

## Keele University Concordat Implementation Action Plan 2015 – 2017 mid-point informal internal review (October 2016)

### Introduction

In 2017, our Concordat Implementation Action Plan (2015 – 2017) will be reviewed and new actions created in preparation for our 4 year HR Excellence in Research external review in October 2017. The outcome of the external review will determine whether we maintain our HR Excellence in Research award.

To monitor and reflect on progress so far, the LPDC initiated a mid-point informal internal review in October 2016 along with staff from HR. Progress notes are in the final column entitled ‘Progress October 2016.’ A new researcher developer is currently being recruited, who will co-ordinate the Action Plan and lead on the annual monitoring of work flows and activities on behalf of Research Committee. This mid-point review will enable them to see progress so far.

### Section A: Recruitment and Selection

*Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.*

| Current policy and practice at Keele  | Any action to be taken  | By whom  | Progress November 2015 | Review (including date)          | Progress October 2016   |
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| Keele’s Recruitment and Selection procedures aim to ensure a robust, fair and legally compliant approach to selecting all | Ongoing monitoring and review of training completion rates (aim: 100% of all recruiting managers) | HR and others involved in the recruitment process. |                        | Review completed by 31 July 2016 | All panel members are checked by HR that they are fully recruitment and selection trained |

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| <p>staff, including Researchers.</p>   |  |           |   |  | <p>before partaking in the process. It is a requirement that this training is refreshed every 2 years.<br/>The online training package is in the process of being redeveloped in a new learning pool tool.</p> |
| <p>Relocation and removal expenses are currently reimbursed up to a maximum amount – depending upon where the individual is relocating from. This policy applies to all members of staff, including Researchers and those on fixed term contracts.</p> | <p>The thresholds for relocation and removal expenses to be benchmarked, after which an options appraisal will be submitted to the UEC for a decision. This will ensure that our relocation/ removal expenses are competitive within the market and assist with attracting the best candidates for our research roles.</p> | <p>HR</p> | <p>Work on this action is ongoing. Benchmarking activity has been completed the paper for UEC is currently being drafted.</p> | <p>Review completed by 30 November 2015.</p> | <p>The relocation and removal expenses policy has been updated with effect from 1st August 2016 including an increase to the maximum reimbursement amounts and eligibility guidance</p>                        |

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| <p>Promoting Keele as an attractive employer, particularly for Researchers. Upon appointment, new Researchers are clear about expectations of them and the support available for them to succeed.</p> | <p>To review the academic probation procedure to ensure that this is captured and all staff are aware.</p>  | <p>HR &amp; key stakeholders</p> |  | <p>By 31 March 2016</p> | <p>Currently in consultation with Trade Unions</p>  |
| <p>Ensure that appointed staff have a research profile that will align with and enhance existing research strengths and the University Research Strategy.</p>   | <p>To add in a slide to the Recruitment and Selection E-Learning package to ensure that recruiting managers in Academic areas consider the Research strategy in recruiting researchers.</p> | <p>HR</p>                        |  | <p>By 31 July 2016</p>  | <p>Recruitment and Selection e-learning package is in the process of being re-written using a new Learning Pool tool and is due to be completed in November 2016. The new package will include information regarding the consideration of research strategy when recruiting</p> |

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|  |   |               |             |  | researchers.   |
| Committed to ensure that all those involved in Recruitment and Selection are trained and keep their training up to date by completing it every two years. Within the training itself, ensure that the importance of the Person Specification is emphasised to ensure that objective measures are used in shortlisting. | Continue to ensure that recruiting managers complete recruitment and selection training every two years and refresh the training regularly. | HR            |             | By 31 July 2016  | All panel members are checked by HR that they are fully recruitment and selection trained before partaking in the process. It is a requirement that this training is refreshed every 2 years. Importance of Person Spec as an objective shortlisting and selection tool is emphasised throughout the new e-learning package. |
| The diversity profile of recruitment and promotion/rewards panels is reported to the University Executive  | Diversity profiles to be reviewed by HR.<br><br>Reports to UEC to continue.   | HR<br><br>UEC | Established | Review in July 2016 following the provision of the KPI information to UEC. | Recruitment panels are checked by HR to ensure gender balance. (This data is not analysed or   |

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| Committee (UEC) on an annual basis.  |  |                         |             |              | reported to UEC).   |
| Consider appropriate measures to address areas of workforce underrepresentation. | Design and develop a range of positive action measures to address any inequality in our staff profile, or barriers to progression. | HR and key stakeholders | In progress | 31 July 2016 | <p>The University continues to use the Two Ticks Logo (soon to be replaced with the Disability Confident Scheme) in all recruitment adverts to support disability positive action.</p> <p>Positive action statements are placed on adverts for posts in academic departments that have been participating in Athena SWAN, and where the roles have low female participation. The Athena SWAN logo</p> |

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## Section B: Recognition and Value

*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.*

| Current policy and practice at Keele   | Any action to be taken   | By whom      | Progress November 2015 | Review (including date)  | Progress October 2016  |
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| The Successfully Managing a Research Award workshop contains information on inter alia People Management for Principal Investigators, including managing staff on fixed-term contracts. Multiple services across the University contribute to this workshop. | The current face-to-face workshop attracts low numbers. We will run the face-to-face workshop in the current format in Spring 2016 and 2017. However, we will develop an online version on learning pool to make the training accessible when and where researchers need it, rather than when it is centrally scheduled. | HR and LPDC. | Ongoing.               | Review feedback and engagement with the learning pool resource after first academic year in order to update and improve by September 2018.<br><br>Review feedback on grants workshop after delivery in June 2016 to assess whether to make it part of the annual LPDC offer. | For a second year running the Successfully Managing a Research Award workshop was cancelled due to very low numbers and 1-to-1 support offered instead. Learning Pool resource will be developed as planned. |

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|   | We will also commission an external provider to centrally deliver a grants workshop; before the end of the academic year–June 2016.                              |    |                     |  | It was decided to run the grants workshop later in the year (scheduled for Dec 2016) to accommodate new starters. |
| The University fully complies with the regulations for Fixed Term Employees (Prevention of Less Favourable Treatment) 2002.   | Current policy and practice is already compliant with the Concordat and should be maintained. Continue to ensure that current policy and practice is adhered to. | HR | Established.        | HR review all contract templates on an annual basis (around July each year) or following the change of legislation. Ongoing. | Established.  |
| All staff are required to participate in SPRE which seeks to enhance performance development of individuals. A review of the effectiveness is being undertaken (October – December 2015) with recommendations to be put forward to the University Executive | Actions will be identified following the outcome of the review.  | HR | Review in progress. | December 2015  | 2015 completion rate for the University 87.3%<br>2016 completion rate for the University 93.21%                   |

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| Committee (UEC)   |  |      |   |   |   |
| We have a redeployment process in place which includes researchers who are approaching the end of their contract. This policy has recently been reviewed and is due for implementation.                                       | Implement new redeployment procedure. In 2015, three Research members of staff were at risk, two of which were placed into alternative employment within the University. Aim to improve successful outcomes. | HR   | Policy revised, implementation pending.                                       | 31 March 2016   | In final stages of development with HR                        |
| Where promotions are considered, this is through a formal panel which takes account of expertise and experience to ensure a fair process. The diversity of applicants and successful promotees is recorded and reported upon. | Current policy and practice is already compliant with the Concordat and should be maintained. Continue to run workshops to support individuals who are considering promotion.                                | HR   | Established. Number of delegates has increased from 20 in 2014 to 54 in 2015. | The promotions panel sit on an annual basis and the diversity statistics are reviewed by University Executive Committee (UEC). This takes place between September and December each year. | Established.  |
| Development and support to build leadership capability and capacity in line with the  | Following successful one-day event for Research Leaders from across the university, a  | LPDC | Meeting between LPDC staff and PVC Research and Enterprise, November 2015.    | Review after 2016 event.  | Following the 'Building a Vibrant Research Culture' and 'Next |



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| <p>requirements of the new research leadership and management structures.</p> | <p>further event to be developed for potential research leaders. Event will be delivered between January and May 2016.</p> |  |  |  | <p>Generation of Research Leaders' events, bespoke in-house development programmes for strategic research leaders and for researchers leading subject/discipline groups are being developed in partnership with the LFHE. A formal mentoring framework for research leaders and future research leaders is being developed alongside activity to improve the levels of engagement with and the quality of informal mentoring for researchers.</p> |
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### Section C. Support and Career Development

*Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.*

| Current policy and practice at Keele   | Any action to be taken  | By whom     | Progress November 2015  | Review (including date) | Progress October 2016  |
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| <p>Faculties and RIs induct new research staff. All new staff (regardless of role) undertake a Welcome to Keele session as part of the Keele Knowledge programme. Analysis of attendance data shows that it is reaching 97% of new staff. A Research Ethics workshop runs 3 times per year as part of the Keele Knowledge programme for new staff. Elements of induction – such as E&amp;D training – are also available online via Learning Pool.</p> | <p>The LPDC to explore how it can better support RI/FROs in the induction of research staff – for example by creating a research staff specific version of the current induction checklist.</p> | <p>LPDC</p> | <p>To be undertaken</p> | <p>June 2016.</p>       | <p>Consider drafting researcher induction checklist for consultation and investigate how managers are made aware of checklists in general</p> <p>Explore ongoing induction over first few months/ probationary period (relate to induction checklist)</p> <p>A cross-university engagement group to enhance researcher induction and</p> |

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|  |  |      |                               |                             | development to be held by end of 2016.   |
| The new Personal and Professional Development (PPD) for Postdoctoral Researchers workshop (October 2015) is introductory and therefore best suited for new ECRS. It was promoted via the LPDC website and the new Postdoc Forum (a staff-led group). | <p>Incorporate the new PPD resources for researchers that are being developed for April 2016 into the October 2016 workshop.</p> <p>Promote the October 2016 workshop directly to research staff via email.</p> <p>Once promotion of the workshop has been improved and content enhanced for 2016, review attendance data and feedback to assess if the workshop should run semesterly and how to increase reach and improve content for</p> | LPDC | Workshop ran in October 2015. | Review after each delivery. | <p>The PDP for Postdocs workshop in October 2016 cancelled due to lack of interest.</p> <p>Better promotion of workshops is essential.</p> |

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|  | 2017 delivery.   |      |         |  |   |
| Research staff can develop the transferable skills that they need to be effective researchers and highly-skilled professionals through accessing subject-specific support through their RI/FRO and a broad range of training and development through the LPDC (both face-to-face and online). 100% of LPDC researcher workshops are mapped to the RDF. | The numbers of LPDC courses aimed specifically at research staff is not extensive, though has increased over the last 2 years (e.g. in the areas of IP, Impact and Engagement, and research ethics). Through examining the results of the October 2015 researcher survey we can further develop our offer in areas that research staff have identified as a training need (for example, enlisting external providers to centrally deliver media training and a grants workshop). | LPDC | Ongoing | Annual review as part of the LPDC researcher training monitoring and development in May-June (2016).<br><br>The ability to book workshops through Keele People will be in place for the start of the academic year (September 2016). | Keele People booking system up and running<br><br>HEaTED event will run on 17 Nov<br><br>New researcher developer being recruited who will undertake training needs analysis to inform the development of the central learning and development offer for researchers. |

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|  | <p>In 2015-16 we are inviting HEaTED (an organisation dedicated to supporting professional development of Technical staff) onto the Keele campus to run training courses in areas of relevance to research. We will evaluate the value of the HEaTED offer to support our researcher community.</p> <p>Develop Successfully Managing a Research Award into an online learning pool course (see Section B).</p> <p>The ability to book workshops through Keele People will mean that research staff can easily filter what is of</p> |  |  |  |  |
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|  | <p>relevance to their needs.</p> <p>Increase the number of research staff taking up training and development offered through the LPDC by at least 15% between November 2015 and November 2017.</p> <p>Sustain and develop existing relationships with training providers and develop new relationships to extend the range of workshops on offer.</p> |             |                     |                     |   |
| <p>Keele now has a set of easy to use templates to help manage or lead a project and a Leading Projects workshop is available as an open or bespoke programme.</p> | <p>Contact Research Support Services to inform them of the new project management methodology, website and tools for sharing with researcher community. Project</p>   | <p>LPDC</p> | <p>In progress.</p> | <p>October 2017</p> | <p>The LPDC is delivering workshops on Effective Project Leadership to support the use of the internal project management</p> |

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| <p>The Project Management methodology and templates are available on the LPDC website.</p>  | <p>management information and links to the new website to be shared on RSS website and with RIs/ FROs by end of December 2015</p>   |                    |  |  | <p>process.</p>  |
| <p>Anonymous data on centrally-provided workshop attendance is fed back to University Postgraduate Research Committee. We have found this a useful process in developing our postgraduate researcher offer and monitoring year on year engagement and trends.</p> | <p>Collect and analyse anonymous data on the attendance of research staff at workshops and report forward to Research Committee, so that we can develop our research staff offer and monitor year on year engagement and trends. Aim to increase the number of research staff taking up training and development offered through the LPDC by at least 15% between November 2015 and November 2017.</p> <p>Investigate how the</p> | <p>LPDC and HR</p> | <p>We are exploring how best to extract attendance figures for staff whose primary role is research from our new records system.</p> | <p>Produce end of academic year reports for Research Committee in June 2016 and June 2017. These can feed into preparations for our 4 year HR Excellence in Research external review in November 2017.</p> | <p>Reports to Research Committee not yet established. New records system in place from August 2016 should mean that it is easier to collate the information for reports.</p> |

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|   | current records system and the Keele People system (that we are moving to) can extract research staff data from data on academic staff in general. As research staff may fall under a range of job titles, we need to ensure that we are capturing the relevant information. |                                     |  |   |  |
| The LPDC and Careers and Employability Service annually deliver Broadening Horizons which takes a broad-minded approach to researcher careers. In Spring 2015, Broadening Horizons ran as two separate courses (one for PGRs and one for ECRs) and was adapted from a 2 day course to 1 day, in recognition of time constraints on busy | We annually review and refresh this course to make it more attractive and accessible to our researchers. For 2016 delivery we have moved to 2 half days, to allow a week in between delivery to process and reflect upon learning and undertake preparatory tasks.           | LPDC and Careers and Employability. | Course being developed for delivery in new format in May 2016. | Review feedback and participation rates after May 2016 delivery and revise, where deemed appropriate, ready for Spring 2017 delivery. | Broadening Horizons will run in March 2017 |



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| researchers.  |  |                    |                                   |   |  |
| <p>Staff access advice on career management from their line manager, RI/ Faculty Research Office and Research Support. The LPDC and Careers deliver Broadening Horizons annually.</p> <p>An annual email to research staff is sent out from the LPDC in November to highlight local and national career and professional development opportunities available.</p> | <p>LPDC to scope careers support practice for early career researchers in the sector and use this to inform discussion with key University stakeholders, with a view to making any necessary changes for the start of the 2016/17 academic year.</p> | LPDC               | Scoping exercise not yet started. | <p>Scoping exercise to be completed for April 2016, making any necessary changes by October 2016.</p> <p>To be reviewed in preparation for our 4 year HR Excellence in Research external review in November 2017.</p> | <p>Response to scoping exercise seeking information from other HEIs was low – insufficient information to make changes on the basis of. Document will be passed on to the new Researcher Developer (currently being recruited) to inform their work.</p> |
| Support and development re. research impact is provided by the RI/FROs,   | Engaging Researcher continues to run annually. Making your Mark is taking place in   | RI/FRO, DEP & LPDC | In place                          | Annual review as part of the LPDC researcher training monitoring and development in May-  | Engaging Researcher and Making Your Mark will both run in  |

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| <p>DEP and LPDC.</p> <p>The LPDC piloted Vitae's Making Your Mark - Introduction to Impact and Engagement course in 2013 and it is scheduled as part of our offer for January 2016.</p> <p>The University is piloting an Impact Acceleration Fund to accelerate and catalyse all types of non-academic research impact and enhance the process of getting research outcomes into beneficiaries and wider society. All researchers across Faculties/Schools and Research Institutes are eligible to apply for funding to support the full range of non-academic research impact activities.</p> | <p>January 2016 and will be delivered by the facilitator who ran the 2013 pilot workshop.</p> <p>Impact Acceleration Fund Pilot underway</p> | <p>DEP</p> | <p>Impact Acceleration Fund applications are open and will close in November 2015</p> | <p>June (2016).</p> <p>There will be an evaluation of the Impact Acceleration Fund which will be reported to Research Committee in September 2016, where future actions (including potential to repeat the fund) can be considered.</p> | <p>March 2017, delivered by external developers.</p> |
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| <p>Writing for publication workshops were delivered by an external facilitator in November 2013 and will be again delivered in February 2016. In October 2015 a member of LPDC staff undertook training in delivering writing retreats.</p> | <p>LPDC to work with RIs/FROs and staff in establishing the most appropriate way to deliver writing support in their area, such as research staff only provision; staff and PGRs together; Faculty-specific; cross-discipline, etc.</p> <p>To begin, run a workshop enabling the sharing of current practice around writing retreats; outlining the structured writing retreat model; and leading a mini-retreat by the end of the academic year. Ensure that there is representation from across the FROs/RIs.</p> | <p>LPDC working with RIs/FROs and staff</p> | <p>Work not yet started</p> | <p>Run an introductory workshop by the end of the academic year (June 2016).</p> <p>Have a programme of writing retreats in place for the academic year 2016-17.</p> <p>To be reviewed in preparation for our 4 year HR Excellence in Research external review in November 2017.</p> | <p>Writing retreats have been delivered by a member of LPDC staff since June 2016 and are popular</p> <p>Writing for publication workshops and a retreat will be delivered by an external in May 2017</p> |
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| <p>Keele has created the post of Research Support Librarian (November 2014). The role includes: providing advice and support on information resources and literature searching; offering training on Keele's reference management software, RefWorks; and fielding enquiries on Open Access publishing, the Keele Research Repository and copyright. The Research Support Librarian is running a range of workshops for research staff and postgraduate research students, advertised via the LPDC, including sessions on Refworks and on Publishing Research Open Access Using the Keele Publications</p> | <p>In place</p> | <p>Research Support Librarian</p> | <p>Ongoing</p> | <p>Workshops offered will be part of the annual review of the LPDC researcher training offer in May-June (2016).</p> | <p>Established</p> |
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| Database. Has also delivered a half-day workshop on databases as part of the Postgraduate Researcher Development Days. |  |  |  |  |  |
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### Section C: Support and Career Development continued

*Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.*

| <b>Current policy and practice at Keele</b>   | <b>Any action to be taken</b>   | <b>By whom</b> | <b>Progress November 2015</b>      | <b>Review (including date)</b>  | <b>Progress October 2016</b>  |
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| The annual Staff Performance Review and Enhancement (SPRE) scheme applies to all staff. | Ensure researchers on fixed-term contracts participate in SPRE as mandated in Keele's Fixed-term Working Policy and Procedure. Ensure that 100% of Research Staff undertake/engage with SPRE process. | HR             | Review of SPRE scheme in progress. | We will monitor the use and effectiveness of SPRE for all staff as part of the review currently being undertaken: October 2015 – December 2016. | 2015 completion rate for the University 87.3%<br>2016 completion rate for the University 93.21%<br>Questionnaire was sent out to all SPRE reviewers in Oct 15 to gather feedback on the process. As a result of this, the associated forms, |

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|                                   |  |      |  |  | guidance notes and existing training packages were revised.   |
| All research staff have a mentor. | <p>Further develop the Mentoring at Keele resources to support mentoring within a research context.</p> <p>Ensure mentoring training highlights resources available to support the personal and professional development of researchers.</p> <p>Develop current Meaningful Mentoring workshop to offer a research specific core workshop. Provide separate research mentoring workshop/s between January and March 2016.</p> | LPDC | Meetings with Research Leaders within Schools and Research Institutes to identify needs/ materials already developed that can be shared / adapted. | Review mentoring provision and workshops April 2016. | <p>Dec 2016 - blog posts planned on research mentoring</p> <p>Current Meaningful Mentoring workshop now targeted at academic staff and possible name change being considered to target researchers.</p> |

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|  | Identify where bespoke mentoring support and development would be beneficial within Schools, Research Institutes, Discipline/Subject areas.   |      |   |   |   |
| The Learning and professional Development Centre provides a Professional Development Toolkit for staff. The new PPD for Post Docs workshop promoted Vitae's Professional development planning for researchers online course (PDP ROC) and the RDF. | Review Personal and Professional Development resources and activity for end of December 2015.<br><br>Develop a set of Personal and Professional Development resources for researchers on the LPDC website for April 2016. | LPDC |   | Review April 2017.  | Consider creating a PPD tab featuring Vitae, HEA and AUA                                  |
| Researchers who teach or demonstrate are provided with teaching support and development via the LPDC and have access to  | Publish a Teaching Development Framework to clearly articulate the pathways and choices available.  | LPDC | Teaching Development Framework to be published by October 2016. | Re-accreditation by the HEA, for aspects of the provision, by the HEA is due in May 2017. | The Teaching Development Framework was approved in April 2016 and is now available on the |

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| the Keele CPD route to HEA Fellow. |  |  |  |  | Keele website |
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### Section D: Researchers' Responsibilities

*Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.*

| Current policy and practice at Keele  | Any action to be taken  | By whom                   | Progress November 2015 | Review (including date)   | Progress October 2016   |
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| There is a University Policy and Procedure for Research Misconduct that is available to all staff through the intranet.       | Current policy and practice is already compliant with the Concordat and should be maintained. | HR and DEP                | Established            | Review January 2017.  | Minor update in Sep 2016 in response to external funding requirements, full review due Feb 2017 |
| A Research Ethics workshop runs 3 times per year as part of the Keele Knowledge programme for new staff and is well-attended. | Established with scope to expand the places available to meet demand.                         | LPDC and Research Support | Established.           | Part of annual review of the LPDC researcher training offer in May-June (2016). | Established   |



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| Researchers' development requirements and activities should be discussed and monitored as part of their SPRE.                  | Explore how the RDF can better inform SPRE discussions with research staff.   | LPDC and HR | The current SPRE review has asked if the RDF is being used in SPRE meetings. | SPRE review currently being undertaken: October 2015 – December 2015   |   |
| Researchers can use Pebblepad (e-portfolio) to record their Personal and Professional Development planning and CPD activities. | Pebblepad was highlighted in the PPD for Post Docs workshop as one option for reflecting on and recording development. Add this information to the LPDC web resources for researchers webpages. | LPDC        | LPDC webpage update October 2015.  | LPDC webpage updated as needed and information will be reviewed at the end of the academic year – June 2016. | Consider creating a PPD tab on LPDC website |
| IP workshop now runs annually.   | Workshop ran December 2014. Format for delivery during 2015-16 academic year to be decided by DEP.  | DEP.        | In progress.   | Part of annual review of the LPDC researcher training offer in May-June (2016).                              |   |

### Section E: Equality and Diversity

*Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.*

| Current policy and | Any action to be taken | By whom | Progress November | Review (including | Progress October |
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| <b>practice at Keele</b>  |   |    | <b>2015</b>   | <b>date)</b>  | <b>2016</b>  |
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| Where promotions are considered, this is through a formal panel which takes account of expertise and experience to ensure a fair process. The diversity of applicants and successful promotees is recorded and reported upon. | Current policy and practice is already compliant with the Concordat and should be maintained. | HR | Established   | The promotions panel sit on an annual basis and the diversity statistics are reviewed by University Executive Committee (UEC). This takes place between September and December each year. | Following the 2015-2016 promotions round it was noted that the success rate for women applying for promotion to professor was lower than that of male applicants. However, when expressed as a percentage of the pool of available staff there was little difference in terms of gender. |
| Women are encouraged to apply for promotion to Senior Research roles through the University's promotions procedure. A series of workshops are held each year to provide all relevant staff with the                           | Maintain current practice.  | HR | Established. 54 delegates attended promotions workshops in 2015, an increase of 34 from 2014. | The promotions panel sit on an annual basis and the diversity statistics are reviewed by University Executive Committee (UEC). This takes place between September and                     | In 2016, 42 delegates attended a University promotions workshop. A separate promotions workshop was also   |

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| information and tools to apply for promotion.  |  |      |   | December each year.  | held in October 2015 for academic staff in Nursing and Midwifery (9 participants), where a particular need had been identified.   |
| The University has a commitment to support gender equality and make opportunities available to women researchers and leaders | <p>Promote and monitor researcher engagement with the <i>Springboard</i> development programme and the Leadership Foundation for Higher Education <i>Aurora</i> programme.</p> <p>The Keele Forward initiative is being developed to build capacity for and accessibility to leadership/committee roles.</p> | LPDC | Delivery in 2016 is third year of delivery. | <p>Annual review as part of the LPDC researcher training monitoring in May-June (2016).</p> <p>Springboard programme will be reviewed for impact and reach during 2016 by LPDC and Athena SWAN officer.</p> <p>Aurora, Springboard and other mentoring schemes to be reported on by LPDC to the University SAT, January 2016 and reviews to continue annually from</p> | <p>Springboard review completed Aug 16</p> <p>LPDC reported on mentoring schemes to the University SAT, stating that the University was on target to meet the Athena SWAN objective of having 50 women on University-wide mentoring schemes by 2017</p> |

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|   |  |             |         | then onwards.  |   |
| <p>The University is committed to ensuring staff are appropriately trained in equality and diversity as part of its Equality Objectives and action plan. All new employees receive E&amp;D training as part of their central induction (Keele Knowledge Programme) and E&amp;D is well embedded into a range of core courses, for example the Supervisor Development Programme and the PG Certificate in Teaching and Learning. A range of bespoke training has also been undertaken throughout the year.</p> | <p>The LPDC are developing mechanisms to further integrate E&amp;D into the development of all learning programmes, including the use of Vitae resources to support the researcher community.</p> <p>Unconscious Bias training will be offered within the core learning and development offer.</p> | HR and LPDC | Ongoing | <p>HR review the forthcoming training programmes every January and July to ensure sufficient capacity exists.</p> <p>A review of Equality and Diversity provision, including Unconscious Bias training will be undertaken when new E and D structure is fully populated.<br/>December 2016</p> <p>LPDC annually review training in May-June.</p> | <p>Training on Unconscious Bias &amp; Respect in the Workplace has taken place in Schools/RI's as part of their commitments to Athena SWAN (School of Medicine / Institute of Science and Technology in Medicine and Psychology).</p> <p>Council and SMG (now ULG) had Unconscious Bias training. In December 2016 workshops on E&amp;D and Unconscious</p> |

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|   |  |    |   |             | Bias will be held for those in research leadership roles   |
| Keele participates in a number of external frameworks, such as Stonewall Diversity Champions Programme, 'Two Ticks' and Athena SWAN/ gender equality mark charters to raise the profile of the University as an employer of choice. | Stonewall submission has been made. Accompanying questionnaire has been sent out for completion. Awaiting outcome of submission and any recommendations. | HR | Submission made, outcome pending. The submission process has helped the University to identify areas where activities could be increased to support the Stonewall agenda. | Spring 2016 | <p>The University was placed 237<sup>th</sup> / 415 in the Stonewall Workplace Equality Index. Recommendations included a need to give more targeted training to managerial staff. This has been taken on board as part of our Unconscious Bias training, for those in leadership roles.</p> <p>Two Ticks has been replaced by 'Disability Confident' (see below).</p> |

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|  | <p>Continue with the Athena SWAN programme of activity, , supporting the following areas across the University with their Athena Swan submissions:</p> <ul style="list-style-type: none"> <li>- School of Nursing &amp; Midwifery (Bronze) – Nov 2015</li> <li>- School of Law (Bronze) – 2016</li> <li>- Research Institute for Primary Care and Health Sciences (Gold) – April 2016.</li> <li>- School of Psychology (Silver) – 2016</li> </ul> <p>Additionally, during 2016, support the resubmissions from the School of Computing &amp; Maths (Bronze) and the School of Pharmacy (Silver).</p> | HR | In progress | Ongoing | <p>In September 2016, the School of Psychology was awarded a Bronze renewal following submission in April 2016.</p> <p>The remaining Athena SWAN submission timetable has been delayed, as Schools have found it difficult to dedicate the required time to the process. The new timetable is as follows.</p> <p>November 2016:</p> <ul style="list-style-type: none"> <li>- School of Computing &amp; Mathematics (Bronze)</li> <li>- Institute of Primary Care</li> </ul> |
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|  |   |    |             |              | <p>and Health Sciences (Silver)</p> <p>April 2017</p> <ul style="list-style-type: none"> <li>- School of Nursing &amp; Midwifery</li> <li>School of Pharmacy</li> <li>School of Law</li> <li>Institute of Science and Technology in Medicine</li> <li>- School of Medicine</li> </ul> |
|  | <p>Renew Department for Work and Pensions 'Two Ticks' Mark.</p> | HR | In progress | 31 July 2016 | <p>'Two Ticks' has been replaced by 'Disability Confident' to which the University has signed up. A Disabled Staff network is being launched in 2016/17 and, following this, the University aims to</p>   |

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|  |   |       |             |              | progress through the award levels.   |
| The University has a strategic commitment towards internationalisation and fostering good relations on campus. | International Women's Day will be held again in 2016, plus additional events coordinated by the Policy and Development Officer (Student Experience and Equalities). | HR&SS | Established | 31 July 2016 | <p>International Women's Day was held in 2016 with an attractive line-up of speakers and good attendance (ca. 80 people).</p> <p>Keele Communities Together is to be launched on 24 October 2016, as the start of a new set of annual initiatives. In particular, this year we will be looking to support our EU staff and students over BREXIT.</p> <p>A calendar of events and activities to acknowledge and</p> |



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|  |  |    |             |                  | celebrate key equality & diversity campaigns throughout the year is currently under development for academic year 2016/17   |
| The University has a suite of Family friendly working policies and an on-site Day Nursery. | Ensure policies are kept up to date with relevant legislation. | HR | Established | 31 December 2016 | <p>Policies that go beyond the relevant legislation, and are seen as sector-leading are being discussed as part of the University commitment to Athena SWAN.</p> <p>All family friendly policies have been updated in 2015/16 in line with relevant legislation</p> |