

HR Excellence in Research 2017 Action Plan Review

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
SAPB	Senior Appointments and Promotions Board		

General actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures	Progress 2019
All	A	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.	<p>Proof of Concept Pilot for a new online P&DR was held with over 100 staff across all categories in 2017. In 2018, and with positive feedback, an extended pilot was held for over 600 staff including one entire School. Of staff participating, 85% completed the pilot. In 2019 we are extending this pilot to the rest of the University, another 1000 staff in all categories. The completion target for 2019/20 is 85%.</p> <p>At the end of this year's review process – October 2019, reports will be drawn off the online system to identify the needs identified by Researchers so that the next programme of development can be determined for 2019/2020.</p> <p>Our Researcher Development Strategy and development programme is reviewed annually. RIO provide the majority of</p>

HR Excellence in Research 2017 Action Plan Review

						<p>researcher-specific development activities, which change each year according to the needs of the research community and the University.</p> <p>The current programme includes:</p> <ul style="list-style-type: none"> • Maximising Innovation Funding when submitting GCRF applications • KTP Workshop and Collaborative R&D funding opportunities • An Introduction to KE opportunities • Developing Research Council Applications • Basics of IP • The Knowledge Transfer Partnership (KTP) Scheme • Bid writing for public sector opportunities <p>Directors of Research meet with Researchers to provide an opportunity for career development discussions.</p> <p>From 2015 to 2017 there were 505 researchers participating in development sessions. In 2017 to 2019 this rose to 1063. An increase of 558 (these figures do not include leavers over this period).</p>
All	B	<p>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</p>	Dir of RIO	September 2017	<p>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.</p>	<p>Achieved in full. In January 2018, the HREiR Working Group became a sub-group of the Research Committee. The Director of RIO became the Chair of the sub-group and reports back on progress to the Committee at each meeting; at the same time collecting comments and suggestions from the Research Committee to feedback to the Working Group. Research staff representing each School</p>

HR Excellence in Research 2017 Action Plan Review

		meeting of the Research Committee, review progress of actions to date.				<p>became members of the Working Group for the first time. Their role is to support the dissemination and implementation of the action plan, to promote development opportunities for research staff, to work with their Directors of Research in ensuring Researchers have career development plans, to collect evidence to input to the monitoring and progress of the HREiR action plan. Working Group meetings are held at least 4 times a year.</p> <p>It has become evident that some representatives are more active than others and as a consequence, we have made the decision to re-structure the working group to bring greater emphasis and direction to our academic commitments under HREiR. Moving forward this will be an action to further develop the role of the representatives and the sub-group and to add in extra representatives from each School.</p>
All	C	In order to review the impact of changes implemented, and continue to determine specific support required, a questionnaire will be sent to Researchers biennially in order to clearly identify the support needed by Researchers/research-active staff.	Line Managers	December 2018	<p>At least 25% completion of the questionnaire to clearly identify their needs and the appropriate actions to be taken</p> <p>A significant increase in uptake of staff development.</p>	<p>A separate questionnaire was sent out to all staff with Research in their title (274 people) to ask them about how they viewed progress against the action plan and the Concordat. It was also sent to a further 97 Professors who lead research teams for their input and to encourage their researchers to respond. We received a total of 65 responses (17.5%). A disappointing response, but noting that this exercise has landed at a time when several other surveys and high level activities, such as our Values project have been ongoing.</p> <p>58 of the 65 respondents clearly recognise</p>

HR Excellence in Research 2017 Action Plan Review

						<p>their own responsibility for their career development.</p> <p>43 out of 65 stated they were fully aware of the development opportunities open to them. This will be an area to follow through over the next 2/4 years.</p> <p>From 2015 to 2017 there were 505 Researchers participating in development sessions. In 2017 to 2019, this rose to 1063. An increase of 558 (these figures do not include leavers over this period)</p> <p>For the first time, we will be able to access development plans from our new, online P&DR system. At the end of this year's P&DR review process – October 2019, reports will be drawn off the online system to identify the needs identified by Researchers so that the next programme of development can be shaped and determined for 2019/2020.</p>
All	D	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	As captured in questionnaires, all Researchers within Schools report a good understanding of the University support available to them and the regular discussions as part of the P&DR process with their line managers about their career options and opportunities.	<p>The action plan was developed and agreed with Directors of Research from each School, the PVC Research and Innovation and the Director of RIO. They actively engage with updates via the Research Committee and occasional discussions with their School Representatives who sit on the HREiR Working Group (Sub-Group of the Research Committee).</p> <p>43 out of 65 questionnaire respondents stated they were fully aware of the development opportunities open to them. This will be an area to follow through over</p>

HR Excellence in Research 2017 Action Plan Review

						<p>the next 2/4 years.</p> <p>56 out of 65 researchers have regular P&DRs including discussions about their careers and development. 43 report regular interim discussions with 13 reporting none. An area to improve moving forward and this will be enabled by the new, online P & DR system.</p> <p>32 researchers participated in a Doctoral Network Conference in September 2018 aimed at providing a stronger research culture across the university. Although designed for PhD students, it is also open to early career researchers and student supervisors who are encouraged to take part in the development sessions. In 2018, this included a session led by one of the DoRs on paper writing skills.</p>
All	E	<p>Ensure actions are taken alongside Athena Swan actions to avoid duplication of effort. All actions in Athena Swan apply to Researchers/research-active staff</p>	<p>Diversity Manager Head of L&D</p>	<p>Review March 2018, September 2018, January 2019, April 2019, July 2019</p>	<p>Actions are taken once and duplications avoided.</p>	<p>The Head of L&D and the Head of Diversity and Inclusion worked closely to ensure Athena Swan and HREiR inter-relate. Actions included in this action plan demonstrate the links are strong.</p>
All	F	<p>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.</p>	<p>PVCS DoRs SHRBPs</p>	<p>Sept 2019</p>	<p>At least 10% increase in publications overall. Number of individuals offered a short sabbatical for writing – to achieve their targeted publication.</p>	<p>Funding restrictions within Cranfield and reduced numbers of staff as a result of our Fit for the Future programme and the voluntary severance scheme in one of our Schools has limited the take up for this action. 2 specific sabbaticals of 3 months duration can be identified within SWEE. The preparations for Research Excellence Framework (REF) indicate that publication</p>

HR Excellence in Research 2017 Action Plan Review

						<p>rates within this School are excellent and on target.</p> <p>Support provided in each School by DoR in preparation for REF on 1:1 basis.</p> <p>CDS has introduced a mentoring programme in which those people who are experienced paper-writers “buddy” with less experienced members of staff to help them to write papers. CDS also offers support from an external company to help develop good papers into excellent ones.</p>
--	--	--	--	--	--	--

HR Excellence in Research 2017 Action Plan Review

All	G	<p>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</p> <p>To increase levels of Chartered status where appropriate (it will be different in each School).</p>	<p>HoIS PVCS DoRs SHRBPs</p>	July 2019	<p>Method of recording in place and being utilised.</p> <p>To aim for 75% of Researchers and research-active staff having achieved Chartered Status where appropriate.</p>	<p>Researchers are asked to add their Chartered Status to CRIS. CRIS is the University's Research Information System. It is our central repository of Cranfield authors' research publications, awards, professional activities and other research related information.</p> <p>To date, 69 Researchers have entered their Chartered Status,</p> <p>22 achieved Chartered Status prior to 2015, 2015 to 2017 8 achieved Chartered Status, 2017 to 2019 11 achieved Chartered Status. A further 28 have not entered the date of achieving Chartered Status.</p> <p>Review for next action plan.</p>
-----	---	---	--	-----------	--	---

HR Excellence in Research 2017 Action Plan Review

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
1	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
1	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	Progress 2019
1	1.1	'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	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	Completed. Applications have increased by utilising Times Higher Global platform. All research roles are advertised via this platform 2015/6 - 72 research vacancies and 1081 applications (average 15 applications per role) 2016/7 – 79 research vacancies and 1154 applications (average 15 applications per role) 2017/8 - 99 research vacancies and 1164 applications (average 12 applications per role) 2018/9 figures are not yet available. No paper-based adverts used from Nov 2017. Saved at least £60K in advertising.

HR Excellence in Research 2017 Action Plan Review

		quality of candidates using this approach				Quality of adverts improved using Textio bringing in more applicants and widening selection pool.
1	1.2	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.	Achieved. Award promoted on internet and in staff handbook. Research staff blogs and Researcher case studies promoted on jobs section of internet. Feedback from new recruits via new starters survey has improved by at least 20% by March 2018.
1	1.3	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.	Guidance wasn't sufficient to effect the necessary changes. SHRBP's are now actively engaged in the recruitment process, shortlisting with recruiting managers/PVCs, challenging unconscious bias, challenging narrow thinking, bringing in recognition of softer skills to select the preferred candidate and ensuring diversity on recruitment panels. 15 Research managers have participated in Effective Selection Interviewing course in 2018/19. A session was run for the University Senior Management Team covering recruitment in 2017 to improve practice by Chairs of recruitment panels. SHRBP's now sit on all Professorial recruitment panels with good feedback from panel chairs. The impact is improved consistency and quality of selection decisions. We are working with SHL to assess our psychometric test options. The review is likely to include possible tests available to research appointments. All of the new tests that we are introducing will be internationally benchmarked and free from bias, which helps to improve the quality and consistency of our recruitment.
1	1.4	Development of research managers in managing people.	Head of L&D SHRBP's	By September 2019	50% of all research managers participate in P&DR and people management related	We have rolled out the 2 day management development session to all Heads of Centres (academic) within the 3 Technical Schools with 45 senior academic and Researchers being trained. A further roll out is taking place in 2019/20 to Heads of Research Groups with around a further 32 staff

HR Excellence in Research 2017 Action Plan Review

					<p>courses. Researchers report that they believe they are supported in their work, development and career by their managers as evidenced within the HREiR questionnaire.</p>	<p>receiving training in 2019.</p> <p>In each School the PVC School has Joined their managers and has used some of the discussions to inform their planning for their School.</p> <p>In the research questionnaire out of 65 responses 33 reported they were satisfied with the effectiveness of their manager, 10 were neither satisfied nor dissatisfied and 6 were dissatisfied.</p> <p>39 reported they believe their manager is very supportive of their career development and 7 said their manager wasn't supportive.</p>
1	1.5	Review promotions process with a view to making it easier to understand how a Researcher would gain a promotion.	Head of HR Ops		<p>When approached 7/10 Researchers can explain the process.</p>	<ul style="list-style-type: none"> • Career Pathways for Researchers and the research element of academic roles are in place along with the development activities to support them. • The process has been reviewed and several different versions amalgamated into one consistent approach. • SHRBPs meet with their PVC Schools to review Researchers and to identify the talent they wish to retain. • Individuals are frequently supported and guided through the promotions process. • The roll out of the new P&DR system now provides for career conversations to take place and be recorded. <p>SWEE specific – all School talk on career pathways / general expectations on each level of staff to improve awareness. Email to all staff in School to ask for expressions of interest in promotion through Senior Appointments Promotions Board – either for promotion or for mentoring to achieve readiness.</p> <p>From the questionnaire 16 felt the promotions process was clear and 15 said it was unclear – an action to take forward.</p>
1	1.6	As part of our Athena Swan action plan we have amended the 'Constitution of Interview Panels' so it is more inclusive and recruitment	SHRBPs	December 2017	<p>Statistics indicate greater diversity on recruitment panels including at least one woman where possible</p>	<p>Achieved.</p> <ul style="list-style-type: none"> • The 'Constitution of Interview Boards' has been amended and circulated (it has been published here: https://intranet.cranfield.ac.uk/hrd/polsprocsforms/Pages/interviewspol.a.spx. The HR Service Centre monitor the make-up of interview panels to try and ensure there is at least one woman where possible and report on a quarterly basis • Recruitment and Selection Workshops are being offered to staff to ensure

HR Excellence in Research 2017 Action Plan Review

		<p>panels should include at least one woman where possible.</p> <p>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:</p> <p>5 at level 8 5 at level 7 10 at level 6 15 at level 5</p>				<p>we have sufficient women available and sufficiently trained to participate on recruitment panels</p> <ul style="list-style-type: none"> •The HR Service Centre now have a list of suitable and trained women at all levels to join recruitment panels <p>Targets have been achieved by targeting women at appropriate levels and encouraging them to participate in recruitment panels and in 'Effective Selection Interviewing' course.</p>
1	1.7	<p>Explore further how we might retain good Researchers and research-active staff.</p> <p>Our approach to the retention of good Researchers may include identifying alternative work/projects and opportunities across the University</p> <p>Athena Swan actions include improving our processes for gaining qualitative</p>	SHRBPs	March 2019	<p>10% fewer Researchers leave citing career dissatisfaction as their reason for leaving.</p> <p>Retaining 10% more excellent Researchers who we particularly want to keep.</p> <p>Athena Swan target of a reduction by 10% of female Researchers/academ</p>	<p>This is one of the actions that seems to have been affected by the Fit For The Future programme – a position that we hope will recover now the process is complete and Schools re-organised to provide greater opportunity.</p> <p>In 2018 - 14 out of 32 Researchers left due to career prospects No final data for 2019 yet.</p> <p>The 3 Technical Schools report they manage to retain the contract research staff who show greatest potential, promoting them to a permanent contract (or in 1 school as Academic Fellows) or to ensure they work on other projects which may include bridging funding until new funding is attained.</p>

HR Excellence in Research 2017 Action Plan Review

		information on why female researchers/academics leave Cranfield and identify where they go to develop better practices at Cranfield.			ics leaving by December 2018.	
--	--	--	--	--	-------------------------------	--

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	Head of L&D SHRBPs in	March 2019	50% of managers of Researchers/research-active	A 2 day programme was designed and run to enhance the skills of line managers and rolled

HR Excellence in Research 2017 Action Plan Review

		management skills to ensure effective management and support of Researchers/research-active staff	Schools Line Managers		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.	<p>out across the 3 Technical Schools with 45 senior academic and Researchers being trained. This is being further cascaded down to Head of Group leaders in 2019/20 with around a further 32 staff receiving training in 2019.</p> <p>In each Schools the PVC School has Joined their managers and has used some of the discussions to inform their planning for their School.</p> <p>‘Promoting Wellbeing in the Workplace’ management development sessions have been introduced with the aim that all people managers have a focus wellbeing and build their confidence in identifying signs of stress and supporting employees. 26 sessions have been run since September 2018.</p> <p>In the questionnaire 33 (67%) out of 49 respondents reported they were satisfied with the effectiveness of their manager, 10 (20%) were neither satisfied nor dissatisfied and 6 (12%) were dissatisfied.</p>
2	2.2	Review promotions process with a view to making it easier to understand how a Researcher would gain a promotion. Ensure dissemination of process via SHRBPs.	Head of HR Ops	Summer 2019	When approached 7/10 Researchers can explain the process.	From the questionnaire 16 felt the promotions process was clear and 15 said it was unclear – an action to take forward.
2	2.3	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	Union Lead	Summer 2017	Action plan in place. Gender pay gap no greater than +/- 5%.	An action plan was drafted, but was put on hold due to heavy union involvement in Fit For The Future (2017).

HR Excellence in Research 2017 Action Plan Review

		each grade by gender.				<p>We are in the process of reviewing our pay framework with Hay Korn Ferry and have already engaged with the Trade Union on this matter. The Equal Pay Review will be fed into this process.</p> <p>The University has recently published our 2018 Gender Pay Gap Report as required by legislation. Whilst there is a slight improvement in the mean and median, the report has highlighted the need to take further action to attract, retain and develop female talent so there will be more accountability from the Executive on what we are doing to close the gender pay gap, based on the actions specified in the Athena SWAN action plan. The gender pay gap is currently greater than our target of 5%.</p> <p>All Schools have been asked this year to produce a short narrative to demonstrate how their pay panel has considered all staff members equally and fairly. Senior Academic Promotions Board (SAPB) require the same review.</p>
2	2.4	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 SHRBPs	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.	<p>Staff on fixed term contracts are provided with the same opportunities to apply for posts as staff on open ended contracts.</p> <p>Positive action is taken where skills are in scarce supply or in high demand to move staff from a fixed term contract to an open ended</p>

HR Excellence in Research 2017 Action Plan Review

					10% increase in attendance of fixed-term staff on career development programmes.	contract to aid retention and provide the Researcher with secure employment. Active support University-wide to find alternative roles within the same skill set for employees at the end of their FTC where the employee requests.
2	2.5	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.	SWEE uses Academic Fellow route to retain talented early career Researchers giving them up to 3 years to develop their capabilities and generate sufficient income and publications for the School to consider them as fully independent researchers and thus appropriate to be considered for a permanent academic post. A full analysis of P&DR's is undertaken which helps identify high performing staff and is used to inform discussions with line managers, ensuring the nurturing of talent and development of career plans. This will be enhanced with the introduction of the on line system. Induction plans are developed and reviewed in conjunction with HRBPs to ensure clear objectives.

HR Excellence in Research 2017 Action Plan Review

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 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	3.1	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.	<p>Overall we achieved 85% completion of P&DR in the 2018 pilot for online P&DRs. Following the 2019 review period we will be able to report accurate figures within each School and job category to fully assess how many Researchers are getting the opportunity for a P&DR and interim reviews.</p> <p>From the questionnaire circulated to Researchers 54 out of 65 (83%) said they have an annual P&DR. 2 have them every 2 years. Discussions include: Work performance and feedback – 48 (74%) Objectives and targets – 55 (85%) Career development – 48 (74%)</p> <p>43 out of 65 (66%) reported they have at least 6 monthly interim reviews and 13 (20%) reported they had no interim reviews.</p>
3	3.2	Working with CAAS to create a	Led by	By Easter	All new Researchers to have a	In Schools new Researchers are assigned an

HR Excellence in Research 2017 Action Plan Review

		<p>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.</p>	<p>SL&DBP and APDL DoRs L&D DoTs SHRBPs</p>	<p>2019</p>	<p>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.</p>	<p>initial mentor/buddy to help them settle into Cranfield and their School. The mentor/buddy is outside of their immediate line management.</p> <p>For the University scheme where we are providing matched mentoring support for existing members of staff for specific development support: Total number of academic/research mentees registered: 18 Total number of academic/research mentors registered: 24 Total number of academic/research partnerships: 10</p> <p>Mentors and mentees have guidelines provided and mentors are offered a development session to ensure they are fully able to carry out their role effectively.</p>
3	3.3	<p>Ensure mentors/supporters are available for supporting existing Researchers/research-active staff to help them in developing their skills and careers if required.</p>	<p>Led by SL&DBP DoRs DoTs SHRBPs</p>	<p>By July 2019</p>	<p>90% satisfaction feedback on how having a mentor has helped with the individual's development.</p>	<p>Partnerships have not been running long enough to give any impactful feedback on satisfaction, but the feedback received so far is that both the mentees and mentors are finding the partnerships really engaging, thought provoking and extremely beneficial. Ongoing action to ensure effectiveness.</p>
3	3.4	<p>Increase awareness with Researcher's managers of the importance of Researchers joining CPD events and assisting them in managing their time to be able to take available opportunities.</p>	<p>PVC Schools, DoRs, School Senior Management DoTs HoCs</p>	<p>By July 2019</p>	<p>10% increase in take-up of CPD events evidenced via Agresso. records and results of HREiR questionnaires. Full use of available budget for CPD Research bids to allow provision for CPD events where possible.</p>	<p>We haven't achieved the planned increase over the last 2 years due in large part to our Fit For The Future initiative. Payments for membership to professional bodies between 2017 and 2019 = £19,136.89 Payments for conferences between 2017 and 2019 = £188,336.78 However for internal development we have achieved over 100% increase in uptake 2015 to 2017 – 505 Researchers participated in</p>

HR Excellence in Research 2017 Action Plan Review

						CPD/development activities. 2107-2019 – 1063 Researchers participated in CPD/development activities An increase of 558 (over 100% increase)
3	3.5	<p>Annually review the University's Researcher Development Strategy ensuring it includes appropriate Researcher development.</p> <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.	<p>Researcher Development Programme reviewed and relaunched in April 2019 with a new 6 month programme scheduled.</p> <p>2015 to 2017 – 505 Researchers participated in CPD/development activities. 2107-2019 – 1063 Researchers participated in CPD/development activities An increase of 558 (over 100% increase).</p> <p>From the questionnaire responses 43 out of 65 are aware of the development opportunities open to them (66% of responders).</p>
3	3.6	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.	<p>In 2017 6 IP workshops were held where MSc students, research students and research staff were invited to attend to find out more about IP and Commercialisation. Over the course of the 6 workshops there were c60 attendees.</p> <p>In 2018, 2 IP workshops were held for research students and staff, one as webinar. There were c15 attendees in total.</p> <p>In 17/18 there were a total of 208 attendees at all the RDM workshop and webinar training combined (not necessarily 208 unique people, and a mix of MRes/doctoral/staff).</p> <p>In 18/19 to date there have been 137. In addition this academic year, 23 have completed the entire RDM online training (i.e. the</p>

HR Excellence in Research 2017 Action Plan Review

						equivalent of the 2 workshops run plus an extra module that doesn't run in workshop format). In total 9 Ethics workshops took place; 1 CDS, 3 SATM and 5 SWEE.
3	3.7	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.	Not pursued and no longer in plan.
3	3.8	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.	The University has upgraded its Skype for Business Services. Many more people participate in meetings via Skype now – it's not possible to evaluate how many more. We have a collaboration site which is being used, established more than 2 years ago. HREiR Working Group has Skype links for each of its meetings to ensure colleagues at CDS (Shrivenham) can join the meeting without the need for travelling. We also use the collaboration site to share materials and resources.
3	3.9	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	Utilisation of Twitter for work purposes has increased from 144 to 162 demonstrating a 12.5% increase. There are also now 242 staff members (within research industry) utilising LinkedIn.

HR Excellence in Research 2017 Action Plan Review

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	Progress 2019
4	4.1	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.	In the questionnaire 36 out of 65 responders (55%) said they feel involved in decision making with 13 saying they were not involved. The P&DR review period has not completed with reports not yet available showing discussions taking place in P&DR, but anecdotally, we expect to see an increase. The Research Committee has representation from each School (Directors of Research and their Deputies) and relevant service, plus there are Student representatives included. The HREiR Working Group is a sub-group of the Research Committee and includes School representatives on the group. Staff and students are encouraged to put forward any issues or concerns they have via their representatives. Staff are represented on other sub-groups of the Research Committee, including the

HR Excellence in Research 2017 Action Plan Review

						Research Academic Processes for Students group and the University Research Ethics Committee. In all cases, staff representatives understand that they are representing their Schools and are encouraged to consult widely. This year, we have introduced a new internal communication resource for Staff called "In Brief". This is published monthly and made available by e-mail and intranet; it provides a succinct and timely summary of things researchers need to know about and an opportunity to advertise how they can have their say.
4	4.2	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.	A Proof of Concept Pilot was held with over 100 staff in all categories of staff with positive feedback/outcomes in 2017. In 2018 an extended pilot was held for over 600 staff including one entire School with very positive results. In 2019 we are extending this pilot to the rest of the University, another 1000 staff in all categories.
4	4.3	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.	In 2019 the University purchased an online career development platform – called Working Life Hub. We have added links to Vitae specifically for researchers. We ran a Career Development Week in May 2019 to further engage staff in their own career development where the Working Life Hub was demonstrated. We have a total of 320 users, 943 logins and 1652 activities. Unfortunately it is not possible to specifically identify usage by Researchers. We have not held workshops specifically for research managers yet.
4	4.4	Career development – clarify what it means and what is available.	PVC Schools Line managers	By September 2018	Better understanding of career development opportunities	L&D have developed a Career Development Intranet site, including clarification of what

HR Excellence in Research 2017 Action Plan Review

		Line managers to discuss with Researcher at P&DR and feedback to L&D.	Head of L&D		measured in relevant surveys.	career development means at Cranfield. We have purchased an online platform for career development (Working Life Hub). We have added a link to Vitae's online career development programme for Researchers as part of encouraging researchers to use Vitae's resources too We have a total of 320 users. 943 logins. 1652 activities. Unfortunately it is not possible to specifically identify usage by Researchers.
4	4.5	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.	We have purchased an online platform for career development (Working Life Hub). We have added a link to Vitae's online career development programme for Researchers as part of encouraging researchers to use Vitae's resources. We have a total of 320 users. 943 logins. 1652 activities. Unfortunately it is not possible to specifically identify usage by Researchers.
4	4.6	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.	From the questionnaire 39 out of 65 report their managers being supportive of their careers (60% of responders). 7 said their manager isn't supportive of their career development (11%) – this will need improving in the next action plan
4	4.7	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.	Part of the new online P&DR includes a section for career aspirations and development – all Researchers will have the opportunity to have this discussion with their line manager. Following the current review period, we will be able to report on the number who have a career development plan (October 2019). Development plans no longer uploaded to Agresso platform.
4	4.8	Seek to appoint a Researcher on	Head of L&D	Autumn 2019	Researcher on secondment for at	Placed on hold due to Fit For the Future and

HR Excellence in Research 2017 Action Plan Review

		<p>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.</p>	<p>Dir RIO</p>		<p>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.</p>	<p>staff changes in RIO; the Head of Research Excellence who oversees this programme also left the university at the beginning of the year and has only recently been replaced.</p> <p>Tightly constrained budgets have prevented this action being taken forward.</p> <p>2015 to 2017 – 505 Researchers participated in CPD/development activities. 2107-2019 – 1063 Researchers participated in CPD/development activities An increase of 558 (over 100% increase).</p> <p>From the questionnaire responses 43 out of 65 are aware of the development opportunities open to them (66% of responders).</p> <p>RIO and L&D frequently review the programmes on offer to Researchers, the uptake of programmes and adjust the content accordingly.</p> <p>In 2018/19 a Post-Doc Training Programme (PDTP) was run twice and offered to all Researchers. The individual events were run by various Professors across the University and so far feedback has been very positive. 146 Post Doc Researchers have participated in total.</p>
--	--	---	----------------	--	--	--

HR Excellence in Research 2017 Action Plan Review

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	Progress 2019
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 SHRBPs	Summer 2018	75% of Researchers and research-active staff are engaged with P&DR process measured via P&DR completions and via relevant surveys.	A pilot online P&DR was carried out in 2017, extended to 50% of all staff in 2018 and has been extended to all staff in 2019. We achieved 85% engagement in the pilot (including Researchers) and are aiming for 85% overall in 2019/20. Local HRBPs monitor and encourage completion. Directors of Research are meeting with Researchers to provide an opportunity for career development discussions.

HR Excellence in Research 2017 Action Plan Review

5	5.2	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	SHRBPs 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.	Having run several Researcher Roadshows we weren't attracting enough Researchers to make it viable so we incorporated it into the general Corporate induction in the Benefits Showcase where RIO have a stand enabling them to talk directly to each new Researcher. In addition RIO meet new Researchers and each School holds their own HR induction with new Researchers and academics which identifies clearly individuals responsibilities for their own career development and who to access for support. Each new Researcher has a mentor/buddy assigned.
5	5.3	Ensure Researchers on fixed term contracts understand their responsibilities for their own career development from the start of the term of their contract, and encourage them to work with their line manager to develop future opportunities for on-going employment.	SHRBPs Line managers DoRs	September 2018	Staff are aware of the development opportunities open to them and their own responsibilities through revised local induction and Roadshows. Attendance by fixed term staff at Roadshows and induction sessions.	Ongoing. Forms part of their induction held with HRBP teams in schools. Having run several Researcher Roadshows we weren't attracting enough Researchers to make it viable so we incorporated it into the general Corporate induction in the Benefits Showcase where RIO have a stand, enabling them to talk directly with each new Researcher. This provides Researchers with information about the support RIO can offer, about development opportunities for Researchers and how to find the information. The career progression section which forms part of the new PD&R further promotes participation in career advancement discussion.
5	5.4	Re-inforce the message that it is important for Researchers to participate in their professional body and that the University	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	2017 – 17 (£3,731.77) 2018 – 19 (£3,311.30) 2019 – 67 (£12,093.82) There have been increases in Researchers

HR Excellence in Research 2017 Action Plan Review

		supports them in doing so by providing reimbursement for 1 Professional Body subscription each year.			Researchers receiving financial reimbursement for membership of 1 professional body paid for by the University.	applying for membership of their professional bodies over the last 2 to 3 years, this has been supported in spite of Fit For The Future measures.
5	5.5	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.	<p>The research support team, supporting public sector grant funding within the Research and Innovation Office has seen an increase in the number of grant proposals being supported since 2015. This is even within a climate of Fit for the Future and the resulting reduction in staff numbers. However, the level and quality of the support being offered has increased, and has seen an increase in the number of professional services staff providing support to research and academic staff in developing external funding bids.</p> <p>April 2015 - March 2017: 839 April 2017 - March 2019: 942</p> <p>RIO staff attend induction days for new staff and provide them with an initial introduction to RIO. All new professorial staff meet with the PVC R & I and/or the Director RIO to discuss their support needs.</p> <p>We have introduced a new Researcher Handbook which provides key resources and contact details for new research staff.</p> <p>RIO staff also provide drop-in sessions specifically for researchers to ask questions or seek help with their proposal writing.</p> <p>For the University Mentoring Scheme we are providing mentoring support for existing</p>

HR Excellence in Research 2017 Action Plan Review

						<p>members of staff or specific development support:</p> <p>Total number of academic/research mentees registered: 18 Total number of academic/research mentors registered: 24 Total number of academic/research partnerships: 10</p> <p>Mentors and mentees have guidelines provided and mentors are offered a development session to ensure they are fully able to carry out their role effectively.</p>
5	5.6	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.	DoRs do encourage staff and students to seek conference support. We are finding it difficult to track this. A process will be set up so that in future it can be tracked – for the next action plan. This will include a slight revision of the costing and pricing tool for research.
5	5.7	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.	The first Cranfield Doctoral Network conference was held in September 2018. c200 research students attended the event alongside staff and alumni. Presentations were delivered by a selection of students for all themes as well as a poster competition. This event will now be held annually with one arranged for September 2019. In addition, the Thematic Doctoral Communities (DocComms) have engaged with their students directly. For example. In July 2018, Aerospace held their annual Cranfield Aerospace Research Student two day conference. In 2018/19 over 60 events were held for researchers through the DocComms

HR Excellence in Research 2017 Action Plan Review

						across the eight themes.
5	5.8	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.	Cranfield collaborates with a number of universities through joint research programmes and joint doctoral training programmes both nationally and internationally. Each of these programmes will run joint events which might include seminars, training programmes, workshops, week-long sandpits and site visits to industrial collaborators. We've included all of these kinds of activity in the following data relating to our collaborative Doctoral Training programmes: 2017 - 114 2018 - 108 So far in 2019 – 77. In addition, we run an annual event for our European Partner universities which attracts over 50 delegates each year.
5	5.9	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.	Pilot Fellowship Development Programme ran with 3 cohorts (Early Career, Mid-Career, and Established Career) in 2017. Significant learning from the programme. Number of staff participating: Early Career – 19 Mid Career – 4 Established Career – 6 50% of those that participated have now applied for or are in the process of applying for a Fellowship with one successful, prestigious RAEng Fellowship amongst the successful outcomes. Looking to run the programme again once a

HR Excellence in Research 2017 Action Plan Review

						<p>suitable cohort of individuals is available.</p> <p>Whilst the pilot was successful, it is felt that it is not feasible to run this programme every year due to the small numbers of new Researchers that have not yet participated and that are necessary to make such a cohort initiative successful. However, a number of small cohort initiatives for specific calls are being held e.g. cohort initiatives for the RAEng Research Fellowships and UKRI Future Research Leaders Fellowships. In a number of instances people who participated in the Fellowship Development Programme are now participating in the call specific small cohorts. 1-2-1 mentoring and support for Fellowships is ongoing in addition to these cohort initiatives.</p>
5	5.10	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 guidelines– currently 144 on the Twitter list 25% increase in levels of participation in social media workshops.	162 staff are currently using Twitter for work which is a 12.5% increase. We have also measured LinkedIn usage for University employees in the research industry and now have a baseline of 242 staff users. Social media workshops have continued to run with an additional 46 attendees since the last review in 2017.
5	5.11	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	Head of L&D DoRs RIO	Ongoing	25% increased participation in Researcher Roadshows; 10% increased participation in relevant development programmes.	Separate induction roadshows were not attracting sufficient numbers of participants to warrant the large amount of staff time required to run them. This training provision has been re-integrated into the Corporate Induction event by adding a new Research stand (rather than Research and Innovation Office) at the Induction Benefits showcase as

HR Excellence in Research 2017 Action Plan Review

		staff.				<p>part of Corporate Induction to include all the information previously presented at the roadshows and to enable 1-2-1 conversations. Feedback has been positive as there is only one event Researchers now need to attend. We provide Corporate Induction 6 times per year and get a take up of 90% of all new staff participating, including Researchers.</p> <p>This is backed-up by a Researcher Handbook which is full of resources and key contacts and is available on-line.</p> <p>We provide a University-wide researcher development programme to cover subjects necessary for skills enhancement and career progression of our Researchers.</p> <p>A 4 day, 2 module Business Skills Development programme offered through L&D. 20 researchers have participated over the last 2 years. The programme prepares them for independent income generation that is expected of researchers and academics at Cranfield. This is a programme that has been specifically designed for research/academic staff and provided at a time when they are making a transition from research team member to independent income generator.</p> <p>2015 to 2017 – 505 Researchers participated in CPD/development activities. 2107-2019 – 1063 Researchers participated in CPD/development activities. An increase of 558 (over 100% increase).</p>
--	--	--------	--	--	--	---

HR Excellence in Research 2017 Action Plan Review

5	5.12	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	Sept 2019	Provision of support. 25% of supervisors to take up places offered.	Not progressed. For consideration in the future.
---	------	--	----------	-----------	---	--

HR Excellence in Research 2017 Action Plan Review

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 achieved an Institutional Athena Swan Bronze award in 2017 and will re-apply for an award in 2020 (under the new Charter principles). Our aim is to recruit, retain and develop the number of women in all disciplines and increase the pipeline for senior roles.
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 has been rolled out across the University and is mandatory for all staff.
6	A Women's Network (Step Up) was 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. The network has grown to over 150 members and have had a number of successful events including career showcases, mentoring and unconscious bias.
6	The University has a range of Family Friendly policies in place including a new Carer Responsibility policy and is in the process of reviewing its flexible working policy to ensure it is more inclusive.

Actions

Concordat principle	#	Actions	Responsibility	By when	Success Measures	
6	6.1	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).	<p>Half - day training for 10 Dignity Advisors held July 2017.</p> <p>An online Diversity and Inclusion module has been rolled out across the University, and will be reviewed every 2-3 years.</p> <p>Details of advisors are on the intranet, and have been mentioned in School meetings, as</p>

HR Excellence in Research 2017 Action Plan Review

						well as communication circulars.
6	6.2	As required, ensure disability assessments are completed quickly and adjustments implemented where needed	Diversity Manager	September 2019	All assessments completed within 2 weeks.	<p>We became Disability Confident (Committed) Employers in December 2018 and joined the Business Disability Forum in April 2019 to show our commitment to attracting and supporting disabled staff. We have reviewed our practices to ensure that we do not have any barriers to recruitment or support and have access to a helpline to support disabled staff through the Business Disability Forum. Our Disability policy is also currently being reviewed (April 2019).</p> <p>We work promptly with Occupational Health, individuals, line managers and Health and Safety as appropriate to ensure identification and implementation of any reasonable adjustments for members of staff are put in place promptly.</p>
6	6.3	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	<p>New policies in place – Carers Policy, Maternity Top 10 tips for returners</p> <p>Unions are aware and involved in discussions</p> <p>Updated Flexible Working Policy, that commits the University will seek to agree requests, unless there are compelling and essential reasons it cannot</p> <p>Creation of Flexible Working Group, with an aim to ‘identify and support actions and interventions to increase the profile and understanding of flexible working (both</p>

HR Excellence in Research 2017 Action Plan Review

						formal and informal) for all staff and promote the advantages of flexible working to staff, their managers and future job applicants, leading to greater accessibility to flexible working to the benefit of the University and its staff'
6	6.4	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	Due to the changes to the way REF 2021 is operating this has been superseded by the Code of Practice. We have proposed a set of policies and procedures in our REF 2021 Code of Practice that will ensure that the University will take a transparent and fair approach to the inclusion of staff for REF. Steps will be taken to ensure that staff are not discriminated against on the basis of any of the protected characteristics under the Equality Act 2010. The Code of Practice was developed as part of a University-wide consultation during April 2019 and has been submitted to Research England for approval.
6	6.5	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%+	We paid for full subscription to Textio for one year 2017/8 (Textio is an on-line tool that tests recruitment adverts and job descriptions for gender bias). Typically, it has enabled us to improve the quality of our adverts and improve our neutrality score from 30% to 70%+. Through using Textio, we now have best practice templates that have been shared across the wider HR teams and recruiting managers. A Diversity & Inclusion and flexible working

HR Excellence in Research 2017 Action Plan Review

						statement has been added to all adverts from 2018 and flexible working details are included in job adverts and also included as part of job vacancy packs for applicants The appointment form also asks if the role can be worked flexibly
6	6.6	<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 	Diversity Manager	By December 2017	<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 	<p>Videos have been published on the Internet on the 'Working at Cranfield' pages: https://www.cranfield.ac.uk/about/working-at-cranfield. We have also taken sound bites to use as testimonials in various places, both printed and digital. Posters of our diverse staff have been created and shared around campus in 2018. Logos published on the University's recruitment pages : https://www.cranfield.ac.uk/about/working-at-cranfield</p> <p>Fellowship Information is widely communicated via the Intranet, and fortnightly funding bulletins</p> <p>Imagery is being displayed around campus to showcase the diverse staff we have working here – still working on the 50%.</p> <p>Cranfield has joined Working Families and formed a flexible working group to review our policies and practices and to enable Cranfield to become a more flexible and inclusive employer for all staff including researchers and develop case studies to highlight best practice. The University Senior Management Team and SHRBPs participated in a session on Flexible Working, facilitated by Working Families in May 2019.</p>

HR Excellence in Research 2017 Action Plan Review

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	Progress 2019
7	7.1	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	A questionnaire was sent out to all staff with Research in their title (274 people) to ask them about how they viewed progress against the action plan and the Concordat. It was also sent to a further 97 Professors who lead research teams for their input. We received a total of 65 responses (17.5%). A disappointing number as we were aiming for 25%, but this is a reflection of a number of other high profile, pan-university projects including our Values project.
7	7.2	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	Membership of Vitae continues. The Head of L&D carried out 4 x 4 year External Reviews for Vitae in February 2018 and November 2018 and 2 x 8 year External Reviews for Vitae November 2018. Membership of Vitae will continue to be paid from the HR&D budget for the foreseeable future. The Head of L&D retired at the end of June 2019. The new HREiR Co-ordinator will be the Head of Talent and Development, working alongside the Dir RIO, the HREiR Working Group, the DoRs for each School and reporting into the Research Committee.

