

## Staffordshire University Gap Analysis and Action Plan, HR Excellence in Research award – August 2018-January 2021

Ref	Actions	Responsibility	Measures of success	Status
1.1	<p>a. To provide Recruitment and Selection training for managers on judging research quality and understanding research metrics under the University's Organisational Development Programme.</p> <p>b. To outline in the University Research and Innovation Strategy that all members of staff with an academic contract are expected to engage in research activity.</p> <p>c. To review the academic work loading model to provide appropriate time for staff with significant responsibility for research.</p> <p>d. Details of all academic and research related posts advertised will include information about the research strengths, research environment and the research and innovation strategy of the university to ensure that research is prominent in the recruitment process for all academic appointments.</p>	<p>HR&amp;OD – Assistant Director</p> <p>RIIS – Director of Research</p> <p>DVC/Deans</p> <p>RIIS – Director of Research</p>	<p>New recruitment and selection training package introduced and disseminated to all Deans and Heads of Department (21 staff).</p> <p>To increase our return in REF 2021 to 150 researchers (up from 80 in REF 2014).</p> <p>Agreed model for workload implemented through the PDR process.</p> <p>Increase in doctoral level staff among those holding academic contracts to 50% by 2021.</p> <p>Information pack produced and circulated to all new applicants from Jan 2019.</p>	<p>ADREs attend all interviews to provide judgement on research.</p> <p>New academic pathway introduced. 109 researchers being returned to REF.</p> <p>In 2019 those on Teaching, Research and Innovation pathway confirmed 20% time for research, new workload allocation policy launched Jan 2021.</p> <p>November 2020 - 35% have doctoral level, 12% working towards</p> <p>Onboarding website launched 2018 and also research part of Making Connections induction event. (research updated)</p>

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1.2	<p>a. To provide Recruitment and Selection training for managers on judging research quality and understanding research metrics under the University's Organisational Development Programme.</p> <p>b. Provide Equality and Diversity training for all staff. We are in the process of adopting a new EDI statement and policy framework and once agreed there will be new information available on the website. New online EDI induction modules will be part of this.</p>	<p>HR&amp;OD – Assistant Director</p> <p>Head of Equality &amp; Diversity</p>	<p>New recruitment and selection training package introduced and disseminated to all Deans and Heads of Department (21 staff).</p> <p>100% new starters complete EDI induction training modules.</p>	<p>Training on research quality given.</p> <p>48% new academic staff (80) recorded on MyView records over AY18/19 and 19/20 – improved reporting mechanism from 2021. 585 staff attended face to face sessions.</p>
1.3	None identified	N/A	N/A	
1.4	<p>a. Provide Recruitment and Selection Training for managers under the University's Organisational Development Programme.</p> <p>b. Recruitment panels to have at least one member with suitable research background and experience on every panel. The recruitment and selection pack sent to the interview panel for all academic appointments to include information on research requirements for new appointments to aid the panel in their decisions.</p>	<p>HR&amp;OD – Assistant Director</p> <p>HR&amp;OD – Assistant Director</p>	<p>New recruitment and selection training package introduced and offered to all line managers. 70% of all managers to have undertaken one L&amp;M development opportunity.</p> <p>Each panel has appropriate representation from individual with research background and expertise.</p>	<p>41.2% line managers undertaken recruitment and selection training (CEDARS2020)</p> <p>Achieved</p>

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1.5	<p>a. Regularly review the pay and the grading structures to ensure consistency within the University and the wider HE Sector.</p> <p>b. Undertake a formal evaluation of the effectiveness of the new Professorial Performance and Development Scheme by September 2019.</p>	<p>HR&amp;OD – Assistant Director</p> <p>HR&amp;OD – Assistant Director</p>	<p>Review outcomes published indicate alignment within the University and the wider HE sector.</p> <p>The new Professorial Performance and Development Scheme has measurable impacts on individual performance.</p>	Gender pay gap completed annually. in Pay and grading structures reviewed and new academic role profiles in place.
2.1	Take part in a future Careers in Research Survey (CROS) to undertake institutional review of support offered.	ADU	Survey completed leading to improved understanding and establishment of baseline position. Findings presented to RIC and HREiRA working group.	Achieved
2.2	a. HR Business Partners to regularly review fixed term contracts and to promote equal treatment for fixed term workers.	HR Business Partners	Full adherence to the University practice and employment law.	Achieved - Standardised process that end dates on fixed term contracts to determine service and permanency if over 4 years.
2.3	<p>a. Identify development opportunities for research staff under the University's Organisational Development Programme.</p> <p>b. Undertake and complete the mapping process of reviewing internal training provision against the Researcher Development Framework</p> <p>c. Implement an organisational mentoring programme.</p>	<p>HR Business Partners</p> <p>HR Business Partners and RIIS Director of Research</p> <p>RIIS Director of Research, Dean of Students</p>	<p>70% of all managers to have undertaken one L&amp;M development opportunity</p> <p>Training provision offered delivers against all RDF requirements.</p> <p>Cohort of 25 trained mentors delivering mentoring support to academics across all schools.</p> <p>Improvement in environment score from an average of 1.83 across eight UoAs REF2014 to an institutional average of greater than 2.5 in REF2021.</p>	<p>50% line managers completed leadership training (CEDARS2020)</p> <p>Initial mapping undertaken; gaps identified for next action plan</p> <p>On hold due to broader organisational CPD framework review</p> <p>Not yet available</p>
2.4	None proposed.	N/A	N/A	

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2.5	a. Gender Pay Gap data analysis, action plan development and implementation to be completed.	Head of Equality and Diversity	Analysis completed and published and recommendations for improvement identified, including an action plan for implementation.	Gender pay gap completed; action plan developed. For 2021, also reporting on disability and ethnicity pay gap too. Completed
	b. Equality impact analysis for applicants and appointees through the Professorial Call Process	RIIS Director of Research	Analysis completed and published and recommendations for improvement identified, including an action plan for implementation.	Achieved. EIA of Professorial Conferment guidance undertaken annually. Five-year review of equality data (2014-19) on applications and successful awards considered by PCC May 2020.
2.6	a. HR, ADU and RIIS to work together to develop a centralised organisational development resource on the staff intranet for the promotion of professional development events and support.	HR&OD – Assistant Director	Coherent package of training and development support across the University consolidated via one portal.	Specific place on Intranet for T&D
	b. Launch a Research Fellows Scheme, providing a mechanism for early career researchers to develop capacity and a support programme to advance their career, deliver research outputs and access resources including a funded PhD student and research expenses.	DVC	5 Research Fellows appointed for 2018/2019 academic year.	Partly achieved through appointment of 3 fellows and 9 course directors
	c. Evaluate the impact of the RIIS training programmes, undertake equality analysis of the participation of speakers and delegates, seek feedback from academic staff on the future programme schedule. Report findings and future strategy to the Research and Innovation Committee.	RIIS Director of Research	70% attendees identifying at least 'good' satisfaction levels for training sessions (based on the scale very poor, poor, fair, good or excellent).	Achieved: 2018/19 98% attendees rated good or excellent, 2019/20: 92% good or excellent [aggregate result = 97%]
	d. Through the Professorial Conferment Committee, deliver an evaluation of the application processes to review transparency	PCC to nominate representative	Candidate and successful applicant profiles reflective of University	50% of successful applicants to the annual Professorial Call (in 2019 and 2020) were

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	<p>of processes throughout. This will include an evaluation of interested applicants workshop attendees, applicants and successful candidates to ensure advertisement, recruitment and selection processes are transparent and non-discriminatory.</p> <p>e. Develop an action plan for the promotion and roll out of the Vitae Researcher Development Framework across the University.</p> <p>f. In future PDRs, the Professorial Conferment Guidelines will be provided as part of the review process to aid discussion on researcher development</p>		<p>community, 70% satisfaction levels on transparency and clarity of process.</p> <p>Training provision offered delivers against all RDF requirements.</p> <p>Undertake and complete the mapping process of reviewing internal training provision against the Researcher Development Framework</p>	<p>women, reflecting the academic community (48.5% women) 68% agree/strongly agree clear promotion opportunities to Prof/Associate Prof (CEDARS2020)</p> <p>Ongoing commitment, leads identified and plan going to consultation</p> <p>Initial review undertaken, work ongoing in 2020/21.</p>
3.1	Launch the Research Fellows Scheme, providing a mechanism for early career researchers to develop capacity and a support programme to advance their career, deliver research outputs and access resources including a funded PhD student and research expenses.	DVC	5 Research Fellows appointed for 2018/2019 academic year.	Partly achieved through appointment of 3 fellows and 9 course directors
3.2	To review the Careers Service provision for career advice for PhD Students, early career researchers and those looking to move into a research career. HR to identify gaps in support.	Head of Student and Graduate Employability	Identified information and support for PGR and researcher career development support in Careers Service. 1 career development workshops delivered per year for PGR and ECRs.	Careers service attend Graduate School Committees. Intranet support for research staff.



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3.4	None identified	N/A	N/A	
3.5	<p>a. Research career development pathways articulated on staff intranet and case studies of individuals who have developed their research career to be provided on career development.</p> <p>b. Research career development workshops ran to raise awareness of opportunities and requirements for research careers in academia and industry and how research skills can be transferred to non-research related jobs.</p> <p>c. In future PDRs Professorial Conferment Guidelines will be provided as part of the review process to aid discussion on researcher development</p>	RIS Director of Research	<p>Process published and available and five case studies available on website / intranet.</p> <p>Good satisfaction level by at least 70% attendees at workshop (based on the scale very poor, poor, fair, good or excellent).</p>	<p>Academic role profile and expectations available on the website.</p> <p>Not achieved, COVID resulted in delay from planned delivery</p> <p>Achieved</p>
3.6	<p>a. A mandatory Equality Diversity and Inclusion e-learning module will be developed.</p> <p>b. A briefing document on developing a research career path at Staffordshire University will be provided to new starters.</p>	<p>Head of Equality and Diversity</p> <p>RIS Director of Research</p>	<p>100% new starters complete EDI induction training modules.</p> <p>Pack available on intranet and disseminated to all new starters as part of onboarding resources.</p>	<p>48% new academic staff (80) recorded on MyView records over AY18/19 and 19/20 – improved reporting mechanism from 2021.</p> <p>585 staff attended face to face sessions.</p> <p>Intranet updated with information for new starters and academic role profiles raising awareness more broadly. New starters attend the Staffordshire way and Making Connections as part of induction. EDI induction module – HRBP have staff data.</p> <p>Also, unconscious bias – mandatory for induction will be launched in Jan. Mandatory for all new starts and everyone</p>

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				<p>who didn't do face to face. Face to face sessions delivered to date. 585 people attended face to face sessions – targeted at all staff involved in student/staff recruitment and internal promotional opportunities (PCC).</p> <p>New online provision linked to HR database, mandatory for all staff from January</p>
3.7	<p>a. Explore participation in the Preparing for Leadership for Research Staff programme.</p> <p>b. Evaluate the impact of the RIIS training programmes, undertake equality analysis of participation of speakers and delegates, seek feedback from academic staff on the future programme schedule. Reporting findings and future strategy to the Research and Innovation Committee.</p> <p>c. Develop cross-University Research Mentoring training programme.</p>	<p>RIIS Director of Research, Dean of Students HR &amp; OD RIIS Director of Research</p> <p>RIIS Director of Research, Dean of Students</p>	<p>Decision on participation in programme.</p> <p>70% attendees identifying at least 'good' satisfaction levels for training (based on the scale very poor, poor, fair, good or excellent).</p> <p>Cohort of 25 trained mentors delivering mentoring support to academics across all schools.</p>	<p>Not achieved – planned into 2020/21 T&amp;D programme</p> <p>Achieved: 2018/19 98% attendees rated good or excellent, 2019/20: 92% good or excellent [aggregate result = 97%]</p> <p>On hold due to broader organisational CPD framework review</p>
3.8	<p>a. Undertake and complete the mapping process of reviewing internal training provision against the Researcher Development Framework</p> <p>b. Develop cross-University Research Mentoring training programme.</p>	<p>HR Business Partners and RIIS Director of Research</p> <p>RIIS Director of Research, Dean of Students RIIS Director of Research</p>	<p>Training provision offered delivers against all RDF requirements.</p> <p>Cohort of 25 trained mentors delivering mentoring support to academics across all schools.</p>	<p>Partly achieved</p> <p>As above</p>

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	c. Provide a briefing document on research career pathways for new starters as part of the induction process.		Pack available on intranet and disseminated to all new starters as part of onboarding resources.	Intranet updated with information for new starters and academic role profiles raising awareness more broadly. New starters attend the Staffordshire way and Making Connections as part of induction. EDI induction module – HRBP have staff data.
3.9	a. We will commence an annual report on CPD participation at the end of each academic year  b. Evaluate the impact of the RIIS training programmes, undertake equality analysis of participation of speakers and delegates, seek feedback from academic staff on the future programme schedule. Reporting findings and future strategy to the Research and Innovation Committee.	RIIS Director of Research  RIIS Director of Research	10% growth in participation year on year.  70% attendees identifying at least 'good' satisfaction levels for training (based on the scale very poor, poor, fair, good or excellent).	Achieved  Achieved: 2018/19 98% attendees rated good or excellent, 2019/20: 92% good or excellent [aggregate result = 97%]
4.1	Develop cross-University Research Mentoring training programme.	RIIS Director of Research, Dean of Students	Cohort of 25 trained mentors delivering mentoring support to academics across all schools.	On hold due to broader organisational CPD framework review.
4.2	As outlined in 4.5 a new mentoring scheme will be established			On hold due to broader organisational CPD framework review.
4.3	Continue good provision	HR&OD	100% of academic staff will have a HEA fellowship by 2021.	60.86% to date, 75% have completed or are working towards it.
4.4	None proposed.	RIC to review activities on a biennial basis as part of Committee review process	Ongoing delivery of activities, biennial review.	18% have participated (CEDARS2020) Input available through RIC (ECR and PGR), Academic Board, ethics (PGR), Professorial Conferment Committee (Associate Prof)

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4.5	Develop cross-University Research Mentoring training programme.	RIIS Director of Research, Dean of Students	Cohort of 25 trained mentors delivering mentoring support to academics across all schools.	On hold due to broader organisational CPD framework review
5.1	Researchers will be asked to propose a PhD project they are willing to supervise, and the University will provide central support to advertise these.	RIIS	50 PhD projects advertised.	Achieved. 50 'ready to go' PhD project advertised on external facing website. This list is 'live' and new projects can be added.
5.2	a. Monitor practice across Schools and ensure that examples of good practice are more widely shared through briefings, workshops and blogs.  b. We will develop and publish a University's IPR and Commercialisation policy.	RIIS  DVC	Increased number of people leading a bid to 100 (from 80+ in 2017/18) and achievement of University plan commitment to increased research income.  Growth in IP and Commercial Income	Not achieved  Policy produced. Consultancy income growth in 19/20 HEBCI. No growth in IP income.
5.3	a. Complete the adoption of the Action Plan, Review Code of Practice and Research Misconduct Statement and monitor uptake of ethics training.  b. A probation period for all new staff will be introduced to properly manage the expectations both of the researcher and the institution in the early period of their employment.	University Ethics Committee  HR & OD	70% staff participate in online ethics training.  Increase in staff participating in Ethics College of Reviewers from 65 to 80 and ensure appropriate proportions of disciplinary expertise.  Introduction of probation period for 100% of all new academic appointments.	Achieved. 71% completion (of the 488 academics enrolled) of online ethics training (28.10.2020)  Achieved: 83 members of College of Ethics Reviewers  Achieved. All academic appointments have probationary periods.
5.4	None identified	Line managers	90% completion of PDR.	92.6% staff have had appraisal in last 2 years (CEDARS2020)
5.5	a. Review professional development participation rates.	Line managers	Increased participation in professional development, growing by 10% year on year.	Unable to accurately measure, CEDARS2020 provides benchmark for subsequent years.

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5.6	a. Review the provision of skills development for researchers.	Line managers	Increased participation in professional development, growing by 10% year on year.	Unable to accurately measure, CEDARS2020 provides benchmark for subsequent years
6.1	Use a future Careers in Research Survey to check whether respondents felt that they had been treated in line with equality & diversity principles. Revised Equality Diversity and Inclusion Statement, Framework and Objectives will be available following approval in Spring 2018. This will set out our overall approach and an accompanying action plan	HR&OD – Assistant Director	Survey completed leading to improved understanding and establishment of baseline position. Findings presented to RIC and HREiRA working group.	Achieved
6.2	Achieve Athena SWAN Bronze recognition. There will also be specific actions in relation to recruitment and selection practices including training for colleagues on recruitment panels e.g. Unconscious Bias training. This work will also be supported by our Gender Pay action plan and Monitoring of equalities impact and data at recruitment.	DVC	The achievement of Athena SWAN Bronze recognition.	Not achieved
6.3	a. A revised Equality Impact Assessment process has been developed. This is part of our overall Equality Diversity and Inclusion Framework and Quality Assurance arrangements. Guidance information and e-learning training will be available.	Head of Equality and Diversity	We are able to identify and address any disincentives and indirect obstacles to retention and progression in research careers. Guidance information is available and accessible to all staff on the staff intranet. Training is delivered to all six School Senior Management Teams.	Achieved Attend all SMTs termly to provide training and guidance on EIA implementation. EIAs are occurring across the board – high level, operational, build projects, policy review. Requirement for papers going to academic board / SCB / Governors / SLT
	b. Part of our code of practice for REF2021 will outline our approach to equality and diversity.	Director of Research Head of Equality and Diversity	Code of practice is adopted by the University through consultation and is approved by the REF Equality and Diversity Advisory Panel (EDAP). This gives clear guidance on supporting equality and inclusion in research. University's return	Achieved

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	c. We will undertake an equality analysis of our professorial and associate professorial applications.	Director of Research Head of Equality Diversity	to REF2021 is fully representative of the research community.  Report produced to identify baseline and inform future targets.	Achieved
6.4	Monitor the effectiveness of the policies and take forward actions arising from our Gender Pay Gap analysis to address any gender or systemic issues in career development.	HR&OD – Assistant Director Head of Equality and Diversity	Equality impact analysis of annual Professorial Call process conducted. All members of the Professorial Conferment Committee (PCC) undertake unconscious bias and stereotyping training. One workshop held for former applicants to identify issues and barriers.	Achieved: EIA of Professorial Conferment guidance's undertaken annually. Five-year review of equality data (2014-19) on applications and successful awards considered by PCC May 2020. All members of PCC received unconscious bias training.
6.5	Monitor the effectiveness of the policies and take forward actions arising from our Gender Pay Gap analysis to address any gender or systemic issues in career development. Planned CROS survey will establish current baseline of effectiveness of these policies to set future measurable success factors.	HR&OD – Assistant Director Head of Equality and Diversity	Research staff are aware of family friendly and flexible working arrangements and are accessing these where desirable.	78% agree or agree strongly that treated fairly in terms of requests for flexible working (CEDARS2020). Blended working policy launched in 2020.
6.6	Monitor the effectiveness of policies to address any gender or systemic issues in career development.	HR&OD – Assistant Director Head of Equality and Diversity	Research staff are aware of family friendly and flexible working arrangements and are accessing these where desirable. Establish baseline for adoption.	78% agree or agree strongly that treated fairly in terms of requests for flexible working (CEDARS2020). Blended working policy launched in 2020.
6.7	The revised Strategic Equality Framework, Equality Statement, Strategic Objectives and associated action plans set out our approach to inclusion. These ensure that we have a diverse workforce, reflecting national demographic data and that staff from all backgrounds feel supported and enabled to achieve their potential. In particular we are taking forward the Athena Swan Charter Mark, the Race Equality Charter Mark and delivering our	HR&OD – Assistant Director Head of Equality and Diversity	The organisation demonstrates any necessary improvements to ensure a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level compared to the Gender Pay Gap baseline data for 2017-18.	Reviewing the recruitment and selection processes to increase the diversity of staff. Achieved – special leave mentioned in the contract

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	Gender Pay Gap action plan following analysis of our pay and reward system.			
6.8	Monitor Equality Analysis. A revised Equality Impact Assessment process has been developed. This is part of our overall Equality Diversity and Inclusion Framework and Quality Assurance arrangements. Guidance information and e-learning training will be available.	HR&OD – Assistant Director Head of Equality and Diversity	We identify and address any disincentives and indirect obstacles to recruitment, retention and progression in research careers. Guidance information is available and accessible to all staff on the staff intranet. Training is delivered to all six School Senior Management Teams.	E learning training developed around equality training. Face-to-face training to SMTs delivered.
7.1	Maintain and review the Action Plan	RIC	The Research and Innovation Committee (RIC) will continue to oversee compliance with the Concordat and will maintain and annually review the Action Plan, supported by a HREiRA Working Group.	Achieved
7.2	Formal establishment of HREiRA Working Group	RIC	Noted	Low engagement through specific group, growth in engagement through Professoriate and School-based discussions.
7.3	N/A			N/A
7.4	N/A			N/A
7.5	Attendance at Vitae conference and participation in Vitae working groups	RIC staff, HR colleagues	Staff attendance at events documented and best practice shared through written reports.	Achieved. Attendance of RIIS staff at ARMA, Vitae, RENU, UUK, UKCGE, Impact Networks, Wellcome Trust Town Halls, and other professional networking events to support career development of researchers.
7.6	A revised Equality Impact Assessment process has been developed. This is part of our overall Equality Diversity and Inclusion Framework and Quality Assurance arrangements. Guidance information and e-learning training will be available.	Head of Equality and Diversity	We are able to identify and address any disincentives and indirect obstacles to retention and progression in research careers. Guidance information and e-learning training is available and accessible to all staff.	Achieved