### 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 2018-2023

**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”**

#### Link to People Enabling Strategy 2019-2023

**Key:**

- Green - Completed

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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. All actions from Principle 1 are regularly discussed via the Research Staff Forum.

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#### Completed Actions

<table>
<thead>
<tr>
<th>Progress</th>
<th>Ref</th>
<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>
</tr>
</thead>
<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>
</tr>
<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. Head of Equality and Diversity has completed his part. HROs now checking over before launch.</td>
<td>Launch of Recruitment Guide</td>
<td></td>
</tr>
<tr>
<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>Head of Equality and Diversity (formerly Head of Equality and Diversity)</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>
</tr>
<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 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. 26.02.19 LM. Changes to the contract for CRS aprobred.</td>
<td>On agenda of Research Staff Forum</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>1.4 (a)</td>
<td></td>
<td>Provide ongoing Equality &amp; Diversity training for staff and monitor uptake</td>
<td>Head of Equality and Diversity</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>
</tr>
</tbody>
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**Note:**

The Research Staff Forum has been a long-standing group, chaired by the Vice-Principal for Research and Innovation and attended by research staff reps and PIs from Schools across the University. The original focus of the group was to support the University’s commitment to the Concordat to Support the Career Development of Researchers and has evolved over the years to become an important space for addressing researcher employability, recognition and policy development.

In 2019, the Forum was reviewed and refreshed with a new focus. The format going forward will be that of an open forum. In addition to forum representatives being welcome to attend, all research staff are welcome to book their place and view agendas beforehand.
<p>| 1.4 (b) | 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. | Director OSDS (formerly Head of Organisational and Staff Development) / HR | 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. OSDS (formerly 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. | Training provision reviewed and recommendations implemented. | Annually at workshop planning stage May/June |
| 1.4 (c) | R&amp;S workshops are being delivered to the respective cohorts | Director OSDS / HR | Sep-15 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. | Training provision reviewed and recommendations implemented. | Annually at workshop planning stage May/June |
| 1.5 (a) | 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 | HR Director | Ongoing HERA ensures the level of pay is determined correctly for the role | | Annually |</p>
<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>
<th>S</th>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
<th>Strategic Theme</th>
</tr>
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<tbody>
<tr>
<td>2.3 (c)</td>
<td></td>
<td>Roll out, review and develop new online management resources for all managers.</td>
<td>Director OSDS</td>
<td>18/04/18: Manager Essentials, a new training resource for those new to management was developed during the 2016-17 review period and will cover 'HR Policies for Managers', 'Recruitment &amp; Selection', 'Equality &amp; Diversity', 'Unconscious Bias' and 'Mentally Healthy Workplaces'. The aim for 2018-2020 will be to roll out this resource to all new managers then review usage (collect website data) and collect feedback (via survey) to inform further development. Buy-in from PO required. 26/02/2010 - UK: This new resource is being highlighted to new managers during the induction process via communications from HR. OSDE then receives monthly updates from HR, monitors uptake and sends reminders to new managers to complete the online training. CIS who engage with OSDE activities are being up-sold to the Passport to Management Excellence where appropriate.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>40% uptake of resource</td>
<td>Manager Essentials homepage</td>
<td>Dec-20</td>
<td>1, 2, 5</td>
<td></td>
<td></td>
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<tr>
<td>2.3 (i)</td>
<td></td>
<td>Increase accessibility and awareness of the resources available to Heads of School (HoS).</td>
<td>Staff Development Academic</td>
<td>Improve accessibility and awareness of the Head of School (HoS) toolkit. Risk: rollout - 2-5 years. Consult then create a bespoke package of induction and ongoing support resources for incoming Heads of School. In consultation with the Proctor’s Office, Academic Staff Development Officer to contact all new HoS prior to start date. External, executive coach used to run the sessions. This opportunity could be reinvestigated. Buy-in from PO required. 26/02/2010 - UK: Instead of designing ‘training’, the most recent idea is to run sessions similar to the ones that have been run with new DOs. This involves arranging a meet and greet for new HoS with key figures to gain an overview of the HoS toolkit and run a series of workshops that will be held at these sessions. New action 2.3 (m).</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Under 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 HoS, in August 2017. Measure again in August 2020 with new cohort.</td>
<td>Embedding data collection for HoS development webpages. Formal and informal feedback from HoS.</td>
<td>Dec-20</td>
<td>2</td>
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</table>
Launch and run a Head of School Programme offering development, links with key units and support for the transition into this role.

*Part of a longer term University-wide review of induction: also 3.6 (g)*

To better supporting HoS as they transition into this leadership role, all those whom they lead and manage should also benefit from the skills of a confident and supported leader.

14/05/2019: Full HoS Programme of activities planned and in place to launch and run from June 2019 to January 2020 and includes - updated HoS Zone webpage goes live June 2019 with official launch to follow (https://www.st-andrews.ac.uk/staff/hos-zone/); Finance and HR training, College Gate Walk around and group meeting with the Proctor; HoS mentoring - webpage updated and sign up form live Aug 2019 (https://www.st-andrews.ac.uk/staff/hos-zone/mentoring/); Mental Health Awareness training with Pinsent Masons; training and discussions around Health and Safety, Compliance, Appeals and Complaints, Meetings with key teams - Planning, Estates, IT, HR, Data security (GDPR); Optional activities to include leadership Cases, ARDS Cases study practice, International Strategy and Academic Appeals.

10/07/2019 - AET: ACT and RI have talked to HoS interactive tips and tricks / interactive case study based proposal to have training Self-directed discussion with a HR facilitating. Discussion board on a closed platform invitation only university login launched last week. July 5th 2020 - HR and Finance Induction 1/2 day event will be first one.

For the 2019-20 Programme, HoS for Classics, Physics, Art History and International relations are participating. The new HoS Zone webpage has received 218 unique views since launch in 2019.

Regular updates at HR Excellence Meetings.

Launch 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 1st August 2020 influx of HoS. Measure again in August 2020 with new cohort.

Webpage data collection for HoS development webpages. Formal and informal feedback from HoS cohort on support and resources.

Having to better support HoS in the long term is achievable.

Improving the package of options available, and increasing awareness and engagement of HoS should better prepare new HoS for this role.

In turn, those staff and students within the School should benefit from the effect of improved School management structures, processes and culture.

Dec 20
### HR Excellence in Research - Action Plan

#### C. Support and Career Development

<table>
<thead>
<tr>
<th>Key</th>
<th>Green - Completed</th>
<th>Orange - Ongoing - taken forward from previous review cycles</th>
<th>White - NEW</th>
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<tr>
<th>Key</th>
<th>S - specific</th>
<th>M - measurable</th>
<th>A - achievable</th>
<th>R - relevant</th>
<th>T - time-bound</th>
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#### Link to University Strategy 2018-2023

**OUR RESEARCH** - "We will continue to prize individual research and scholarship but recognize that as a small university in a very competitive world we must be prepared to concentrate efforts and provide suitable frameworks for individual researchers through Centres and Institutes."

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#### Completed Actions

<table>
<thead>
<tr>
<th>Program</th>
<th>Ref</th>
<th>What we need to do</th>
<th>Who’s leading</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 (c)</td>
<td></td>
<td>Increase the number of academic route-focused activities for research staff.</td>
<td>Staff Developer (Research)</td>
<td>Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants primarily focused on a career in academia.</td>
</tr>
</tbody>
</table>

| 30.02.19: | 3/2 day, facilitated writing retreats developed for academic and research staff, and PGRs. First one trialled in Jun 2019. Reviews were great so we now have half day retreats available on a monthly basis until July, with developers on a rota to facilitate. |
| 06-04-19 - 20: | New workshop being trialled in Semester 1 AV 2019 - 20 ‘Attracting your own research funding: writing & applying for fellowships’ 16/04/2020 - Workshop aims mostly achieved |
| New** | Planning and managing your research career**: total attendance of 17 (3 RS) for instances run in AY2018-19 and 17 (3 RS) as far as instances ran in 2019-20. Satisfaction Index Rating (SIR) average 79.1%. |
| New** | Attracting your own research funding: writing & applying for fellowships**: total attendance of 52 (4 academics, 14 RS, 18 professional, 14 unknown [very likely PGRs]) for instances run in AY2019-20. SIR Average 82%. |
| New series**: Writing Retreats - half day retreats open to RS, academics, PGDs and professional staff, hosted by members of OSDS and CEDS on a roster system. Started as monthly instances then became more regular and moved online during the COVID-19 associated period of homeworking. 7 face-to-face instances ran in AY 2018-19 with 44 attendees in total (17 RS, 5 academic / teaching). SIR Average 99.2%. |
| 18/08/2020 - Workshop aims mostly achieved |
| New** | Increasing programme variety and responding to the changing needs of research staff is highly relevant to their CPD and career prospects May-20 |

<table>
<thead>
<tr>
<th>Progress Review Date</th>
<th>S</th>
<th>M</th>
<th>A</th>
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</tr>
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<tbody>
<tr>
<td>26.02.19:</td>
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<tr>
<td>06.04.19 - 20:</td>
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<tr>
<td>18/08/2020</td>
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</tbody>
</table>

*New* = Development of new activities is achievable following the ideas generated by the 2018 review of the PRF programme

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

<table>
<thead>
<tr>
<th>Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</th>
</tr>
</thead>
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<tr>
<td>Development of new activities is achievable following the ideas generated by the 2018 review of the PRF programme 85% satisfaction is in line with our overall average for all events.</td>
</tr>
</tbody>
</table>
1.3.1

Increase the number of within / outwith HE transition - focused activities for research staff.

Staff Developer (Research)

Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants considering alternative career paths to those offered in academia.


18/09/2020: DM: new workshops is being developed around the ideas of ‘Staying in the bubble’ which will focus on the transition between leaving research to take up a professional post with HE. Workshop aims mostly achieved.

New**: Career beyond research: applying skills outside academia** total attendance of 24 (9 RS) for instances run in AY2018-19 and 22 (7 RS) so far for instances run in 2019-20 (SIR Average 60%)

New**: Innovation and business insights** total attendance of 12 for workshops run in AY2018-19 and 13 so far for workshops run in 2019-20. SIR Average 80%.

Regular updates at meetings

Number of events and bookings in booking system, and attendance statistics.

Evaluation report statistics.

Development of new activities is achievable, following the ideas generated by the 2018 review of the PEP programme. 85% satisfaction is in line with our overall average for all events.

May-20

1.3.2

Propose, develop, launch and review update of the Public Engagement Portfolio (PEP) which packages PE related development activities into a structured and recognised programme.

Moved in 2020, to be alongside other development programmes - was previously 6.11 (c).

Staff Developer (Research) / Head of Public Engagement

with Research (PER)

12/02/2018 - DM: OSG (formerly CAP) and the Public Engagement with Research (PER) team are collaborating to develop a Public Engagement Portfolio (PER) with a view to enabling researchers at all levels to develop the skills and knowledge to successfully participate in PE activities and to support their career development. The Portfolio concept is similar to that of the Passport, which will be familiar to many staff, through awareness of the Research Futures programme. Many of the workshops currently reside within ASDP, CoRe Skills or GRADS and will be brought together through the Portfolio, alongside some new workshops to be developed by the PER Team in collaboration with OSGS (formerly CAP). This training portfolio will bring together all the workshops and practical sessions researchers need to cover the practicalities of engagement and develop the personal and professional skills needed to organise, deliver, evaluate and reflect upon activities.

26/02/2019 - DM: proposal for programme, development and launch successfully achieved

3 versions of PEP were launched in a new ‘Programmes’ platform in PDMS in Autumn 2018: Academic and Research Staff (9), Professional Staff (8) and PGDs (12 participants).

18/06/2020 - DM: PEP participants and graduates update: Academic and Research Staff (6 participants [increased by 5 since last report], 10, graduate students) [increased by 5 since last report]; 2 graduates). Professional Staff (6 participants [increased by 5 since last report], 10, graduate students) and PGDs (20 participants [increased by 10 since last report], 4 graduates). The Programme continues to develop with new workshops, a community of support and certificates awarded to graduates at a Public Engagement Conference held on October 30th 2019.

Core courses: Delivery session; Self-reflection Report; prompted by a questionnaire from the PER team; Evaluation of Public Engagement; Finding your (Public Engagement) voice; Getting and staying organised for success; Practical public engagement.

Optional activities: course leadership and teamwork; grant writing; managing research information; networking; communicating research; visualising research; making a move on a mobile phone; designing posters and graphical abstracts; animation; website development; festivals and school-related public engagement; working with broadcast media; stand-up comedy.

For AY 19-20, 77 RS, 42 academics, 197 professional staff, 166 students (primarily PGRs) and 166 students (primarily PGRs). The Programme continues to develop with new workshops, a community of support and certificates awarded to graduates at a Public Engagement Conference held on October 30th 2019.

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Staff Developer (Research Staff)

Since launch in 2018, 40 participants have graduated from PRF, which is currently supporting 23 participants. 2017 CROS: PRF highlighted as 'phenomenally good' and 'traceable', offering a 'range of resources'. 2019 CROS: 64% respondents were aware of PRF.

Since a participant review took place in 2018, registration & progress tracking moved to a "new" programmes platform within the university booking system. The new platform launched in September 2018 in readiness for the launch of PRF 2019-20 and the Public Engagement Portfolio (PEP) programmes. PRF opened up to professional staff who support research in line with the "new" Technician Commitment. A "new" PRF 'support for CPD activity' and "new" online PRF participant community (hosted on MS Teams) were also introduced.

Aims: ↑ academic-focused activities within the PRF (by 2) & ↑ within / outwith HE activities (by 2) – achieved: A programme review & re-structure (2018) resulted in: a renewed focus on personal effectiveness; "new" activities covering time & project management, resilience, leadership & teamwork were added. A variety of "new" academic focused & outwith HE-focused activities were introduced (covering career planning / management, applying skills outside academia, attracting funding (fellows), transitioning from a Post-doc to a Lecturer, networking, innovation, collaboration, engaging with business and a series of entrepreneurship-associated activities) with a successful Converge collaboration were introduced. Result 3.3 (a, b, c, d).

For AY 18-19, 51 RS & 56 academics undertook PRF associated activities; overall PRF received an SIR aver 99%. All PRF activities were adapted for online delivery for Semester 2 AY 19-20 (interim) and for AY 20-21. Ref C1 & 2. "New", regular, ½ day writing retreats, open to staff & PGRs have proved popular. For AY 18-19 they attracted a total of 44 attendees (SIR aver: 99.2%) Ref 3.3 (b, c & d). The retreats have moved online & increased in frequency, providing a supportive virtual environment for participants progress writing projects and interact. Ref C7. Lunchtime Legends activities were reviewed and updated annually, with new speakers invited to take part and panel diversity increased. These events also opened to PGRs & professional staff. "New" focus on the Post-doc to lecturer transition added for AHS & Sciences.

3.1 [g] General overview of developments within CPD provisions for PGRs: prior there is overlap between provisions, for RS and PGRs, 2018-2020.

Educational and PGR Developer

In 2020, following extensive consultation, CAPOD was restructured into two new units: Organisational and Staff Development Services (OSDS) and the Centre for Educational Enhancement and Development (CEED). OSDS retains many of the staff development functions previously located in CAPOD, including support for research staff and those who manage researchers. CEED remains responsible for learning and teaching training for staff and Postgraduate Research Students (PGRs) who teach, as well as learning support for all students. The GRADSkills programme of training for research students previously located in CAPOD, is still organised by CEED Developers but marketed via St Leonard's Postgraduate College, with a view to creating a more unified postgraduate experience.

Aims: ↑ academic-focused activities within the PRF (by 2) & ↑ within / outwith HE activities (by 2) – achieved: A programme review & re-structure (2018) resulted in: a renewed focus on personal effectiveness; "new" activities covering time & project management, resilience, leadership & teamwork were added. A variety of "new" academic focused & outwith HE-focused activities were introduced (covering career planning / management, applying skills outside academia, attracting funding (fellows), transitioning from a Post-doc to a Lecturer, networking, innovation, collaboration, engaging with business and a series of entrepreneurship-associated activities) with a successful Converge collaboration were introduced. Result 3.3 (a, b, c, d).

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| 3.8 (a) | Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017) - Teaching, Research & Academic Mentoring Scheme (TRAMS) - participation, partnership cycles 2017-18, 2018-19, 2019-20. Original action split into coaching and mentoring Dec 2017. Action 3.7 (e) split again in 2020 to re-organised to... | Staff Developer (Research) Developing a mentoring/coaching culture to support professional and career development of RS. 12/07/2017 DM: the 2017-18 cycle of the Teaching, Research and Academic Mentoring Scheme (TRAMS) (formerly the Early Career Academics’ Mentoring Scheme) welcomed Abertay University for its 2nd trial cycle and Glasgow School of 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 RHE conference in Sept 2017. 11/02/2017 DM: Aim: to increase mentors by 20% achieved: 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). CROS 2017: 75.6% of respondents were aware of the scheme. 70.6% of those who provided feedback for the 16-17 cycle were highly satisfied with their experience; 98.2% would recommend the scheme. The aims for 2018-2020 will be to increase mentoring-related networking to 2 events per year, increase opportunities for mentoring skills to be developed - see action 3.8 (e), and increase participation by 20%. 2018-19 cycle - Aim to increase participation 20% achieved. The 18-19 cycle supported 100 partnerships (35% > 18-19) and 15% partnerships continued on from last year which could be due to the improvements made to the Scheme resources, availability of drop-in sessions and/ or updates to the matching platform. See Action 3.8 (c) and (e). 2019-20 cycle - Aim to increase participation by 20% not achieved but the 19-20 cycle is still supporting 104 partnerships (45%>18-19) and 30% partnerships continued on from last year, which could be due to the increase in the 10-11 Briefings, availability of drop-in sessions and/ or updates to the matching platform. See Action 3.8 (c) and (e). CROS and PIRLS 2019: 36.5% and 54.5% of respondents were aware of the scheme, respectively; 84.6% of those who provided 2018-19 end of cycle feedback were satisfied with their experience, 88.5% would recommend the scheme. | Initial review 03/06/2017 and then every 6 months. | Increase participation by 20%, aims to improve matching and partnership success. Partnership numbers CROS and PIRLS continually develop as a central part of the research environment. We have the expertise and drive to develop the scheme. Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability. | May-20 |
3.2 Development of new/continuing development for research (2019-20)


- Action 3.7 split again in 2020 to and re-organised to...

- Focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (new part of 3.8 which focuses on mentoring)
Develop the Aurora: 5 research schemes (now part of 3.8 which focusses on mentoring)

Action 3.7 (e) split again in 2020 to and re-organised to...

Developing a mentoring/coaching culture to support professional and career development of researchers and those who support them.

24/10/2017 - BF: The new Elizabeth Garrett Mentoring programme was launched in Oct 2017. Established by the Principal in collaboration with OED (formerly CAPGiD), this supports women in senior academic roles within the University, who are in or aspire to full academic leadership-roles.

Aurora: Since 2014, the number of women supported through has increased 5-fold, with 44 (academic and professional) benefiting so far. The University supports the mentoring aspect of participation. The aim for 2018-2020 will be to encourage RS to apply to the Aurora programme.

11/12/2018, Aurora: In November 2017 the University, with funding and support endorsed by the Principal, made a commitment within its Athena SUMAC Institutional Action Plan, action 4.3(a) for: Annual participation in the Advance HE (formerly Leadership Foundation in Higher Education) programme. 2018-19 (24 supported) - Arts, History, 4 Biology, 1 Classics, 1 Economics and Finance, 2 Geography and Sustainable Development, 2 History, 1 JHR, 3 Medicine, 1 Modern Languages, 1 Philosophy, Anthropological and Film Studies, 1 Psychology, 2 Social Sciences, 1 Physics & Astronomy.

26/09/2019: Aurora - total of 72 has been supported through so far: Cohort for 2018-19 is in 23.

18/09/2020: SB - Aurora 2018-19 (24 supported) - 3 Biology, 1 Business Transformation, 1 CAPGiD, 1 Computer Science, 1 Corps Comms, 1 English, 1 Environmental Health and Safety Service, 1 Estates, 1 Anthropological and Film Studies, 1 Finance, 3 JHR, 2 IT Services, 6 Medicine, 1 Planning, 1 JRS, 1 Saints Sport.

Aim: 9 Aurora participation (9-5 RS applications) - achieved: In 2017 the University, with funding and endorsement by the Principal, made a commitment within its ASKAN Action Plan for annual participation in the Advance HE programmes. Result = an increase in the sponsorship available to St Andrews participants. The 17-18, 18-19 and 20-20 programmes each supported 26 participants. (42%) - 16-17 incl. 5 RS.

18-19 = ASKAN 2.0, 6 academics, 1 professional, Sciences 3 RS, 5 academics, Service 9 professional.

18-20 = ASKAN 2.0, Sciences 2 RS, 6 academics, 2 professionals, Service 12 professional.

Activities are now also available to support staff who have completed (or are currently doing) the Aurora Leadership Programme (which includes RS) to network. There is an introduction event and mentoring training for the current cohort and an annual meeting (started in 2018) of all aurorans at St Andrews (total = 115). Annual meeting speakers have included Professor Sally Mapstone (Principal and University’s Aurora-Champion), ~40 attendees and Professor Clare Peddie (Proctor, and Auroran 2015-16, >60 attendees).

Aim: ↑ Aurora participation (5 RS applications) – achieved: The 17-18, 18-19 and 19-20 programmes each supported 24 participants (42%> 16-17) incl. 5 RS.

19-20 = AHSS: 2 academics, Sciences: 2 RS, 6 academics, 2 professionals, Service: 12 professional.

17-18: 1 Art History, 4 Biology, 1 Classics, 1 Economics and finance, 2 Geography and Sustainable Development, 2 History, 1 JHR, 3 Medicine, 1 Modern Languages, 1 Philosophy, Anthropological and Film Studies, 1 Psychology, 2 Social Sciences, 1 Physics & Astronomy.

The 17-18, 18-19 and 20-20 programmes each supported 26 participants. (42%) - 16-17 incl. 5 RS.

18-19 = ASKAN 2.0, 6 academics, 1 professional, Sciences 3 RS, 5 academics, Service 9 professional.

18-20 = ASKAN 2.0, Sciences 2 RS, 6 academics, 2 professionals, Service 12 professional.

Details of the programme, and future plans will be available on a new research and academic staff website that will be developed.

Develop the platform e-mails can now be scheduled to be sent at a selected future date and time; option to send emails directly from the Member’s Data screen.

Sign-up forms: more dynamic form builder - allowing the administrator to build their own sign-up forms; new option to add a logo unique to a scheme.

Matching: the matching score weighting can, if required be changed from the default settings and altered to suit specific requirements.

E-mails: platform e-mails can now be scheduled to be sent at a selected future date and time; option to send emails directly from the Member’s Data screen.

Reporting: improvements to the Reports function have been made, including more choices of filtering options, so reports can show more specific, refined information; the Members Data screen can have columns added or removed to allow administrators to choose the overviews of member data fields they wish to display.

Scheduling and scheme notifications: new schedule function - this provides an overview of all scheduled emails, personal and scheme reminders and scheme notifications and can be viewed as a calendar or schedule format; Match and send (provisional email) functionality for Bulk Matching - clicking the ‘Match and Send’ button will perform both actions simultaneously.

Seeking support: The ‘Help’ button can now be accessed from anywhere within SUMAC - from here administrators can select the most appropriate help category e.g. technical support; report a bug, suggest a new feature etc.

Integrated searchable knowledge base - enter a keyword to access articles providing explanations of features and functionality in SUMAC.

New blog: a blog containing informative articles and updates.

3.8 (e) Staff Developer (Academic/Staff Developer [Research])

SUMAC forms the database and matching platform for the scheme and continues to be developed.

24/01/2017 - BF: SUMAC forms the database and matching platform for the scheme and continues to be developed.

19/09/2020: SB: a lot of changes have been included in the version of SUMAC 2.0 (which was a total re-write of the platform), launched in March 2020. New features/improvements include a new user interface and simplified language and...

Sign-up forms: more dynamic form builder - allowing the administrator to build their own sign-up forms; new option to add a logo unique to a scheme.

Matching: the matching score weighting can, if required be changed from the default settings and altered to suit specific requirements.

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New blog: a blog containing informative articles and updates.

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

Aurora: make potential staff aware of the development scheme and associate mentoring, encourage RS to participate.

SUMAC: 5 research staff applications over the course of the review period.

Reviews in Aurora continue to grow. 5 research staff applications should be achievable with effective advertising.

Monitoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.

May-20

3
### Completed Actions

<table>
<thead>
<tr>
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<td>Review, develop and re-launch webpages relating to CPD following CAPOD becoming two new units: OSDS and CEED. Also see action 2.6 (e)</td>
<td>Director OSDS / Director CEED / Staff Developer (Academics) / Staff Developer (Research)</td>
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**HR Excellence in Research - Action Plan**

**C. Support and Career Development**

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

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**PRINCIPLE 4 - NEW (2019-2023)**

**OUR TEACHING - We recognize that learning technologies and resources as well as the physical facilities have to be top class to continue to enable and inspire excellence**

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4.4 (c) Research Staff Forum (RSF) Refresh and Re-launch

Staff Developer (Research) / HR Business Partner

28/07/2019 DM: There are plans to refresh the RSF following the creation of a separate Teaching Staff Forum and the arrival of a new Vice-Principal Education (Proctor) and a new Vice Principal (Research and Innovation). This is a great opportunity to review and update the forum membership, remit and format. DM & LM to draft ideas for refreshing the RSF and present these to VP Research and Innovation in the form of a Briefing Paper. 28/11/2019 DM: The RSF will be refreshed on 28/11/2019 following Briefing Paper discussions between VP Research & Innovation, LM, DM and JF on 23.10.19. This Briefing Paper will be taken to the Refresh for discussion with RS. Forum booking has moved to REMS to increase visibility and improve reporting.

28/02/2020 DM: The refresh event was very successful. 23 attended. Since the refresh the RSF has now grown to an open forum, with many more representatives. The format of the forum is now more active based on a new email address, new e-newsletter, updated website and Microsoft Office Team group for Reps to connect with each other and the Forum Team. There will now be three RSF meetings per year with small working groups in between. LM; the ARDS is being worked on through a RSF working group to develop a new policy, form and code of practice. The 12/02/20 Forum focused on RS-Manager Relationships, Manager Skills and Career Development.

29/04/2020 - DM: due to the COVID-19 pandemic, the Research Staff Forum moved online and communication re: Teams has increased. A Reps catch-up with VP Research and the Forum Team took place via Teams on 15th April, giving Reps a chance to submit questions regarding funding, contracts, furlough etc (20 attended).

18/08/2020 - DM: an Open Forum, hosted via Teams, took place on 3rd June with a focus on updates regarding the period of homeworking and pandemic-related career development issues. 17 attended.

Between Forums, updates are circulated to a mailing list which includes RS, and those who support them, including HoD, Directors of Research (DoRs) and key support units such as Careers, RDCC, CEDD, OSIDS etc to ensure that RS and those who support them are better informed about topics that have been discussed and forum actions. A topic summary is provided along with 3 key messages to maintain clarity. All updates, agendas and notes are available via the new Forum homepage: [https://www.st-andrews.ac.uk/research/representatives/committees/research-staff-forum/]

Aims: recruit Research & Teaching Staff Forum (RTSF) Reps from 80% eligible Schools, Ref 2.6 (e) - achieved, surpassed even; format of the RSF was refreshed following the RTSF split (now we have a support team of 13 and 18 RS Reps from 11 Schools); the new format is that of an open forum with increased meetings (incl. special focus sessions, Q&A, group exercises), a *new* webpage, e-mail address, mailing list, regular e-newsletter and MS Teams Group (87 members).

2017 & 2019 CROS: 46.3% & 41.7% respondents were aware of the RSF; 2019 CROS: 36.5% were aware who their School Reps were; 2019 PIRLS: 37% respondents aware RSF, 22% were aware who their School Reps were.

Regular updates at HR Excellence Meetings
Review and update the remit and format of the Research Staff Forum (RSF)
Gather the views of School Reps and support team to refresh and refocus on issues, policies and processes of importance to RS

Reviewed remit and format in place for the RSF
Increased School / Rep involvement
A good team including a supportive VP Research and HR representative is in place to drive this action, it is achievable.

The research Staff Forum will provide the following to CROS:
* peer support
* collective voice
* representation
* sense of community
* route for feedback to the University
* good source of information.

4.6 (c) Monitor CROS & PIRLS regarding strategic theme 2: Improve knowledge (including Equality & Diversity), skills and confidence of PIs in managing people and supporting professional and career development of researchers.

Staff Developer (Research Staff)

Monitor CROS & PIRLS regarding strategic theme 2: Improve knowledge (including EDI), skills and confidence of PIs in managing people and supporting professional and career development of researchers.

Aim: monitor CROS & PIRLS regarding this theme - achieved: 2017 & 2019 PIRLS: respondents agreed that providing advice on careers (64.6% / 60.9%) and outside Higher Education (73.2% / 80.1%), respectively, was important in being a successful PI/research leader; 97.8% / 97.7% agreed that developing RS constitutes an important part of this role; on a scale of 1-4 (not confident at all to fully confident) the average was 3 for 2017 and 2.9 for 2019; 71.1% & 68% of respondents felt confident in providing advice on a range of careers; 65.9% felt that their contributions to the development of RS were valued by the University. These results were reflected positively by RS. 2017 & 2019 CROS: 85.9% & 84.1% respondents felt encouraged to engage in CPD; 97.4% & 80.1% agreed that they take ownership for their CPD. Also see Actions 4.6 (a) & (b)

18/08/2020 DM: this data will be rolled into a longitudinal study of CROS & PIRLS - Action 7.7 (b)

Dec-19

Monitor CROS & PIRLS regarding strategic theme 2: Improve knowledge (including Equality & Diversity), skills and confidence of PIs in managing people and supporting professional and career development of researchers.

CROS / PIRLS

With the support of VP Research, CROS and PIRLS will run in 2019, therefore this action is achievable.

Highly relevant to reviewing and developing the support RS receive and the support RS managers / research leaders receive.
HR Excellence in Research - Action Plan

II. 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

<table>
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<td>5.5 (f)</td>
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<td>Design and run a Resilience Day for researchers (part of our focus on mental health)</td>
<td>Staff Developer (Research)</td>
<td>Staff Developer (Academic)</td>
<td>Design and run a Resilience day for Research Staff, PGRs and Academics. 11/12/2018: DM, EL &amp; MP ran a Resilience Day, Summer 2018, supported by the Institute of Physics (IOP). Researcher Resilience Aims and objectives - This interactive, short day event allowed participants to share in the experiences of senior academics and hear their view on building and maintaining resilience for a successful career - Discuss the idea of a resilience toolkit - Allowed participants to share in the experiences of a senior academic, who, after carving a highly successful academic career, took the decision to change direction and become a Careers Advisor, providing another perspective on resilience - Provided the opportunity for you to consider personal tools, tips and strategies that can be used to increase resilience in the form of a toolkit - Offered the opportunity for participants to apply what they'd learned via interactive activities Activities - Lunchtime Cafe Session: informal discussions with representatives from The Institute of Physics, The Careers Centre, CAPOD (covering mentoring, wellbeing initiatives, Vitae), Occupational Health, The Sports Centre &amp; Student Services. Short mindfulness session that can introduce calm and focus into one's day - Resilience toolkit building and reflection of skills developed through interactive activities Researcher Resilience overview: RS = 5, academic = 1, PGRs = 5 (SIR 81%).</td>
<td>Dec-19</td>
<td>85% participant satisfaction as recorded on evaluation forms</td>
<td>Evaluation report statistics. 85% satisfaction is in line with our overall average for all events. The skills exist within the University to deliver this event, it is achievable. Researchers at all levels deserve to work in an institution which supports their mental wellbeing. Mental wellbeing is key to their experience at an institution, job satisfaction and their ability to lead and support others.</td>
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**PRINCIPLE 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers**

**OUR PEOPLE - “We will work to ensure equal opportunity at 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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<td>6.4(e)</td>
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<td>Work towards Healthy Working Lives Gold Award</td>
<td>Director OSDS / Organisational Development Coordinator</td>
<td>The University retained its Silver Healthy Working Lives Award in late 2017, and submitted an application to be awarded Gold in spring 2018. Following the visit by the National Assessor in June 2018, the University was awarded the Gold Healthy Working Lives Award. At Gold level institutions must not only maintain the offerings which meet the Bronze and Silver level awards, but also switch from retrospectively assessing wellbeing, health and safety frameworks, policies, procedures and activities, to developing a forward-looking plan for the next 3 years. In order to attain Gold organisations must have a wellbeing strategy (signed off by VP Gov in January 2018), a working group (the University’s Wellbeing &amp; Engagement Group), benchmark its performance in this area both internally and externally, and define which wellbeing criteria the organisation will focus on to address health inequalities within the organisation. The University’s initial Gold period will run until 2021, when we will be re-assessed. 20/08/2020 - JF: retained in 2019. The HWL annual review has been paused until October next submission has delayed until 2021 by the COVID-19 pandemic and consequent resource issues. Deferred until 2021 and the award will remain in place until then.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Achieve and retain HWL Gold Award from NHS Scotland.</td>
<td>Award achieved and subsequently retained under each annual review.</td>
<td>St Andrews has successfully achieved and retained the HWL Bronze and Silver Awards. The processes and actions required to achieve Gold are therefore in place, alongside the momentum and ambition of those involved in driving this project.</td>
<td>The HWL framework is key to our staff wellbeing programme, which has the following benefits.</td>
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* A healthier, less stressed workforce
* Reduced sick leave
generally healthier staff
| 6.9 (a) | Review and update the ‘Harassment & Bullying Policy’ to ensure it is inclusive of the EHRC Equality Act Statutory Code of Practice for Employment. | Head of Equality and Diversity/ Director of HR | Conducting a second EIA on existing policy for compliance. 17/03/2016: Review of Harassment and Bullying Policy: a new Dignity and Respect at Work Policy has been drafted and is currently undergoing an equality impact assessment. 26/03/2016: Development of a new Dignity and Respect at Work Policy, successful. The new staff Dignity and Respect at Work Policy has been published (https://www.st-andrews.ac.uk/media/human-resources/new-policy-section-documents/dignityandrespectatwork/Dignity_and_Respect_at_Work_Policy.pdf). Develop training around policy - New Action 6.9 (b) | Dec/18 | Develop and run staff training with regard to the new Dignity and Respect at Work Policy. | New policy published and put into practice. | Policy review and development are a regular priority for HR. | Dec-18 | 1, 2 & 3 |

| 6.9 (b) | Develop and run staff training with regard to the new Dignity and Respect at Work Policy. | Head of Equality and Diversity/ Director of HR | Develop and run staff training with regard to the new Dignity and Respect at Work Policy. The old ‘Harassment & Bullying Policy’ is being reviewed to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment. 18/09/2020: Training around the policy has now been co-delivered 3 times by SB, LN and the Deputy Director of HR. The plan is to review policy in April 2022. FY 2019-20 attendance figures: Academics =5, research = 0, prof= 26, SIR=81.55% | Regular updates at HR Excellence Meetings | Develop and deliver training with regard to the new Dignity and Respect at Work Policy. 85% participant satisfaction as recorded on evaluation forms for new activity | New training activity developed and delivered. 85% satisfaction is in line with our overall average for all events. | St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of respect through the implementation of fair policies and practices. | Dec-18 | 1, 2 & 3 |
6.12 | Work towards the 'Carer Positive Employer Award'

Head of Equality and Diversity

The long term goal is to achieve Exemplary Level of the Carer Positive Employer award (Scotland-wide Award). The award is renewed every year.


11/11/2018: The University achieved ‘Engaged’ status in July 2017, then ‘Established’ in July 2018 through policy development, providing support for Staff with caring responsibilities.

The University Supporting Carers statement for Staff was reviewed August 2018: [https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/arms/Supporting-Carers-Statement-for-Staff-2018.pdf](https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/arms/Supporting-Carers-Statement-for-Staff-2018.pdf)

Definition of a carer - a carer can be a partner, parent, sibling, child or other dependent and could be living in the same home as the person being cared for or further away.

25/11/2019: The Caring Fund was set up over A/Y 2018-19 to assist employees who are usually unable to attend training and conferences in the UK or overseas, due to carer commitments which would require additional financial support. The overall aim of the event should be to support the employee’s career/professional development needs associated with their role at the University. The fund offers the financial assistance needed to cover childcare or other caring expenses associated with attending pre-approved work-related events.


18/08/2020 - SB: The award was successfully renewed at the highest, 'Exemplary' level, in April 2020. The University's COVID-19 guidance for staff was viewed as best practice with regard to carers.


6.15 | Become a signatory of the ‘Business in the Community Race at Work’ Charter.

Head of Equality and Diversity

Become 1st University to sign up to the Business in the Community Race at Work Charter. Gather and submit relevant data.

Achieved

18/09/20 - First University to become signatory of the Business in the Community Race at Work Charter (2019).

The University provided data around Staff Grade, Ethnicity, Nationality, etc. and the proportion of staff from BME, Black and Minority Ethnicity groups. The data were collated from the University’s annual Staff Census, 2019.

- [https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/race/BIC-Race-at-Work-Charter-Staff-Data.pdf](https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/race/BIC-Race-at-Work-Charter-Staff-Data.pdf)

Regular updates at HR Excellence Meetings

Achieve 1st University to sign up to the Business in the Community Race at Work Charter.

Supply data required.

Confirmation of commitment to the charter

This action is achievable

SB-20

Dec-19

L, 2 & 3
### Completed Actions

<table>
<thead>
<tr>
<th>Principle</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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<tbody>
<tr>
<td>7.1 (i)</td>
<td></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)</td>
<td>All members of the working group provide input to the submission. Panel members agreed for institutional call. Qualitative questions in People Enabling Strategy 2019-2023 questionnaire and the Independence questionnaire</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Review meetings: every 6-8 weeks. Monitor progress against the 2018-2020 action plan, re-formulate the plan as necessary. Use data from relevant cohort surveys (e.g. PRF/CRIS/PIRLS) to validate, progress and generate new actions. Consult RS via the RTSF, networking events, newsletters.</td>
<td>8 yr. review submission on time.</td>
<td>The HR Excellence Working Group meet and review actions regularly, collaborate effectively and receive high level support.</td>
<td>May-20</td>
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<td>St Andrews would like to ensure that a supportive working environment continues to be provided for researchers - especially those on short term contracts.</td>
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<tr>
<td>7.1 (a)</td>
<td></td>
<td>Members of the HR Excellence Group to actively participate in the 10 year review of the Concordat to Support the Career Development of Researchers.</td>
<td>Staff Developer (Research)</td>
<td>Members of the HR Excellence Group to actively participate in the 10 year review of the Concordat to Support the Career Development of Researchers. 11/12/2018: OM actively participated in Concordat review discussions as part of Universities Scotland Research and Knowledge Exchange Committee, Research Training Sub-Committee (RDTC) on 25/06/2015. OM &amp; MP attended the Vitae 2018 Conference (17-18 Sep 2018) where the outcomes of the 2017 review and the response of the Concordat Strategy Group was shared. OM &amp; MP actively participated in discussions around the Concordat review and the proposed changes to the Concordat. The next phase of engagement will take the form of a sector wide consultation.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Working group representatives to attend relevant sector wide meetings / conferences to share best practice and participate in discussions regarding the 10 year Concordat Review.</td>
<td>Meetings / Conference attended</td>
<td>Working group representatives are active members of the ScotlandROD, RDTC and Vitae and regularly contribute to meetings / conferences so this action is achievable.</td>
<td>Jan-19</td>
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<td>St Andrews would like to ensure that they are actively involved in national, UK-wide and sector-wide discussions around the 10 year Concordat Review, with a view to improving the research environment and career prospects of researchers - especially those on short term contracts.</td>
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Actively participate as an Institution in the sector-wide Concordat Consultation as part of the development of an updated Concordat to Support the Career Development of Researchers

Staff Developer (Research)

Actively participate as HR Excellence Working Group representatives and as an institution, in the sector-wide Concordat Consultation as part of the development of an updated Concordat to Support the Career Development of Researchers. Gather the views of Schools and researchers with a view to submitting an Institutional response to the Concordat Consultation. The Concordat online consultation was launched on 30/10/2018. Survey deadline 07/01/2019. 

11/12/2018: DM: Much information has been gathered and circulated since the consultation launch. This meeting was spent drafting the institutional response to Concordat Consultation. A ‘call for input’ was circulated to the Research Staff forum both prior to the forum meeting on 11/12/2018 which served as great discussion space in which to gather their views around the proposed update to the Concordat. Hot topics were focussed upon (e.g. proposed 20% increase in time to focus on development and independent research) and anonymous views were gathered through discussion exercises. The views of the HR Excellence Working Group, the Forum Reps (S & Academic), the Forum Team (TP & Research & Innovation, HR, HR etc) were reviewed and compiled.

03/02/2018: DM: HRF attended the Scotland and Northern Ireland researcher developer practitioner group (SCOTHERD) on 17/12/2018 and actively participated in discussions around the Concordat Consultation and the proposed update to the Concordat. Heads of School were invited to provide their views as part of the Institutional Response to the Concordat Consultation by 06/12/2018. Head of Chemistry and Head of History replied with their views and these were added into the response. Drafts were circulated for final review by the HR Excellence Working Group and the final institutional response was submitted on 20/12/2018 following approval by VP Research & Innovation. In addition to the Institutional response, researchers were also asked to submit their individual responses. A Developing News Special edition was circulated on 22nd Nov 2018: https://mailchi.mp/st-andrews/softwarecarpentrybusinessengagementbrxitinfo-1606277

Meetings

Gather information regarding the 2019 Research and Development Concordat and how the new principles and responsibilities align with our University strategy and available resources.

Collaborator / Staff Developer (Research) / HR Business Partner

01/10/2019: DM: the new Concordat to Support the Career Development of Researchers was launched in September 2019. A briefing paper was discussed with IT, OM and VP Research & Innovation in November 2019 outlining the similarities and differences between the 2008 and the 2019 Concordat, alongside the potential benefits, risks and resource implications associated with becoming a signatory to the new Concordat.

02/02/2020: DM: a paper regarding the new Concordat was presented to VP Research & Innovation and Head of Strategy & Policy on 17th Feb 2020. Both were supportive of adopting the new concordat and passed the proposal to the Principal who agreed that the University should adapt it. The University will sign up to the new Concordat following the submission of the HR Excellence S year external review. Once signed, the Working Group will have a year to carry out GAP analysis and develop a new action plan.

Meetings

Gather information regarding the work involved in carrying out a longitudinal study of CROS and PRLS to inform HR Excellence and the GAP analysis required for embedding the New Concordat. Related to actions 7.1 (c) and 7.6 actions

Planning Manager / Staff Developer (Research)

Gather information regarding the suitability of and the work involved in carrying out a longitudinal study of CROS and PRLS to inform HR Excellence and the GAP analysis required for embedding the New Concordat.

01/10/2019: DM: Initial idea discussed with HR Excellence Working Group. OM and DM to compile data for analysis. DM to contact a suitable analyst and discuss the project further.

06/08/2020: DM: Following initial discussions with the Planning Team, a dedicated Microsoft Team was set up in December 2019 and all CROS and PRLS data was exported from Online Surveys for access and initial assessment by Planning Manager DM. The HR Excellence Working Group was also converted to a Team for improved communication and 6-year report data gathering. To order the focus of the longitudinal study, we are currently basing our analysis on our strategic themes from the 6-year HR Excellence report or themes which run through the surveys, which are split into sections: Section 1 - About your research career; Section 2 - Recognition and value; Section 3 - Recruitment and selection; Section 4 - Support and career development; Section 5 - Equality and diversity. OM PO, therefore this action is achievable. DM to contact a suitable analyst and discuss the project further.

Meetings

Meetings