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

Link to University Strategy 2015-2025

OUR RESEARCH - “emphasizing the need to recruit only the highest calibre of academics and to ensure that staff focus their energies on publishing their very best research”.

Note: All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward

Key:
- Green - Completed

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<tr>
<th>Progress</th>
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<th>Action</th>
<th>Who’s leading</th>
<th>Completed</th>
<th>Comment</th>
<th>Success Measure/s</th>
<th>Continuous Review Date (where applicable)</th>
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<tbody>
<tr>
<td>1.1 (a)</td>
<td></td>
<td>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</td>
<td>HR Director</td>
<td>Ongoing</td>
<td>HR ensures Job Descriptions identify essential criteria for the role of a Researcher</td>
<td>Recruitment is transparent, fair and objective</td>
<td>Annually via CROS survey</td>
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<tr>
<td>1.2 (a)</td>
<td></td>
<td>As part of on-going development, a review of the Inclusive Recruitment guide will be undertaken in 2012.</td>
<td>HR Director</td>
<td>Sep-12</td>
<td>Work is underway on this. Equality and Diversity Officer has completed his part. HROs now checking over before launch.</td>
<td>Launch of Recruitment Guide</td>
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<td>1.2 (b)</td>
<td></td>
<td>Develop general statistics on recruitment in terms of applications, and success rates by the protected characteristics. Review annually to ensure no discriminatory practices are being undertaken. Where issues arise, the necessary steps will be taken to identify what remedial action needs to be undertaken.</td>
<td>Equality and Diversity Officer</td>
<td>Jul-13</td>
<td>Recruitment data for Gender is being analysed within each School as part of Athena SWAN and Gender Equality Charter Mark on an on-going basis. General recruitment data analysis is conducted in May annually per grouping.</td>
<td>Data reviewed each year</td>
<td>May each year</td>
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<tr>
<td>1.3 (a)</td>
<td></td>
<td>To ensure the use of Fixed Term Contracts is reviewed on an ongoing basis with annual reporting to the Research and Teaching Staff Forum (RTSF).</td>
<td>HR Director</td>
<td>For each research staff forum</td>
<td>This is now on the agenda of the Research and Teaching Staff forum</td>
<td>On agenda of Research and Teaching Staff Forum</td>
<td>Bi-annually</td>
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<td>1.4 (a)</td>
<td></td>
<td>Provide ongoing Equality &amp; Diversity training for staff and monitor uptake</td>
<td>Equality and Diversity Officer</td>
<td>Ongoing</td>
<td>Completed review of the online training module, provider has made links to the Equality and Harassment &amp; Bullying policy.</td>
<td>Online training regularly advertised. Bespoke workshops take place</td>
<td>June each year</td>
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<tr>
<td>1.4 (b)</td>
<td>Review recruitment and selection training to ensure that recruiters of researchers are familiar with the relevant legislation, good practice and are sufficiently competent to conduct fair and effective recruitment and selection processes.</td>
<td>Head of Organisational and Staff Development/HR</td>
<td>Sep-15</td>
<td>25/5/15 New online course covering the procedural and legal aspects of recruitment is due to be launched in July and will cover content thus far included on the face-to-face recruitment workshop. Once this is up and running it will be a prerequisite for all staff on recruitment panels and for attendance on the face-to-face workshop, which will be revised accordingly. CAPOD are also working to develop a specific Academic Recruitment version of the R&amp;S workshop, which will be piloted in August. 21/09/15 This has now been completed and the new R&amp;S workshops are being delivered to the respective cohorts. New online material has been developed and is delivered as a pre-requisite part of the training for those people who are on a recruitment &amp; selection panel. They then must attend classroom event to complete the full recruitment &amp; selection training.</td>
<td>Training provision reviewed and recommendations implemented.</td>
<td>Annually at workshop planning stage May/June</td>
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<td>1.4 (c)</td>
<td>R&amp;S workshops are being delivered to the respective cohorts</td>
<td>Head of Organisational and Staff Development/HR</td>
<td>Sep-15</td>
<td>New online material has been developed and is delivered as a pre-requisite part of the training for those people who are on a recruitment &amp; selection panel. They then must attend classroom event to complete the full recruitment &amp; selection training.</td>
<td>Training provision reviewed and recommendations implemented.</td>
<td>Annually at workshop planning stage May/June</td>
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<tr>
<td>1.5 (a)</td>
<td>The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation</td>
<td>HR Director</td>
<td>Ongoing</td>
<td>HERA ensures the level of pay is determined correctly for the role</td>
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<td>Annually</td>
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### Task: Recognition and Value

**PRINCIPLE 2:** Researchers are recognised and valued by their employing organisation as an essential part of their organisational resources and a key component of their overall strategy to develop and deliver world-class research.

**OUR SUCCESS -** We will reform our arrangements for the development of our staff in line with our strategy. We recognize that organizationally we need to create opportunities for staff to advance and grow as academics and professionals. We will also review the promotion criteria and process to ensure that the bar remains high, while recognizing contributions in research, impact, teaching and service.

**Key:** S - specific  M - measurable  A - achievable  R - relevant

#### PRINCIPLE 2: Recognition and Value - Action Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Ref</th>
<th>What we need to do</th>
<th>Who's leading</th>
<th>Comment</th>
<th>Progress Review Date</th>
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<th>Strategic theme</th>
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<tr>
<td>New 2.1(d)</td>
<td>2.1(d)</td>
<td>Increase participation of research staff in the 2017 Staff Survey (SS) and analyse results for disparities in levels of satisfaction with different aspects of University life and employment, specifically in relation to recognition and value.</td>
<td>Head of Organisational and Staff Development</td>
<td>Discus strategies for increasing engagement and perceived value prior to the design of the Staff Survey which begins Semester 1, AY 2018/19.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Increase the rate of survey engagement by 5% points on the 2017 survey. Specific actions drawn from analysis of results to improve perceptions of recognition and value. 62% of University Staff respond to the survey.</td>
<td>2015-2025, targets 2020</td>
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<tr>
<td>New 2.3(k)</td>
<td>2.3(k)</td>
<td>Increase accessibility and awareness of the resources available to Heads of School (HoS).</td>
<td>Staff Developer (Academic)</td>
<td>Staff Developer to contact all new HoS prior to start date. External, executive coach used to come in and do coaching sessions. This opportunity could be reinvestigated. Buy in from PO required.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Create a bespoke package of Induction and ongoing support resources for incoming Heads of School, in consultation with the Proctor's Office. Measure baseline engagement with new cohort on support and resources. Measure again in August 2020 with new cohort.</td>
<td>Increased awareness of available resources, and 60% uptake of resource</td>
<td></td>
<td>2015-2025, targets 2020</td>
<td>3</td>
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<tr>
<td>New 2.2(l)</td>
<td>2.2(l)</td>
<td>Review and develop new online management resources for all HoS managers.</td>
<td>Head of Organisational and Staff Development</td>
<td>2015/16: Manager Essentials, a new training resource for those new to management was developed during the 2015-16 review period and will cover; ‘HR Policies for Managers’, ‘Recruitment &amp; Selection’, ‘Equality &amp; Diversity’ and ‘Mentally Healthy Workplaces’ - 2.3(j). The aim for 2018-2020 will be to roll this resource out to all new managers then review usage (collect webpage data) and collect feedback (via survey) to inform further development. Buy in from PO required.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>90% of new resource Measure from launch then a year from launch.</td>
<td>2015-2020, targets 2020</td>
<td></td>
<td>2015-2020, targets 2020</td>
<td>(R2) and New Themes - Wellbeing</td>
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| New | 2.6 [e] | Increase research staff communications and networking | Staff Developer:
Research Staff |
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<td>24/05/17: Idea - Post-doc Pizza - events through which different research staff are invited to network/discuss career development with Post-docs. Designed to increase Post-doc connections across St Andrews and build a community which fosters collaboration and support. 18/07/17: launch event on 14/07 with two Research Staff Developers. 04.16.17: the second event focused on the experiences of special guests: Vice Principal (Research), Director of the Knowledge Transfer Centre, KBDC, Public Engagement Officer. The PRG networking session is planned for 02/11/17 to increase connections between these two cohorts. 11/12/17: Excellent attendance and reviews for the event held on 02/11/17. Attendance of 21 guests will continue to develop. 18/07/17: St Andrews Community Facebook page - launched June 2017, this research staff-led, closed Facebook group aims to bring together Post-docs from across the University to build a stronger community via networking and socialising. The page allows Post-docs to share research, view events and link straight to the booking system as well as relevant websites, organise and advertise social, CPD and academic activities. 11/12/17: 60 members. Verbal feedback at events has highlighted need for an alternative forum. 19/03/18: Early Career Academic Networking launched in March 2018 - 1 hour events with invited speakers/topics of interest and activity ideas informed by research staff and academics. FB group: 70 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and the aim for 2018-2020 will be to launch and review a new forum with the help of a CAPOD summer intern. RTSF refresh will be discussed at April RTSF with a view to increasing School &amp; RS engagement with the forum and other important University processes; further increase recognition of RS and advocacy for CPD, researcher community and wellbeing. Also see action 4.4 (b)</td>
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<td>Regular updates at HR excellence meetings</td>
<td>Increase opportunities to network through PRG events and the PRG session. Minimum 85% participant satisfaction as recorded on evaluation forms. Evaluation report statistics.</td>
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<td>Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</td>
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<tr>
<td>Event per month is definitely achievable in these short events informed by CRS. Average attendance currently varies but 10 is seen as a realistic target. 85% satisfaction is in line with our overall average for all events. Events relevant to CRS development and community building.</td>
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<td>Dec-19</td>
<td>New theme - Community &amp; engagement</td>
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<td>Ref</td>
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<td>Who’s leading</td>
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<tr>
<td>2.3 (f)</td>
<td>Increase engagement with induction events: available ‘new starter’ information and resources for all Research Staff.</td>
<td>Staff Developer (Academia)/Staff Developer (Research Staff)</td>
<td>New starters are equipped to various resources to support the commencement of their role at the appropriate time prior to and after appointment. This may be done proactively by triggering pre-written emails at certain points during the induction period, so that new researchers are not overloaded during the first week, but get the right information and resources at the right time.</td>
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<td></td>
<td>*Part of a longer term University-wide review of induction: 3.6 (g)</td>
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<td>2.3 (g)</td>
<td>Develop a simple and clear ‘Induction Toolkit’ for PI’s and Research Leaders to ensure that they are guided through the process of inducing new researchers.</td>
<td>Staff developer (Academia)/Staff developer (Research staff)</td>
<td>PI’s and Research Leaders should be prompted to carry out induction activities at certain points following appointment of a new researcher. The ‘Induction Toolkit’ should provide a very clear and visual plan of what should happen when, and show the PI’s link to the appropriate resources.</td>
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<tr>
<td></td>
<td>*Part of a longer term University-wide review of induction: 3.6 (g)</td>
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<tr>
<td>2.3 (h)</td>
<td>Further develop and launch a developmental programme for research supervisors</td>
<td>Staff Developer (Academia)</td>
<td>The following workshops/ sessions have been in place since 2015 and are regularly run as part of the Academic Staff Development Programme (ASDP): “Managing people in research teams”, “PGR Supervisor Training”</td>
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<td>The following workshops have been in place since 2016 and will run again in December 2017 - “Student Mental Health”</td>
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<td>The following workshops have been in place since 2016 and will run again in December 2017 - “Student Mental Health”</td>
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<td>2.4 (I)</td>
<td>Ongoing Actions</td>
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<tr>
<td>2.3 (f)</td>
<td>Supervisor update sessions” last ran in AY 2014/15 (January) with attendance numbers of over 40. The Academic Staff Developer is now in discussion with PGR Pro Dea to ascertain if such sessions should be reinstated and if so, what format they should take. The plan is to run a session in Semester 2 of AY 11/12. Research Integrity will most likely be integrated into these sessions.</td>
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<tr>
<td>New</td>
<td>3.0.1</td>
<td>Increase the number of within / outwith HE transition - focused activities for research staff</td>
<td>Staff Developer (Research Staff)</td>
</tr>
<tr>
<td>New</td>
<td>3.0.2</td>
<td>Increase the number of within / outwith HE transition - focused activities for research staff</td>
<td>Staff Developer (Research Staff)</td>
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### Ongoing Actions

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<tr>
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<th>Strategic theme</th>
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<tbody>
<tr>
<td>Ongoing</td>
<td>4.0</td>
<td>Review local induction -with research staff. Aim to identify good and sub-standard practice.</td>
<td>Staff Developer (Research Staff) &amp; Post Doc Rep from Physics and Astronomy</td>
<td>Local induction affects: workforce retention, motivation, productivity, time to competence and sub-standard practice.</td>
<td>4/17/17 Local induction report circulated but no comments yet.</td>
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</table>
Review systematic review of all induction across the institution. Ensure 'Researchers' and contract research staff have appropriate induction at local and institutional level and to review the support given for signposting researchers to career planning and professional development as part of that 'induction process'.

Initial review 01/06/2017 and then every 6 months.

Submit Project proposal to the University Business Transformation Board to seek project approval and resources to take this review forward.

Subject to BTB approval we will roll out the project to identify good and sub-standard induction practice, and develop a seamless and consistent induction process which can be implemented across the University.

The purpose is to improve the induction experience of new staff and in the long term to improve staff retention.

85% satisfaction is in line with our overall average for all events.

Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively.

Induction affects:
- wellbeing
- perception of the University and local environment
- time to competence
- productivity
- motivation
- workforce retention

The longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable.

Submission of Project Proposal to BTB.

Long term goal: Achieve 85% satisfaction with institutional induction process. Measured through:
- SSS
- CROS
- PIQLS
- Evaluation report statistics.

This longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable.

Submission to BTB by December 2018.

Assuming project approved, initial project outcomes implemented by 01/05/2022.
1.4 (a) Developing coaching culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017*).

Staff Developer (Academic / Research Staff)

12/17: coaching - a collaboration between HR and Academic School, the coaching programme has so far supported 51 partnerships (which includes academic and professional staff). On average, 2 academics join the scheme each year and currently, 5 academics are taking part in the 2017-18 cycle. The feedback from the scheme presents an overall satisfaction index of 92.0% and 94% of respondents to the programme survey believed that the coaching they received had had a direct benefit or impact on their work environment (workplace / work). 90% indicated that their performance at work had enhanced as a direct result of their participation in the coaching programme.

1/2017: Opportunity not well known to Research Staff.

The aim for 2018-2020 is to explore the possibility of advertising this resource more the cohort and increasing the uptake by researchers by 5 new coaches.

12/17: Review

1/2017: Conduct a second longitudinal study of participants in the Teaching, Research and Academic Mentoring Scheme (TRAM) (formerly the Early Career Academics’ Mentoring Scheme) to add to the existing evidence for professional (workplace / team). 93% indicated that their performance at work had enhanced as a direct result their coaching process.

12/17: Review

1/2017: Review all coaching schemes to better help mentors focus on their mentoring partnership goals to improve matching and partnership process.

12/17: Conduct an interpretative case study of participants and their coaching experiences.

The aim for 2018-2020 is to encourage HR to add to the Aurora programme.

1.4 (b) Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017*).

Staff Developer (Academic / Staff Developer)

Developing a mentoring/coaching culture to support professional and career development for researchers, such as more sophisticated matching in existing schemes to address specific career development issues, new knowledge-based networks and integration with induction processes.

3.7 (d)

4/2017: The 2017-18 cycle of the ‘Teaching, Research and Academic Mentoring Scheme’ (TRAM) (formerly the Early Career Academics’ Mentoring Scheme) continued at St Andrews University for its 2nd full cycle and Glasgow University (Art for its 1st. The scheme underwent a major review in 2017 to encourage more potential participants to apply (especially teaching staff and post-docs). The benefits of such a scheme, which provides a model for the sector, will be presented to the sector at the Vitae conference in Sept 2017.

4/2017: SUMAC forms the database and platform for the scheme and continues to be developed - the latest version was launched Dec 2017. SUMAC is used by 27 HE establishments across the UK. The new Elizabeth Garrett programme was launched in Oct 2017. Established by the Principal in collaboration with CAPAD, this supports women in senior academic roles within the University, who are in or aspire to fulfil academic leadership roles.

1/2017: TRAM: Aim to increase mentors by 20%: we have 152 mentors in the database (31% > 16-17). Aim to increase partnerships by 20%, achieved: the 17-18 cycle is supporting 75 partnerships (31.6% > 16-17). 85% of respondents were aware of the scheme. 70% of those who provided feedback for the 16-17 cycle were highly satisfied with their experience; 92.2% would recommend the scheme.

The aim of increasing 85% satisfaction as measured on evaluation forms. Numbers in relevant databases.

The aim for 2018-2020 is to continue increasing the number of matched partnerships, thereby doing the following:

- Improve feedback on the programme.
- Increase networking and development opportunities throughout the mentoring cycle.
- Improve process for selecting participants and mentoring partners.
- Improve satisfaction of participants and their mentees.
- Improve uptake by 5% per year.
- Improve uptake by 10% on year on year.

12/17: Conduct an interpretative case study of participants and their experiences.

1/2017: Review

1/2017: Review and update the programme.

1.4 (c) Evaluate impact of mentoring on researcher career development.

Head of Organisational and Staff Development / Staff Developer (Research Staff)

Long term goal: Conduct a second longitudinal study of participants in the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics’ Mentoring Scheme) to add to the existing evidence for positive outcomes from mentoring partnerships and a measurable positive impact on career development. Short term goal: 24/06/17: for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics’ Mentoring Scheme) a detailed BOS survey (asking the same questions as previous years) was sent out to all mentors and mentees who participated in the 2016-17 partnership cycle in 12/18-October and the results will be compared to those collected from previous years in due course.

12/17: Review

1/2017: Review and update at HR Excellence Meetings

12/17: Review

1.4 (d) Review effectiveness, and update of new Review and Development scheme and Academic Review and Development Scheme (where applicable).

HR Business Partner

12/17: New ‘Review and Development Scheme’ and ‘Academic Review and Development Scheme’ launched. Schools are expected to complete reviews within a specified timeframe and to confirm completion with HR, with related action points. The scheme is being implemented in the schools by collecting qualitative and quantitative evidence to be provided to ORS / PRF. CAPAD will analyse ORS / Staff Survey with the focus of the new Review and Development Scheme and Academic Review process is bridging feedback data to group. E.g. How many people undertook their review?

4/2017: Analysis of the 2017 Staff Survey showed that 62.1% of respondents had received a formal review of their performance and development needs (e.g. IOS/ACROS) in the last 12 months. This represents an increase of only 7.9% from 2015. The results from CROS showed an increase in appraisal rates but St Andrews still falls below the National Average.

12/17: Review

1/2017: Review and update at HR Excellence Meetings

12/17: Review and update at HR Excellence Meetings
### C. Support and Career Development

**PRINCIPLES:**
- The importance of researchers’ personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

**Ongoing Actions: New Actions:**

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<tr>
<th>Progress</th>
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<tr>
<td>4.6 (b)</td>
<td></td>
<td>CPF for Academics - improve skills and confidence of PIs in managing people</td>
<td>Staff Developer (Academic Staff)</td>
<td>04/10/17 - 2017 PRBS: 90% of respondents agreed they had access to CPF; 56.6% undertook 1-5 CPF days in the last 12 months; for 11 16, 220 RS and 161 academics undertook activities associated with the Academic Staff Development Programme (ASDP); 16 RS and 16 academics attended 'Managing people in research teams', 12 RS attended 3 ‘leading a research group’, 9 RS attended ‘Managing people: motivation &amp; performance’. 2017 PRBS respondents felt they would benefit from: 1 CPF / support around “managing appraisal” (42.2%), leading their group’ (45.2%), ‘managing group finances’ (46.8%), ‘managing staff performance’ (52.2%) and ‘motivating individuals’ (40.4%), despite availability of relevant training. Response: ASDP under review with a new to broadening topics and increasing engagement.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Strategic review of ASDP: 1 new pilot activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</td>
<td>Development of 3 new pilot activities is achievable following the ideas generated by the 2018 review of the ASDP programme.</td>
<td>85% satisfaction is in line with our overall average for all events.</td>
<td>Increasing programme awareness and variety is highly relevant to the 5% of academic staff and the management of our research staff and students.</td>
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**Upcoming Actions:**

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<tr>
<td>4.6 (c)</td>
<td></td>
<td>Improve the information and support around career paths and career planning to encourage and support the employability and entrepreneurial skills of researchers across all cohorts.</td>
<td>Staff Developer (Research Staff)</td>
<td>04/10/17 - 2017 PRBS: 90% of respondents agreed they had access to CPF; 56.6% undertook 1-5 CPF days in the last 12 months; for 11 16, 220 RS and 161 academics undertook activities associated with the Academic Staff Development Programme (ASDP); 16 RS and 16 academics attended 'Managing people in research teams', 12 RS attended 3 ‘leading a research group’, 9 RS attended ‘Managing people: motivation &amp; performance’. 2017 PRBS respondents felt they would benefit from: 1 CPF / support around “managing appraisal” (42.2%), leading their group’ (45.2%), ‘managing group finances’ (46.8%), ‘managing staff performance’ (52.2%) and ‘motivating individuals’ (40.4%), despite availability of relevant training. Response: ASDP under review with a new to broadening topics and increasing engagement.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Form a working group and review the career-focused activities and entrepreneurship activities in PRF. 1 new pilot activities (minimum). 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</td>
<td>Development of 3 new activities to be piloted in the 2018 review of the ASDP programme.</td>
<td>85% satisfaction is in line with our overall average for all events.</td>
<td>Many research staff do not continue beyond their fixed term contract into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to the 5% of academic staff and career prospects.</td>
<td>2 and 4</td>
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Monitor if RS associations are being established in Schools.

Research Fellow Pizza not in 2016 but then nothing followed.

24/10/17: The Research Fellow community is growing through an online initiative and face-to-face networking events. The St Andrews Research Fellow community is a closed Facebook group (launched in June 2017) which aims to bring together Research Fellows from across the University to build a stronger community via networking and socialising. The FB page allows Research Fellows from across the University to connect, share their research, view internal and external events of interest (and link straight to the booking system / website), organise and advertise social, professional development and academic activities. There are 61 members so far.

Research Fellow Pizza events (Post-doc pizza), run by Research Staff Developers DM and MP constitute a friendly, informative and informal networking event for Research Fellows from across the University. They also provide a forum for Continuing Professional Development (CPD) needs, careers and other issues to be discussed. The sessions may include Q&A sessions with special guests or the inclusion of PGRs for example. Each 1 hour lunchtime session includes a facilitated, structured networking activity to enable those who are less confident networkers to come along and join in. Pizza is provided! These events are growing and have received great feedback.

Aims and objectives: Increasing Research Fellow– Research Fellow/PGR connections across St Andrews and building a strong research community which fosters collaboration and support. See action 2.6 (a)

Regular updates at HR Excellence Meetings

Review the function of the RTSF.

Launch of a University-wide Research Staff Association OR... a functioning and engaged network of research staff representatives actively involved in the RTSF.

Review of the RTSF function completed.

Functioning group formed, led by representatives who regularly communicate with colleagues about RTSF, CPD and facilitate networking on a local or University-wide level.

Throughout a review of the RTSF, the formation of new staff networks, Early Career Academic Networking sessions and the Facebook Page, a research staff community is building. We therefore believe that a functioning group will form and be well supported by the University.

Research Staff Associations or similar groupings provide the following:

* peer support
* collective voice
* representation
* sense of community
* route for feedback to the University
* good source of information.
### New Actions

<table>
<thead>
<tr>
<th>Ref</th>
<th>What we need to do</th>
<th>Who's leading</th>
<th>Comment</th>
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<th>S</th>
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<th>Strategy theme</th>
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<tbody>
<tr>
<td>A.1(c)</td>
<td>Develop a training proposal around new Research Integrity policies.</td>
<td>Dr. Research Strategy, FOE and Support / Research Staff Developer</td>
<td>A new strategy for developing a training approach which addresses the recruitment of research integrity leads in Academic Schools, online learning for postgraduate researchers, research staff at academics has been approved. The aim for 2018-2020 review period will be to develop a detailed training proposal and begin implementation.</td>
<td>31/10/2018 then regular updates at HR Excellence Meetings</td>
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<td>A.3(d)</td>
<td>Focus on the mental health of Research Staff &amp; Academics and those they manage/support.</td>
<td>Staff Developer (Research Staff) / Head of Organisational and Staff Development / Academic Staff Developer</td>
<td>A new mental health training programme developed to equip those who manage/support staff and/or faculty e.g. Scottish Mental Health First Aid (2 day event). &quot;New&quot; Staff Mental Health Training - Training for Managers: &quot;New&quot; Staff Mental Health Toolkit workshop. The aim for 2018-2020 will be to increase research staff and academic engagement with the Wellbeing &amp; Engagement Group and develop activities which e.g. focus on coping with stress and building resilience for an academic career/transitioning into a role outside academia.</td>
<td>12/12/2017 then regular updates at HR Excellence Meetings</td>
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### Ongoing Actions

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<tr>
<td>A.3(b)</td>
<td>Achieve 50% uptake of the Academic Induction Resource (informative slideshow and videos) for new researchers and PIs during 2016-18 review period.</td>
<td>Academic Staff Developer</td>
<td>50% of the Academic Induction Resource (informative slideshow and videos) for new researchers and PIs could not be measured via webpage hits due to technical issues. However, the resource, launched in 2015, is updated annually following collection of user feedback. The aim for 2018-2020 is to investigate the data collection aspect of the AIR hosting page and improve the data collection strategy for this resource. Also see action A.4(c).</td>
<td>7/4/2018 then regular updates at HR Excellence Meetings</td>
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Increased participation across academic cohort to be established. Encouraging more healthy habits and a more active lifestyle is important to achieving a satisfactory work-life balance and this cohort should be specifically targeted and involved.

Increased participation from Academic/Research cohort for Passport to Health and Wellbeing and other wellbeing initiatives (by 20%).

01/04/16: Increased participation across academic cohort to be established. Encouraging more healthy habits and a more active lifestyle is important to achieving a satisfactory work-life balance and this cohort should be specifically targeted and involved.

23/05/17: The University of St Andrews has been recognised as an example of good practice for our health and wellbeing programmes – in November 2016 we achieved the NHS Scotland Healthy Working Lives (HWL) Silver Award. This Scotland-wide programme helps organisations work towards supporting a healthier, more motivated and productive workforce. St Andrews had the highest level of participation for any University and the second highest for any organisation taking part. Of the total teams taking part (540 nationally), 8% of those were from St Andrews who made up 9.6% of the total steps! St Andrews expected to have 8 teams in the top 100 and 1 in the top 20 but achieved 6 and 2 respectively. The aim for the 2018 challenge is to recruit 100 teams and actively encourage more Research Staff and Academics to participate.

11/12/17: Following improvements in information dissemination and the range of activities promoting health and wellbeing at work (e.g. ‘Jump into January’ fitness programme, Yoga, Mental Health First Aid, Mindfulness and Building Resilience) the NHS Silver Award was retained in November 2017. The University is currently well-advanced in the process to achieve the HWL Gold Award. Awareness of the HWL Programme has increased since 2015, by 37.7%, among CROS 2017 respondents. Encouragingly, since its launch in 2016, 13 research and 24 academic staff (from 8 and 10 of our 27 Schools, respectively) have undertaken activities associated with the ‘Passport to Health and Wellbeing Excellence’ which covers mental, physical, nutritional and workplace wellbeing. The 2017 Staff Survey results showed that 73.7% of contract researchers know how to find information about wellbeing and advice compared to 48.6% in the most recent THE University Workplace Survey.

The aim for the 2018 and 2019 SCC is to recruit 100 teams, open the challenge up to Postgraduate Researchers and increase the uptake by Academic Schools and the research community.

5.5 (c) (1)

The achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.

To individuals:

* encouragement and support in making healthy lifestyle choices
* the opportunities to participate in a wide range of activities

To the University:

* a healthier, less stressed workforce
* reduced sick leave
* generally healthier staff
* increased staff engagement in the HWL initiative
* enhancement of the University’s reputation as an excellent employer.

May 20
**HR Excellence in Research - Action Plan**

**D: Diversity & Equality**

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

**Link to University Strategy 2015-2025**

**OUR PEOPLE - “We will work to ensure equal opportunity in all that we do, maintain diversity on committees across the University, remove gender pay gaps, work to redress the gender imbalance at professorial level and develop family friendly policies.”**

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### New Actions

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<tr>
<td>New</td>
<td>6.4 (e)</td>
<td>Work towards Healthy Working Lives Gold Award</td>
<td>Head of Organisational and Staff Development</td>
<td>Silver retained in 2017 - Gold submission underway - National Assessor visit taking place June 2018</td>
<td>Regular updates at HR Excellence Meetings</td>
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<td>Researcher Wellbeing</td>
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<tr>
<td>New</td>
<td>6.10 (e)</td>
<td>Regularly refresh signposting of ‘Equality &amp; Diversity’ and ‘Unconscious Bias’ online materials to all research staff and academics (every 6 months)</td>
<td>Director of HR/Equality and Diversity Officer/Staff Developers</td>
<td>11/12/17: 51.9% of CROS 2017 respondents stated that they had undertaken equality and diversity training, a significant increase from 26.1% in 2015. An insignificant decrease was observed in those respondents who would like to undertake this type of training at St Andrews: 23.4% in 2017 from 23.9% in 2015. This may be due to the introduction of the online diversity training programme in the intervening period between CROS surveys, offering greater accessibility to this type of training to all staff, including Research Staff, in addition to signposting this training to new members of staff during induction. To ensure that new and long-standing staff members continue to be aware of the equality and diversity culture being developed at St Andrews, the aim for 2018-2020 will be to regularly refresh the signposting of ‘Equality &amp; Diversity’ and ‘Unconscious Bias’ online materials to all research staff and academics and review the governance of these activities.</td>
<td>Regular updates at HR Excellence Meetings</td>
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<td>Researcher Wellbeing</td>
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<tr>
<td>New</td>
<td>6.10 (f)</td>
<td>Support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of E&amp;D</td>
<td>Director of HR/Equality and Diversity Officer/Staff Developers</td>
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<td>Regular updates at HR Excellence Meetings</td>
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<td>Researcher Wellbeing</td>
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*Key:*
- Green - Completed
- Orange - Ongoing; taken forward from previous review cycles
- White - NEW (added May 2017 - May 2018)

*New Actions*

- **Strategic theme:**
  - Researcher Wellbeing

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**Note:**
All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.

**Key:**
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- **S** - specific
- **M** - measurable
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- **R** - relevant
- **T** - time-bound
Propose, develop, launch and review uptake of the Public Engagement (PE) portfolio which packages PE-related development activities into a structured and recognised programme.

4.1.1 (c) Head of Public Engagement with Equality and Diversity Officer

PEP (Public Engagement Portfolio) with the view to enabling researchers at all levels to develop the skills and knowledge to successfully participate in PE activities and be recognised for their endeavours. The portfolio concept is similar to that of the Passport which will be familiar to many staff, through awareness of the Research Foci programme. Many of the workshops currently reside within ASDP, CoH Skills or GRADSkills and will be brought together through the portfolio, alongside some new workshops to be developed by the HR Team in collaboration with CAPED.

The training portfolios will bring together all the workshops and practical sessions researchers need to cover the intricacies of engagement and develop the personal and professional skills needed to organise, deliver, evaluate and reflect upon activities.

4.2 Ongoing Actions

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<tr>
<td>4.2 (a)</td>
<td>Work towards maintaining Stonewall Diversity Award</td>
<td>Equality and Diversity Officer</td>
<td></td>
<td>On 19 June 2015 the University became the 77th UK and 4th Scottish university to gain the Stonewall Diversity Champions award after providing evidence of LGBT inclusion and training to undertake from July 2015 to June 2016 then annually.</td>
<td>24/10/17: LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 5 minute survey open to all Staff from 1 Sep to 8 Nov 2017.</td>
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<td>85% satisfaction is recorded on evaluation forms for new activities.</td>
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<tr>
<td>5.3 (a)</td>
<td>At least 10% of research community actively address the barriers and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others</td>
<td>Head of R&amp;I Equality and Diversity Officer</td>
<td></td>
<td>Statistics to be provided via Athens Bean.</td>
<td>31/03/18: Focus Groups have been established to elicit feedback from Female Academics/Research who have returned from Maternity Leave in STEMM Schools/Depts. since 2013. The feedback is being discussed at the University Athena SWAN Committee. Improvessively out of the 17 target audience 13 took part (76%).</td>
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</table>
Flexible working policy to effectively address requests for changed work patterns.

Cross-cultural competence - important aspect of working with research students and staff is cross-cultural awareness. Provision needs to be made to ensure that academic staff are more cross-culturally competent.

The aim for 2018-2020 ensures equality and diversity are respected.

The EDI team is continuing to drive the implementation of fair policies and procedures.

Support the development of new issue-based networks to support research and academics.

Successes active staff groupings follow:
- peer support
- collective voice representation
- sense of community
- route for feedback to the University
- good source of information.
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<tr>
<td>New</td>
<td>7.1(i)</td>
<td>Continue to review HR Excellence in Research and provide submission for 8 yr. review in May 2020</td>
<td>Head of Organisational and Staff Development / Staff Developer (Research Staff)</td>
<td>All members of the working group provide input to the submission. Year members agreed for institutional call</td>
<td>Monitor progress against the 2018-2020 action plan as necessary. Use data from relevant cohort surveys (e.g. PRF, CROS/PIRLS, SS) to validate, progress and generate new actions. Consult RS via the RTSF, networking events, newsletters.</td>
<td>May-20</td>
<td>ALL</td>
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<tr>
<td>New</td>
<td>7.4(a)</td>
<td>Review governance and strategies for collecting and reporting data for university pension</td>
<td>Director of HR/Quality and Diversity/Office of Staff Developers</td>
<td>The 6 year review process raised awareness around a lack of governance and monitoring of mandatory training, and gaps in availability of data against which goals can be measured. The aim for 2018-20 is to review our reporting systems</td>
<td>Review how data for the HR Excellence report is collected, especially from webpages. Update systems where possible, in collaboration with those who provide relevant source of data.</td>
<td>Dec-19</td>
<td>ALL</td>
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