have discussions every 2 months o 21 have discussions quarterly o 27 have discussions every 6 months Ongoing action
1	Ensure recruiting research managers are aware of their responsibilities for diversity issues, reasonable adjustments, and actively develop their own recruiting skills via L&D recruitment & Selection programme		S/HRBPs Head of L&D	Summer 2016 and ongoing	Managers participate in R&S programme. More researchers staying with us after the end of their contracts as we have recruited, supported and developed the best people available, measured as a function of staff turnover numbers and feedback from exit interviews	The University SMT have had a session run by Mills and Reeves (legal advisers) on the role of the Chair in recruitment SMT includes all members of the University Executive, members of PSE plus Directors of Themes, Directors of Research and Directors of Education – all of whom are the most likely people to chair recruitment panels for key roles within the University In 2016 SMT members participated in a session run by the Equality Challenge Unit to explore diversity issues and especially Unconscious Bias. All members of the University's SMT pledged their commitment for three actions to address unconscious bias in their own areas of responsibility Across the University the HRBP's support recruiting managers to ensure that robust job descriptions and person specifications which clearly outline the duties and responsibilities of each researcher role are developed. All job descriptions are bench marked against HAY to ensure that they fall into the most appropriate job level and grade. Across the University the HRBP teams discuss with the recruiting manager a targeted selection of advertising options to maximise the responses from a diverse range of suitable candidates with the majority of roles having international reach. HR chooses to participate in a number of interviews to monitor quality and ensure fair practices in line with the post advertised. HR has the final sign off for any contracts of employment offered to new starters which ensures the rate of pay is commensurate with the skills and experience of the successful candidate and commensurate to those already employed. All new staff in each School meet with their HRBP team as

						part of their induction process to ensure their first weeks are constructive in terms of having targets, clear goals and project milestones explained, and ensure appropriate corrective action is taken if needed. New managers Intranet page in production – launch September 2017
1&2	Reduce the levels of researchers leaving citing better career prospects as the reason	SHRBPs	PVC Schools Dir of Themes DoRs SHRBPs Research Managers	March 2017	Increased numbers of researchers remaining employed by Cranfield after the end of their contracts as we have recruited, supported and developed the best people available and have suitable career progression for them in place as well as ongoing funding. Fewer leaving citing improved career prospects elsewhere, measured as a function of staff turnover numbers and feedback from exit interviews	140 Research leavers between Feb 2015 and end of Feb 2017 62 65 – end of research contract and therefore funding 31 – better career prospects 18 - end of casual contract 6 - unknown reasons 5 - Dissatisfied with work/ supervisor/environment/pay and benefits, etc. 5 - re-locating 3 redundancies 2 - change in domestic circumstances 2 - work-life balance 1 right to work check 1 settlement agreement 1 - dismissal 1 - ill-health All Researchers that resign across the University are invited to a leavers meeting with their embedded S/HRBP to explore the reason for leaving All resignations are reported to Head of HR Operations on a weekly basis to allow overall monitoring of resignations across the University. Ongoing action
1&2	Review the need for fixed terms for researcher contracts; explore possibility of continuity funding for researchers between grants	Michelle Everitt/ Chris Thompson	PVC R&I Dir of RIO Dir of HR&D	Spring 2016	Review carried out of reasons for use of fixed terms contracts for researchers	This review has been delayed by a more comprehensive development of a researcher development strategy. In February 2017, the University started a school-by-school review of career paths and talent mapping for all academics and researchers below professorial level. The outputs of this review will enable the University to address the requirements for fixed term contracts. It should be noted that each of the schools already treats the end of a fixed term contract as a redundancy situation and seeks suitable alternative employment for the researcher (i.e. another suitable contract)

						Across all Schools HRBP's ensure there is justification for each vacancy advertised as a FTC e.g. (funding available along with project end date).
2	Raise awareness of recognition awards, progression and promotion policies and career pathways for researchers and their managers and clarify how researchers can access promotion	Emma Parry	SHRBPs Research Managers Dir of Themes	Autumn 2015	Researchers able to explain what is available at year 1 review; greater number of staff going through promotion review; and/or receiving recognition awards	Part of Awareness workshops/Roadshows for Schools run in Spring 2016 SHRBP teams embedded in Schools took part along with L&D, Diversity, RIO, local DoR, Library, CAAS Within the Schools SHRBP and DoT's meet during the P&DR review cycle to consider all staff across the Theme against suitability of criteria for pay review cases and potential promotional suitability. The pay review cases are then reviewed at School level to ensure consistency across the School
2&3& 4&5	Review use of P&DRs for all researchers, ensuring that managers are able to hold effective P&DRs and 121s that are motivating for researchers, identifies the career and personal development needed by them and leaves them feeling valued members of the University. Run development sessions for managers in holding career development discussions.	Linda Bryant	PVC Schools Dir of Themes Dir of RIO DoRs and Research Managers SHRBPs Head of L&D	Between summer 2015 and Spring 2016	At year 1 review improved responses from researchers to P&DRs and quality of discussions about career and personal development during P&DR; measured through future focus groups	Prior to P&DR cycle in 2015 L&D arranged development opportunities for all Line Managers supported by each embedded S/HRBP – 'Driving Business Performance'. There is the intention that this would be covered within the P&DR. E.G. The PVC of SWEE hosted a talk to which all SWEE staff were invited, where he set out the possible career path of promotion from level 5 to level 8. It was well attended by all grades and was well received and attended by about 25 staff. The thinking behind this talk was to ensure there was a consistent message across the School and to dispel any myth that promotion through SAPB was selected dependent on favouritism. Good practice such as this will be rolled out to all Schools

As a standard and key part of a researchers employment they are encouraged, to identify development areas and interests.

A number of complimentary elements are in place to assist with the development of responsibilities at different levels and specific courses available are |

						tailored to researches and advertised on the intranet pages.
						This is also embedded in the P&DR process which is quality checked by members of HR to ensure development is being considered. All staff should have an annual P&DR, unless they are still on probation in which case they are having regular review meetings against targets which then map across into P&DR targets once probation is confirmed. In SWEE for example all P&DR forms are centrally uploaded to allow for them to be monitored and development needs captured. In SWEE and SATM there is an audit on the quality of P&DR's completed. A 'Proof of Concept' pilot scheme to consider online P&DR which includes new questions relating to career development and to ensure more engagement with P&DRs is being held between July and December 2017 with a view to being rolled out University wide in 2018. A questionnaire was circulated and Focus Groups held as part of finding out staff experience of P&DR. This along with feedback from those in the Pilot Group will form the basis of future P&DR. The gap analysis questionnaire for HREiR included questions about Researchers experience of P&DR – results below: o 89/90 have P&DRs annually – a much higher percentage than 2 years ago o 82/89 discuss previous work performance and receive feedback o 87/89 discuss objectives and targets for the forthcoming year o 72/88 have discussions about personal and career

						development o 33/90 never have any interim discussions about personal and career development between P&DRs. These tend to be at levels 6 and 7, spread across all Schools (CDS 6/17, SATM 9/15, SWEE 9/18, SoM 8/29) o 6/90 have monthly discussions o 3/90 have discussions every 2 months o 21 have discussions quarterly o 27 have discussions every 6 months
3	Ensure consistent local School-based induction is provided for researchers, involving R&I Office where appropriate. Review centrally provided Induction to ensure relevance to researchers	Linda Bryant	HRBP's DoRs Dir of RIO Head of L&D (central Induction)	Summer 2015 and ongoing	Newly recruited researchers able to describe their local induction measured through staff survey (CROS) % staff participating in local induction.	Local induction for all staff in Schools was reviewed with HR colleagues and new version put in place in 2016 Central Induction – addition of RIO induction New format introduced to run 4 times a year All new staff who are identified as needing to be research active have a meeting with their respective DoR as part of their induction process. Across all Schools the embedded HR team meet with new starters. We developed our own questionnaire rather than participate in CROS which showed that more new researchers have induction than previously the case
3&4	Provide experienced and well-briefed mentors for all researchers to support their career development and ensure the time needed for mentors and mentees to meet is supported/provided		DoRs Head of L&D SHRBPs Research Managers	March 2017	Mentor programme in place and accessed by 75% of mentors. Researchers receive much needed support from effective mentors. 75% of staff have a mentor. Improved levels of grant funding applications, 20 % or greater success rate.	We still have work to do on this action and it will be taken into the next action plan Many staff already have mentors. E.G. within SWEE **all** new starters across all grades who have a FTC or open ended contract are assigned a mentor. In identifying a mentor, the School always looks out-of-Theme, and across the University so not restricted to SWEE staff, and look to assign one who will potentially add value – possibly they have had a similar career path from industry to academia, a potential for collaboration going forward, or someone who perhaps has a skill set to support a development area. The mentor is set up prior to the individual starting, and a meeting is booked as part of their induction plan. SATM - On commencing with Cranfield new researchers

						are assigned a mentor. This facility is also open to other researchers during the course of their employment, regardless of whether they are fixed term, or permanent members of staff. Ongoing action
3&4	Identify the skills needed by researchers at different levels of their careers, (map against Vitae RDF), what career pathways are available to them and how they access appropriate development.	Linda Bryant	DoRs SHRBPs Research Managers Head of L&D PVC Schools Dir of Themes	March 2016	A comprehensive development provision in place against skills needed by researchers. Record % staff take-up of researcher development programmes to create a benchmark for future reference Increased numbers of researchers remaining employed by Cranfield after the end of their contracts as we have recruited, supported and developed the best people available and have suitable career progression for them in place. Fewer leaving citing improved career prospects elsewhere, measured as a function of staff turnover numbers and feedback from exit interviews	The Researcher Development Working Group + the Head of Research Excellence in RIO and the Head of L&D have finalised the Researcher Development Strategy, Career Pathways and Development programme. Completed and available on Cranfield Intranet on Researcher Development pages Consulted with Research Committee members, and with researchers It is included in researcher induction and as part of the Awareness workshops/Roadshows for Schools run in Spring 2016 SHRBP teams embedded in Schools took part along with L&D, Diversity, RIO, local DoR, Library, CAAS . Career pathways and expectations of each pay banding level for the researcher family of roles is clearly outlined. The skills and expectations of different level researchers are clearly outlined in individual job descriptions, and in broad detail through transparent job profiles available on the intranet. Researchers are encouraged by their line managers in their performance development reviews to develop new skills through a variety of avenues, some of which may include temporarily undertaking additional duties or responsibilities, attending conferences and internal development opportunities.
4	Ensure staff representatives on the R&I Committee engage with research colleagues before and after	Michelle Everitt/ Chris Thompson	PVC R&I Dir of RIO Staff Reps	*Start Sept 2015 - ongoing*	To ensure that the perception of Researchers is that they are able to give	Research Committee members and Directors of Research are now reminded at each meeting of their duties in consulting members of staff regarding key items of business. This consultation will be achieved through: School Executive

	Committee meetings to gain input into policy/strategy and implementation				their views and that they are acted upon, measured through a local staff survey	Meetings, Theme Executive meetings, Research-specific meetings in each School and sub-groups of the Research Committee.
4	Raise awareness of PGCAP sessions that are appropriate to researchers for teaching and supervision of students	Head of L&D	Academic Prof Dev Lead DoRs	Summer 2016	Increased numbers of researchers participating in appropriate PGCAP sessions and seeing the relevance; measured as number of staff undertaking PGCAP.	Included in Researcher Development Strategy The Post Graduate Certificate in Academic Practice (PGCAP) is open to research staff at Cranfield and in many cases, researchers are actively encouraged to participate in this and achieve the associate or fellow in the Higher Education Academy. The PGCAP is a portable qualification that supports the development of teaching and demonstration skills, writing bids and publications and supervision of students. In many cases researchers are encouraged to participate in this and achieve the associate or fellow in the Higher Education Academy. Up to 2015 for the previous 2 years 64 people enrolled on the PGCAP. Between 2015 and 2017 159 were enrolled onto PGCAP – all are researchers or research-active staff
4	Undertake a feasibility study for the introduction of Academic Fellow scheme within all Schools		PVC Schools Dir of Themes HRMs	Summer 2016	Feasibility undertaken and outcome progressed through Research Committee	This action is tied to the review of the need for fixed term contracts and has been delayed by a wider review of talent and career paths in each of the schools. One School already have Academic Fellows as an identified pathway, subject to funded activity in which very promising Level 5 Researchers are interviewed for the possibility of being awarded an AF role – usually still on a FTC. This role recognises their potential to progress to an Academic role – usually within the coming 18 months.
3&5	Publicise Vitae and its work to raise awareness of external/sector support for career development	Michelle Everitt	Head of L&D Dir of RIO DoRs	Summer 2015	Researchers and their line managers are able to talk about the support and external development available to them from Vitae; % staff attending Vitae events	This was handled via Research Newsletter , the Researcher Roadshows and via the Intranet Researcher Development site (to March 2017) • Details of usage of Vitae webpages: 276 - /home page 302 - /researchers-professional-development/about-the-vitae-researcher-development-framework 98 - /researcher-careers 55 - /doing-research/doing-a-doctorate/completing-your-doctorate/your-viva

						55 - /policy/vitae-concordat-vitae-2011.pdf 110 - /researcher-careers/researcher-cv-examples 92 - /researcher-careers/pursuing-an-academic-career/how-to-write-an-academic-cv 88 - /researchers-professional-development/professional-development-planning-for-researchers-online-course-pdp-roc 81 - /researchers-professional-development 78 - /policy/concordat-to-support-the-career-development-of-researchers/strategy-researcher-development-and-careers 52 - /policy/concordat-to-support-the-career-development-of-researchers 32 - /doing-research 26 - /doing-research/leadership-development-for-principal-investigators-pis 25 - /policy/hr-excellence-in-research/hr-excellence-in-research 24 - /doing-research/doing-a-doctorate/during-your-doctorate-the-middle-phase/managing-yourself-staying-the-course 22 - /events 22 - /events/careers_vitaehangout_livestream
3&5	Develop a careers strategy for researchers and publicise across the University so that all researchers are aware of the strategy and what support they can expect for their personal and career development. Build access to external support and provision from Vitae into strategy.	Linda Bryant	Dir of RIO DoRs Head of L&D Careers Service	Between Autumn 2015 and March 2016	At year 1 review researchers can describe the content of the strategy and what is available for their development; feedback from staff survey (CROS)	Completed and available on Cranfield Intranet on Researcher Development pages. We developed our own questionnaire rather than participate in CROS and PIRLS to identify where Cranfield was effective and the gaps still present against the UK Concordat We received 128 responses. Each School received its own report and outcomes are included in this progress review and will be included in the HREiR action plan for 2017 to 2019
3&5	Develop a central programme of career development activities for researcher staff and appropriate local activities	Head of L&D	Dir of RIO DoRs Head of L&D	March 2017	An integrated and coherent development programme for all researchers across the whole University, irrespective of provider, measured by % staff	Career pathways developed including a programme of Researcher Development activities for research staff and research-active staff Researcher Development Programme Excellence in **researcher development** is a key aspect of achieving the University's research strategy.

					accessing development offerings, recorded through Agresso Creating an initial benchmark	Our aim is to:
	as needed and provide careers advice for researchers. (Provide development and support in ethics, IPR/Patents, research proposals, presenting to research councils, presenting research for maximum impact and writing for quality journals)					• deliver an excellent programme of researcher development • support researchers in their engagement with professional networks • provide a supportive research community • respond to changes in national research policy and funding • meet the requirements set out in the Concordat to Support the Career Development of Researchers and out HR Excellence in Research plans For further information, please see the ⬚Researcher Development Strategy As Cranfield University is a member of Vitae staff can access information on support for their personal and career development, by visiting the Vitae website. Workshops to support researcher development are listed. Within Schools workshops are offered to Researchers and Academic staff covering a wide range of topics pertinent to an academic career e.g. bid writing, paper writing, CV development / interviewing skills. This program is going to be offered University wide. CDS developed an online guide called 'Ten Steps to Getting Published' to help CDS staff focus on how to go about publishing due to the sensitivity associated with many aspects of research. This programme has now been rolled out University wide For the rest of the University Ten Steps to Getting Published programme has now finished - 240 people enrolled.
4&5	Develop a research community of practice across the University as well as within Schools to provide networking opportunities within Cranfield University	Dir RIO	Dir of RIO DoRs	March 2017	Researchers recognise there are networking opportunities and they participate in provided activities;	**Cranfield Doctoral Network** The Cranfield Doctoral Network brings together our dynamic research institution, of both research students and staff, providing a platform through which research ideas can be shared, opportunities for internal collaboration identified and smaller networks developed. The network comprises of eight thematic doctoral communities, aligned with the University's

						sector specialisms.
						The network delivers activity centrally, including an annual event across the University, as well as a schedule of events unique to each Thematic Doctoral community throughout the year. Each community offers seminars, lectures and other initiatives, offering researchers a chance to meet, discuss and enjoy being part of the network.
						Each researcher is assigned to one of the eight Thematic Doctoral Communities, but attendance at 'open' events run by any of the other Doctoral Communities is welcomed and encouraged. Attendance at these 'open' events enhances the opportunities for collaboration, and may allow smaller 'communities of practice' to form.
						The network looks to enhance and enrich the experience of researchers whilst at Cranfield. Researchers based off site will also be encouraged to engage. New ways of using technology will be considered and actioned where possible in order to ensure maximum involvement.
						Role of the academic lead
						Each community has an academic lead that oversees the planned activity and helps to encourage students and staff to get involved through attendance and delivery. In addition all academic leads meet regularly as part of the 'Cranfield Doctoral Network Forum' to ensure best practice is shared and areas for cross-thematic events are identified.
						Dr Ahmed Al-ashaab - Manufacturing
						Professor David Cullen - Aerospace
						Professor Stephen James - Transport Systems
						Dr Athanasios Kolios - Energy
						Dr Annie Maddison Warren - Defence and Security
						Dr Ruben Sakrabani - Environment and Agrifood
						Dr Palie Smart - School of Management
						Dr Raffaella Villa - Water and Design
6	Raise Diversity Awareness via the online learning programme and participation in Cross Cultural competencies	Linda Bryant and Emma Parry	Head of L&D Diversity Manager SHRBP's	*Spring 2016*	Increased numbers working through Diversity online learning and participating in Cross Cultural Competence	Part of Awareness workshops/Roadshows for Schools run in Spring 2016. SHRBP teams embedded in Schools took part along with L&D, Diversity, RIO, local DoR, Library, CAAS. Ongoing input via induction of new starters with HRBP teams. To ensure they have a good understanding of various

						diversity issues we have provided a number of programmes. Researchers/research-active staff have completed: Online Diversity programme -364 Unconscious Bias – 43 Cross Cultural Competence - 42 Disability Confidence - 3
6	Raise awareness of Dignity at Work and Study Advisers and how they can provide support to researchers, the University's policy on Dignity at Work and managers' responsibilities within the policy	Linda Bryant and Emma Parry	SHRBP's Head of HR Operations Diversity Manager Dir of Themes Research Managers	Summer 2015	Researchers can access support from Dignity at Work Advisers and can describe such support. Researchers feel less isolated; feedback from staff surveys	Part of Awareness workshops/Roadshows for Schools run in Spring 2016 SHRBP teams embedded in Schools took part along with L&D, Diversity, RIO, local DoR, Library, CAAS Head of HR Operations review of current Dignity at Work/Study Advisers and further personal development arranged.
6	Raise awareness of the application for Athena Swan Bronze for November 2015 and the Aurora Programme and how we are addressing the need for more senior female role models in all disciplines within the University	Emma Parry	Diversity Manager	Autumn 2015	Ensure researchers receive notification about Athena Swan award, its action plans and achievements through Staff news cascade and other media.	This was part of the awareness raising workshops/Roadshows for each School run in Spring 2016 SHRBP teams embedded in Schools took part along with L&D, Diversity, RIO, local DoR, Library, CAAS Staff were updated on Athena Swan resubmission in November 2016. Staff have been notified of the University's success in achieving Athena Swan Bronze in April 2017. The action plan has been publicised on the University's Intranet. The achievement of Athena Swan Bronze was announced on the Intranet and by the VC in his annual talk for all staff
6	Reinforce flexible working policies and ensure managers are fully aware of their responsibilities in this area and the need to consider how to include those with caring responsibilities in day to day activities (e.g. meetings)	Head of HR Ops	HRBPs Dir of Themes Research Managers	Year 1 review March 2016	Fewer meetings called outside core hours as reported by researchers More researchers working flexibly	Our Athena Swan action plan includes an action to restrict meetings to core hours. Wherever possible senior managers report they do so. We have policies in place covering matters such as flexible working, and encourage flexibility in arrangements where possible such as trying to ensure that meetings take place during core hours rather than at the end of the day particularly where part time workers are engaged. Additionally, where part time staff apply for promotion, their relative pro-rata contribution is taken into account rather than the outputs expected from a full time employee.

	(Part of Athena Swan action plan)					All requests for flexible working are considered and not unreasonably declined. Where a request cannot be agreed, discussion is had with the member of staff to try and seek alternatives. No requests are automatically discounted and all are considered as a matter of Cranfield policy. A working group is also considering the introduction of a carers support network to recognise that many staff are also main carers to a family member. Ongoing action
7	To engage across the sector (via Vitae membership and with funders' groups) to ensure we maintain currency of our practices	Head of L&D	PVC R&I Dir of RIO Head of L&D	Ongoing	Better understanding of the sector and Vitae which feeds into our policies and practices; number of staff participating in Vitae activities	Vitae opportunities are highlighted to all staff. We have developed our researcher development strategy in line with the Vitae Framework. Senior staff represent the university at: Vitae events, UUK conferences, RCUK conferences, UKCGE events etc. Linda Bryant is now an external reviewer for HREiR. The valuable learning from this experience is useful in developing our own approach to HREIR