<table>
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<tr>
<th>Progress</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>
</tr>
</thead>
<tbody>
<tr>
<td>New C1</td>
<td></td>
<td>Design and publish an interim programme of CPD for research and Academic Staff</td>
<td>Staff Developer (Academics) / Staff Developer (Research)</td>
<td>Where possible in-person workshops will be moved online as quickly as possible after the implementation of home working due to Covid-19. Additional CPD opportunities will be added to the programme e.g. - Fortnightly half-day writing retreats. - Credit for PRF and PEP subunit equivalents available to help PRF participants continue their development. - <em>New</em> Career Management for Early Career Academic Researchers aims to support researchers to explore their career options and make career plans. This external online offering is a collaboration between the University of Glasgow, University of Edinburgh, and the University of Sheffield. - <em>New</em> Converge funding competitions and online events. - <em>New</em> Research Staff Online Community – hosted on Teams. The St Andrews Postdoc Community - closed Facebook group signposted. Other online communities based in Teams: WISSA online - Women in Science at St Andrews; Staff Parents and Carers Network signposted. OSDS interim programme: <a href="https://www.st-andrews.ac.uk/osds/">https://www.st-andrews.ac.uk/osds/</a> RL interim programme: <a href="https://www.st-andrews.ac.uk/osds/my-development/research-staff/interim-programme/">https://www.st-andrews.ac.uk/osds/my-development/research-staff/interim-programme/</a> This stream of interim Continuing Professional Development (CPD) activities has been put in place to support research staff during the current home working period. The aim is to provide a community of support, some sense of normality, continuity of learning and time and space to focus on those areas of research which can be continued whilst working from home. - Some changes were made in response to Covid-19, such as running additional workshops over the summer break, adding additional writing retreats and providing extra newsletters to support communication.</td>
<td>October 2020 March 2021</td>
<td>The Covid-19 programme mirrors the in-person programme as closely as possible to ensure it aligns with the needs of the research staff. Minimum 85% participant satisfaction as recorded on evaluation forms. Workshops will be re-designed to match the environment of the online platforms being used (Teams and Zoom) to offer a learning environment as close to in-person as possible. 85% satisfaction is in line with our overall average for all events.</td>
<td>Ongoing until full in-person programme can be resumed.</td>
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<td>Number</td>
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<tr>
<td>New</td>
<td>E2</td>
<td>Progress a full schedule of Passport to Research Futures (PRF) programme and PEP programme for 2020/21, to be delivered online</td>
<td>Staff Developer (Research) / PER Team</td>
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<td>Semester 1 of 2020/21 - All PRF and PEP courses will be delivered online with the potential for this to continue for Semester 2 if required. Changes to delivery such as shorter courses with short breaks are being made to ensure the content is delivered in an engaging way in the online format.</td>
<td>Mar-21</td>
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<td>The plan for Semester 1 is to run all of the regular workshops in online form, adapting them where required to deliver a good online experience. Minimum 85% participant satisfaction as recorded on evaluation forms. Now that presenters have run some courses online and feedback received, any areas that required adaptation can be adjusted accordingly to improve the online experience. 85% satisfaction is in line with our overall average for all events.</td>
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<td></td>
<td>Suitable courses have been identified to support leavers with their career development</td>
<td>Apr-20</td>
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<td>The courses are running and it is possible to allow external applicants to attend.</td>
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<td>Leavers continue to require development when looking for a new position.</td>
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<td>Available for staff leaving up to and Dec 2020</td>
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<td>New</td>
<td>E3</td>
<td>Design and publish a programme of CPD for Research Staff coming to the end of their contract before 31st December 2020.</td>
<td>Staff Developer (Research) / Careers Advisor</td>
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<td>Courses currently available to Research Staff have been opened up for Research Staff leavers. An online document and form have been developed to identify the staff involved in order to continue to engage with and support them after their leaving date.</td>
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<td></td>
<td></td>
<td>Career support specifically for leavers has been agreed</td>
<td>Oct 2020</td>
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<td>Appointments have been agreed with the Careers Centre</td>
<td>June 2021</td>
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<td>Staff coming to the end of their contract during the pandemic face a difficult challenge and will require access to career advice</td>
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<td>Available for staff leaving up to and Dec 2020</td>
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<td>New</td>
<td>E4</td>
<td>Design and publish a process for Research Staff leavers to access Careers Centre support prior to their leaving date.</td>
<td>Staff Developer (Research) / Careers Advisor</td>
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<td>Research staff leavers have been prioritised for career advice appointments. Research Staff will be issued with a pre-appointment document to complete in advance. Access to appointments is prioritised based on contract end-date. Workshops focussed on career development are also being delivered and are open to research staff leavers.</td>
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<td>Career support specifically for leavers has been agreed</td>
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<td>Staff coming to the end of their contract during the pandemic face a difficult challenge and will require access to career advice</td>
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<td>Available for staff leaving up to and Dec 2020</td>
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<td>New</td>
<td>E5</td>
<td>Move Research Staff Forum activities online to ensure communications are clear throughout the COVID-19 homeworking period</td>
<td>Staff Developer (Research) / PIF Support Team</td>
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<td>The Research Staff Forum was re-focused in February 2020 to focus purely on Research Staff. Since homeworking commenced the Research Staff Forums have run via Teams. All documents are published on the Research Staff Forum webpage and an update is sent to all Research Staff covering the main discussion points and including follow up actions.</td>
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<td>The Research Staff Forum will continue online for the foreseeable future.</td>
<td>Oct 2020</td>
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<td>The Research Staff Forum will continue online for the foreseeable future.</td>
<td>Jan 2021</td>
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<td>Opening of newsletter and satisfaction statistics. The courses are running and it is possible to allow external applicants to attend.</td>
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<td>Successful online Forum has been tested.</td>
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<td>Agenda items suggested by both management and research staff</td>
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<td>Ongoing until in-person programme can be resumed.</td>
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<td>New</td>
<td>E6</td>
<td>Move the current (2019-20) and the 2020-21 mentoring partnership cycle of the Teaching, Research and Academic Monitoring Scheme online with relevant support and resources in place to support remote mentoring</td>
<td>Staff Developer (Research)</td>
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<td>The current cycle was launched on 28.06.20. Closing date for applications is 31.08.20. Early career research staff mentees are paired with more experienced mentors for a one year partnership. Six institutions take part in the scheme allowing cross institution partnerships. This is also open to research staff leavers for the full year long cycle.</td>
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<td>Monitoring programme continuing as previous years except online rather than in-person</td>
<td>Oct 2020</td>
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<td>Number of partnerships established</td>
<td>Mar 2021</td>
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<td>Work is underway and builds on previous years. Leavers have been invited to apply</td>
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<td>Successful programme is well established. Online for 2020/21 until in-person meetings can resume safely</td>
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<tr>
<td>New</td>
<td>C7</td>
<td>New writing retreats online and increase frequency to support writing projects - facilitated sessions run via Teams.</td>
<td>Staff Developer (Research)</td>
<td>The half-day, virtual writing retreats support staff to set aside some focused time for writing.</td>
<td>August 2020 March 2021</td>
<td>Staff are able to book onto the writing retreats which support focused research writing</td>
<td>Number of attendees and level of satisfaction</td>
<td>Simple to set up and run via Teams</td>
<td>Supports research writing by providing a structure for focused writing</td>
<td>Online until in-person workshops can resume</td>
<td>6</td>
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<tr>
<td>New</td>
<td>C8</td>
<td>The University has set up a comprehensive Coronavirus information page and list of Frequently Asked Questions for all staff to get fast and accurate access to up-to-date information.</td>
<td>AVP Diversity / Corp Comms</td>
<td>The University has set up a comprehensive list of Frequently Asked Questions for all staff to get fast and accurate access to up-to-date information. The University Covid Helpdesk set up with phone number and e-mail address. (<a href="http://www.st-andrews.ac.uk/coronavirus">www.st-andrews.ac.uk/coronavirus</a>)</td>
<td>Regular updates at HR excellence Meetings</td>
<td>Questions asked by staff are answered and available for all</td>
<td>Number of webpage visits</td>
<td>Maintained by University department</td>
<td>Responses are to questions asked by staff</td>
<td>Until pandemic is over</td>
<td>1 &amp; 6</td>
</tr>
<tr>
<td>New</td>
<td>C9</td>
<td>The University has furloughed a number of Research Staff where they are unable to carry on with their research during the home-working period.</td>
<td>HR</td>
<td>This has primarily been staff with research that is laboratory intensive or field-work based. The University has been in close contact with the Funding organisations to mitigate the impact of the lockdown on these researchers.</td>
<td>Regular updates at HR excellence Meetings</td>
<td>Staff who were unable to continue their research will be furloughed</td>
<td>Number of staff</td>
<td>Part of the national pandemic response</td>
<td>Supporting laboratory and field work based staff</td>
<td>Until staff can return to laboratory or field based work.</td>
<td>4</td>
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<tr>
<td>New</td>
<td>C10</td>
<td>Virtual Step Count Challenge</td>
<td>Organisational Development Coordinator</td>
<td>Step Count Challenge ran remotely for the month 4 weeks in May and 15 teams participated. The St Andrews challenge opened up to non-University members and a mixture of Staff and family members took part and participants, although they were only allowed to go outside for 1 hour a day, participants found different activities such as yoga to contribute to their step count.</td>
<td>March 2021, prior to the next Challenge</td>
<td>Supporting physical health of staff during the lockdown</td>
<td>Number of teams</td>
<td>Part of national scheme and managed through Wellbeing team</td>
<td>Continue with a national scheme that runs every year and is popular</td>
<td>Jul-20</td>
<td>5</td>
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<tr>
<td>New</td>
<td>C11</td>
<td>Move wellbeing activities online</td>
<td>Staff Development Officer / Organisational Development Coordinator</td>
<td>Those wellbeing activities that could successfully be deliver virtually moved online: ‘Yoga’; ‘Introduction to talking therapy’; ‘Successful sleep’; ‘Death Café hosted by the Byre Theatre; ‘Mindfulness’, ‘Eating well for families’, ‘Eating well menopause’, ‘Food and mood’, ‘Stay home stay fit’ Saints Sport daily videos and weekly live event via FB.</td>
<td>October 2020 March 2021</td>
<td>Importance of supporting physical and mental wellbeing of all staff is recognised Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Level of engagement and satisfaction compared to in-person courses</td>
<td>Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</td>
<td>Part of annual programme of events - where possible all regular activities have moved online 85% satisfaction is in line with our overall average for all events.</td>
<td>Wellbeing relevant for all staff</td>
<td>Ongoing until in-person events can resume</td>
</tr>
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</table>
New C12 Move induction events online

Staff Development Officer

To ensure that new starters receive a warm welcome to the University, induction events - All Staff Induction and New Staff Essentials will be adapted for virtual online delivery via Teams, with live speakers and pre-recorded videos and presentations containing helpful info for new staff.

Sep-20

Recognition of the impact to moving to home working for all staff

Minimum 85% participant satisfaction as recorded on evaluation forms.

Level of engagement and satisfaction compared to in-person courses

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

Evaluation report statistics.

65% satisfaction is in line with our overall average for all events.

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

Ongoing until in-person events can resume

New C13 Develop and publish training and advice for homeworking

OSDS Developers

OSDS are working to provide a programme of professional development activities in which University staff can participate while working from home.

Homeworking toolkit

Effective home working

Safe, social and sustainable (SSS): healthy habits for effective homeworking
https://www.st-andrews.ac.uk/ostd/my-development/home-working/

Safe, social and sustainable resource guide

The part of our ‘Intranet Programme’ is specifically designed to support healthy and productive home working and includes a short online guide and a series of bookable online workshops.

Working effectively from home: online workshops

Managing remotely guidance and resources

Managing remote teams

Productivity hacks for homeworking

Building resilience

Resilience in the face of change:

Mindfulness

Productivity hacks for homeworking

Managing remotely guidance and resources

Managing remote teams

Productivity hacks for homeworking

Building resilience

Resilience in the face of change:

Mindfulness

Regular updates at HR Excellence Meetings

Recognition of the impact to moving to home working for all staff

Minimum 85% participant satisfaction as recorded on evaluation forms.

Level of engagement and satisfaction compared to in-person courses

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

Evaluation report statistics.

Input from PO & CEED

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

Urgent response to pandemic to support sudden change to working practices

Ongoing until in-person events can resume

New C14 Support all those research leaders balancing team management, research and online teaching delivery.

Principles Office / Educational and PGR Developer

See C13 plus:
The Principal’s Office initiated a series of workstreams over the summer to ensure that the University was prepared for the new academic year: Teaching and student experience – led by VP Education (Proctor); Research; Infrastructure; Student and staff wellbeing; Epidemiology; Community; External relations; Communications.

The Teaching and student experience workstream was divided into 9 sub-streams. As part of the Training and support workstream, CEED provided the following support for academic and other teaching staff to prepare them for dual delivery teaching: https://portal.st-andrews.ac.uk/ceed-support/staff-training

- List of core, ancillary and peripheral tools detailing the technical and pedagogical training opportunities, and how to access support.
- Self-study "Take 5 in the Hive" resources to guide academics in building interactivity into design of course materials.
- "Live in the Hive" talks to guide academics in building interactivity into design of course materials.
- School briefings on how to use Moodle, Panopto and Teams.
- Sharing of good practice via the new Education Blog with a series of remote teaching case studies: https://education.wp.st-andrews.ac.uk/
- Refinements of mandatory workshops for PGhRs from synchronous in-person to a blend of synchronous live workshops and asynchronous self-study online courses.
- Redesign of Introduction to University Teaching Modules to role model effective dual delivery.
- HMF organised three live Teaching Practice Forum events to address issues related to online teaching and model how Teams can be used for interactive teaching:
  - Designing effective open-book exams
  - Blended synchronous learning: student and teacher experiences
  - Bringing on-campus and distance students together on the VLE
- Each forum was attended by at least 20 participants, and sessions were recorded to provide a lasting resource.

Regular updates at HR Excellence Meetings

Recognition of the impact to moving to home working for those with teaching responsibilities

Minimum 85% participant satisfaction as recorded on evaluation forms.

Level of engagement and satisfaction compared to in-person courses

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

Evaluation report statistics.

Input from PO & CEED

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

Urgent response to pandemic to support sudden change to working practices

Ongoing until in-person events can resume

2 & 4

2 & 4
### Completed Actions

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<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>
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<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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<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>
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<td>1.2 (b)</td>
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<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>
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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 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 approved.</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>
</table>

**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.

### PRINCIPLE 1:

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

**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 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**

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

**Key:** Green - Completed

**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.
| 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&S workshop, which will be piloted in August. 21/09/15 This has now been completed and the new R&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 & selection panel. They then must attend classroom event to complete the full recruitment & selection training. | Training provision reviewed and recommendations implemented. | Annually at workshop planning stage | May/June |
| 1.4 (c) | R&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 & selection panel. They then must attend classroom event to complete the full recruitment & 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 | | | |
HR Excellence in Research - Action Plan

6. Recognition and Value

**PRINCIPLE 2:** Researchers are recognized and valued by their employing organization as an essential part of their organization’s human resources and a key component of their overall strategy to develop and deliver world-class research.

**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. Some actions have been reworded to reflect the requirements of the institution and progress being made.

**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.**

<table>
<thead>
<tr>
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<th>Who’s leading</th>
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<th>Progress Review Date</th>
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<td>Staff Development (Academic) / Staff Development Officer</td>
<td>The new Head of School Programme launched in 2010 and has completed its first cycle. By 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 resilient and supportive leader. The aim for 2020-21 will be to review and develop the programme, taking into account the views of part parts and the key staff involved in supporting them. The programme will then run again.</td>
<td>Review and develop the bespoke package of induction and ongoing support resources for incoming Heads of School, in consultation with the Proctor’s Office. Regular updates at HR Excellence Meetings.</td>
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<td>Also see Actions 2.3 (k) and 2.3 (m)</td>
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<td>*Part of a longer term University-wide review of induction: also see Action 3.4 (g)</td>
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S - specific
M - measurable
A - achievable
R - relevant
T - time-bound

PRINCIPLES

**B.** Recognition and Value

HR Excellence in Research - Action Plan

**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. Some actions have been reworded to reflect the requirements of the institution and progress being made.

**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.**

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<td>2.4</td>
<td>Increase participation of research staff in the 2019 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>Director OSDS</td>
<td>18/07/2019 - JF: Superseding the usual biannual Staff Survey, over the course of 2018, an in-depth all-staff survey is being carried out, including the use of focus groups and in-depth data analysis, as part of the development of the new University People Strategy. The biannual Staff Survey has been deferred.</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.</td>
<td>66% of University Staff respond to the survey. Aiming for 5% increase will be a stretch target, as previous increases have been in the region of 3-5%, however it is not unrealistic and with concerted effort can be delivered.</td>
<td>10/07/2019 - DM: Ongoing: Actions to increase School engagement with induction by 10%. Increase School engagement with induction by 10% and begin to review the induction process.</td>
<td>Dec-19</td>
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<td>2.5</td>
<td>Increase engagement with induction events available to research staff</td>
<td>Staff Developer (Research) / Staff Developer (Academic) / Organisational Development Coordinator</td>
<td>10/07/2017: New starters are signposted 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>
<td>Regular updates at HR Excellence Meetings: Measure baseline of induction event attendance (New Staff Essentials and Induction Day for all new staff) from Sept 2018 then look for changes over the next AY. Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Attendance of improvement in CROS/PIRLS Evaluation report statistics.</td>
<td>This is part of a longer-term and University-wide project that has high-level support. 85% satisfaction is in line with our overall average for all events.</td>
<td>May-20</td>
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</table>
2.2.4 Develop a simple and clear ‘Induction Toolkit’ for PIs and Research Leaders should be prompted to carry out certain 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 allow the PIs to link to the appropriate resources.

14/07/2017: The CROS 2017 survey results highlighted areas for improvement in the induction process at the institutional, departmental and local level for research staff.

24/05/2017: HR Induction workgroup members invited to further discuss the local induction process in detail at a meeting on 30/11/2017.

11/12/2017: Actions arising from the above meeting discussed along with a selection of questions which will form the basis of a local induction survey designed to inform the group in more detail, about the School level induction experience for research staff. Induction as a whole will be reviewed in 2018 and the local induction project will form part of the review process which will inform the development of an ‘Induction toolkit’. There is an appetite in the University to create School Manager positions - these posts could be a good avenue for training and developing good induction practices.

10/07/2018: IF vision of induction for all staff: the automated process database of resources. System on 200+ accounts, roles, responsibilities, skills requirements, database builds a tailor made induction process for all staff. System has both print and reminders. Manager also sees this and receives reminders so each new appointment. Tracking progress and training records. Resource Link - ITPS project approved in 2018 next step outline business case. Waiting for ITPS to build the outline business case. Time and resources are needed. Role-based curriculum.

18/08/2020: Following the 2019 Research Staff forum review and subsequent meetings with Reps and RS since Nov 2018, it has been decided that an online resource for managers of RS should be created. The aim is twofold, to augment managers of RS to the resources that are available to them as managers and to signpost managers to the resources and support available to the RS in their team both during induction and beyond. This may take the form of a webpage and/or PDF that can be circulated to managers of RS.

2.3.1 Further develop and launch a developmental programme for research supervisors

Staff Developer (Academic) 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’, ‘P4U e-examinations: best practice’, ‘Supervisor update sessions’. The following workshops have been in place since 2016 and will run again in December 2017, ‘Student Mental Health Toolkit for Academic Staff’.

18/07/2017: regarding online resources, the ‘Supervising Doctoral Students’ Epigeum token trials started - 100 tokens were purchased by CROS (formerly CORDS) to support academic and research staff who apply for access to the online courses which form part of this Epigeum online suite of courses. This trial will end on 31 August 2017, when use of tokens will be reviewed.

16/09/2017: ‘P4U Supervisor Training’ Sessions are run twice a year. New Provost starting in August 2017 - need to discuss supervisor workshops in general.

24/10/2017: The Academic Staff Developer has arranged an extension for the use of our remaining Epigeum tokens until the end of 2017. Token use is being advertised and uptake has improved. We have 75 tokens left - these will be advertised to Research Staff and Academics.

23/10/2017: Supervisor update sessions” last ran in AV 2016/17 (January) with attendance numbers of over 60. The Academic Staff Developer is now in discussion with P4U Pro Dean James Palmer to decide if such sessions should be revitalised and if so, what format they should take. The plan to run a session in Semester 2 of AV 17/18. Research supporters will most likely be integrated into these sessions.

11/12/2017: Epigeum Token use will be opened up to Research staff who may also find this resource helpful to their CPD.

2.3.2 Raise profile of Passport to Research futures and other appropriate development opportunities within the Research Staff and Early Career Academic Communities.

Staff Developer (Research) DM: Raise awareness of PRF alongside coaching, mentoring, Passport to Management Excellence (PME), Manager Essentials, Teaching Modules, Passport to Health and Wellbeing Excellence.

DM to collect quotes and profiles of PRF and PME participants (researchers) and use in awareness raising campaign both online, via e-mail and face to face.

10/07/2018: DM: Profiles being collected from PRF participants. Welcome e-mail being updated.

18/03/2019: DM - a number of PRF participant profiles have been collected and will soon be published on the PRF webpage.

For AV 17-18, 15 RS, 35 academics & 260 professional staff undertook Passport to Management Excellence (PME) - associated activities (35% SS).

For AV 18-19, advertising of PME - associated activity to RS was increased with a view to encouraging this cohort to develop the management skills they may need in the future should they wish to manage a research or any other type of team as their career progresses (https://www.osds.st-andrews.ac.uk/index.php/passport-to-management-excellence).

For AV 18-19, 161 RS (51%), 45 academics (10%) & 711 professional staff undertook P4U - associated activities (88% AV 93%).

Mentoring of management activities, P4U, mentoring, coaching, etc increased via the PRF Orientation, e-newsletters, the closed RS group, MTS Teams Communities, Staff networks, Research Staff Future, Induction, training and networking events.

Since launch in 2013, 40 participants have graduated from PRF, which is currently supporting 33 participants.

2017 CROS: PRF highlighted as ‘phenomenally good’ & ‘viable’, offering ‘a range of resources’. 2018 CROS: 64% respondents aware of PRF. Could work on increasing this.

CROS and PRFILS 2019: 16.5% & 54.5% respondents aware of PRF - need to work on increasing this.

Regular updates at IR Excellence meetings.

Regular updates at HR Excellence meetings.

Increase advertising of PRF, PME & wellbeing profiles of PRF etc to RS.

Collect profiles of PRF participants to help encourage new participants to join.

SS participant profiles for PRF & PME editorial and published.

Attendance statistics, CROS / PRFILS.

Aiming to raise the profile of PRF and other opportunities in the long term is achievable.

Research supervisors should not confide, equip and supported in their role. Members of their team should benefit from the affect of training supervisor / management techniques, communications, pressure and culture.
### 3.4 (e) Roll out, review and develop new online management resources for all new managers.

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<tbody>
<tr>
<td>23 (i)</td>
<td></td>
<td>Roll out, review and develop new online management resources for all new managers.</td>
<td>Director OSDS</td>
<td>19/03/2018: Manager Essentials, a new training resource for those new to management was developed during the 2016-18 review period and will cover ‘HR Policies for Managers’, ‘Recruitment &amp; Selection’, ‘Equality &amp; Diversity’, ‘Unconscious Bias’ and ‘Mentally Healthy Workplace’. 2.3(i). The aim for 2018-2020 will be to launch and review a new forum with the help of a OSDS (formerly CAPOD) summer intern.</td>
<td>Dec-19</td>
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*Also see action 4.4 (b) and New Action 4.4 (c)*
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<tr>
<th>2.3 (k)</th>
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<tbody>
<tr>
<td>Improve accessibility and awareness of the resources available to Heads of School (HoS).</td>
</tr>
<tr>
<td><strong>Part of a longer term University-wide review of induction: also 3.6 (g)</strong></td>
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<td>Staff Developer (Academic) / Staff Development Officer</td>
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<td>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 Developer to contact all new HoS prior to start date. External, executive coach taken up in and do coaching sessions. This opportunity should be reinvestigated. Buy in from PO required.</td>
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<tr>
<td>26/02/2019 - RJ: instead of designing ‘training’, the most recent idea is to run sessions similar to the ones that have been run with new DOTs - this involves arranging a meet and greet for new HoS with key figures to gain an overview of the help available. Executive coaching takes place and receives excellent feedback. New HoS also have a Mentor assigned to them. Awareness of the toolkit will be raised at these sessions.</td>
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<tr>
<td>Measure baseline engagement with new 1st August 2019 influx of HoS</td>
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<td>Measure again in August 2020 with new cohort.</td>
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<td>webpage data collection for HoS development webpages.</td>
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<td>Formal and informal feedback from HoS cohort on support and resources.</td>
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<tr>
<td>Aiming to better support HoS in the long term is achievable.</td>
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<tr>
<td>Improving the package of options available, and increasing awareness and engagement of HoS should better prepare new HoS for this role.</td>
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<td>In turn, those staff and students within the School should benefit from the effect of improved School management structures, processes and culture.</td>
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<tr>
<td>Launch and run a Head of School Programme offering development, links with key Units and support for the transition into this role.</td>
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<tr>
<td><strong>Part of a longer term University-wide review of induction: also 3.6 (g)</strong></td>
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<td>Staff Developer (Academic) / Staff Development Officer</td>
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<td>By 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.</td>
</tr>
<tr>
<td>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 (<a href="https://www.st-andrews.ac.uk/staff/hos-zone/">https://www.st-andrews.ac.uk/staff/hos-zone/</a>); Finance and HR training, College Gate Walk around and group meeting with the master; HoS mentoring - webpage updated and signup form live August 2019 (<a href="https://www.st-andrews.ac.uk/staff/hos-zone/mentoring/">https://www.st-andrews.ac.uk/staff/hos-zone/mentoring/</a>); 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.</td>
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<tr>
<td>16/07/2019 - AET: ACT and RJ 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.</td>
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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. |

| New action - 2.3 (n) | 2

| New action - 2.3 (m) | 2
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

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.

**NEW**
- *Green* - Ongoing - taken forward from previous review cycles
- *White* - NEW (added 2019-20)

### Key:
- **R** - relevant
- **A** - achievable
- **S** - specific
- **W** - NEW (added AY 2019-20)
- **P** - partial
- **M** - measurable
- **A** - achievable
- **T** - time-bound
- **White** - NEW (added AY 2019-20)

#### Progress Review
- **S** - Strategic
- **M** - Measures
- **A** - Action
- **R** - Relevant
- **T** - Time
- **STRATEGIC THEME**
- **PRINCIPLE**

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**Program** | Ref | What we need to do | Who’s leading | Comment | Progress Review Date | S | M | A | R | T | Strategic Theme
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
**New** | 3.3 (f) | General overview of developments within CPD provisions for PGRs (as there is overlap between provisions for RS and PGRs), 2018-2020. | Staff Developer (Research Staff) | Provide general overview of the developments made to the Passport to Research Futures. Minimum 85% participant satisfaction as recorded in evaluation forms. | May-20 | Provide general overview of the developments made to the Passport to Research Futures. Minimum 85% participant satisfaction as recorded in evaluation forms. | Number of events and bookings in booking system, and attendance statistics. | 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. | Responding to the changing needs of research staff is highly relevant to their CPD and career prospects | May-20

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**New** | 3.3 (g) | General overview of developments within CPD provisions for PGRs. | Educational and PGR Developer | Provide general overview of the developments made to the Passport to Research Futures. Minimum 85% participant satisfaction as recorded in evaluation forms. | May-20 | Provide general overview of the developments made to the Passport to Research Futures. Minimum 85% participant satisfaction as recorded in evaluation forms. | Number of events and bookings in booking system, and attendance statistics. | 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. | All development and PGR development overlaps, therefore reviewing OSIDS and CEDD provisions will help to minimise duplication of effort and resources. | May-20

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**Key:**
- **R** - relevant
- **A** - achievable
- **S** - specific
- **W** - NEW (added AY 2019-20)
- **P** - partial
- **M** - measurable
- **A** - achievable
- **T** - time-bound
- **White** - NEW (added AY 2019-20)

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**Comment:**
- Since launch in 2013, 40 participants have graduated from PRF, which is currently supporting 23 participants. 2015 OSIDS PRF highlighted a ‘phenomenally good’ and ‘unbeatable’, offering a range of resources’ (2015 CRF): 64% respondents were aware of PRF.
- Since a participant-mining 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 2018-19 and the Public Engagement Portfolio (PEP) programmes.
- PRF opened up to professional staff who support research in line with the ‘new’ Technicians Commitment Ref. A. A ‘new’ PRF support for CPD activity and a ‘new’ online PRF participant community (based on NTS Teams) were also introduced.
- A new academic-focused activities within the PRF (by [f] & [g] within / without HE activities in [by f] - achieved: a programme review & restructure (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 & within / without HE-focused activities were introduced covering career planning / management, applying skills outside academia, attracting funding (following), transitioning from a Post-doc to a Lecturer, networking, innovation, collaboration, engaging with business and a series of entrepreneurship-activity associated activities. Some successful Converge collaborations were introduced Ref 3.3(b), 3.3(d), 4.1(b), 4.1(d).
- For AY 18-19: 53 RS & 56 academics undertook PRF associated activities, overall PRF received an 85% response rate. All PRF activities were adapted for online delivery for Semester 2 AY 19-20 (interim) and for AY 20-21 Ref C3 & D. A ‘new’ , regular, 3 day writing retreats, open to staff & PGRs have proved popular: For AY 18-19 they attracted a total of 44 attendees (SR ave. 92.9%) Ref 3.3(b) & 6.6.
- 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 open up to PGHLs and professional staff. ‘New’ focus on the transition from Post-doc to Lecturer added for AHSS and Sciences.
| New | 3.6 (f) | Develop, launch and monitor new web resources for new staff which supports them during induction and provides signposting to essential training.  
*Part of a longer term University-wide review of induction: also see Action 3.6 (g) | Director - OSOS  
Staff Developer (Academic) Staff Developer (Research Staff)  
18/08/2020 - DM: the "new" OGSOS Essential learning for new staff webpage has received 494 unique views (180 incl. other pages within the section) since launch in April 2020.  
18/08/2020 KG: Survey design is underway.  
18/08/2020 - DM: Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation. | Regular updates at HR Excellence Meetings  
Webpage data collection  
New starter survey collection  
https://www.st-andrews.ac.uk/osds/essentials/  
https://emcc1.app.box.com/s/bqbt6xfs9doacazocpjfcqwlf5cvkjer  
https://www.emccouncil.org/accreditation/  
18/08/2020 - KG: Survey design is underway. |  
**May-22**  
1  
| New | 3.6 (f) | Develop, launch and monitor new web resources for new staff which supports them during induction and provides signposting to essential training.  
*Part of a longer term University-wide review of induction: also see Action 3.6 (g) | Director - OSOS  
Organisational Development Coordinator  
As part of a University-wide review of induction, OSOS plans to develop, launch and analyse a 'New Starter Survey' (NSS) to capture the experiences of new staff with a view to improving the induction process and associated resources, signposting and essential training. Review the analysis alongside the longitudinal CROS & PIRLS study, People Strategy Survey and the GAP analysis for adopting the 2019 Concordat. | Regular updates at HR Excellence Meetings  
New starter survey completed and analysed  
Review analysis alongside the longitudinal CROS & PIRLS study, the Induction experience questionnaire for Research Staff - 'onboard' and the People Strategy survey data | *This goal is achievable as we will be working alongside a Institution-wide review of induction and the web resources will be signposted to new starters.  
Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively.* |  
**May-22**  
1  
| New | 3.6 (g) | Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.  
*Part of a longer term University-wide review of induction: also see Action 3.6 (g) | Staff Developer (Research Staff)  
Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme. Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation. | Regular updates at HR Excellence Meetings  
Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.  
Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation. | *This goal is achievable as we will be working alongside a Institution-wide review of induction.*  
Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively. *Induction affects *motivation  
*well being  
*perception of the University and local environment  
*time to competence  
*productivity  
*workforce retention* |  
**May-22**  
3
<table>
<thead>
<tr>
<th>Progress</th>
<th>Ref.</th>
<th>Strategic theme</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>Date</th>
<th>Strategic theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 (c)</td>
<td></td>
<td>3.3 (c)</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>
<td>26.02.19: 1/2 day, facilitated writing retreats developed for academic and research staff, and PGRs. First one trialed in Jan 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. 04.04.19 - DM: New workshop being trialed in Semester 1 AY 2019 - 20 'Attracting your own research funding: writing &amp; applying for fellowships'. 18/03/2020 - Workshop aims mostly achieved <em>New</em> 'Planning and managing your research career': total attendance of 17 (12 RS) for instances run in AY2018-19 and 17 (13 RS) so far for instances run in 2019-20. Satisfaction Index Rating (SIR) average 79.1%. <em>New</em> 'Attracting your own research funding: writing &amp; applying for fellowships': total attendance of 52 (4 academics, 18 professional, 14 unknown [very likely PGRs]) for instances run in AY2019-20. SIR Average 82%. <em>New series</em>; Writing Retreats - half day retreats open to RS, academics, PGRs and professional staff, hosted by members of OCEID and CEED on a rota 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 A/Y 2018-19 with 44 attendees in total (17 RS, 5 academic / teaching). SIR Average 99.2%. For A/Y 2019-20, between 01/08/2019 and 20/03/2020, 4 face-to-face instances ran prior to moving online, with a total of 22 participants (9 RS, 1 academic / teaching). SIR Average 88.2%.</td>
<td>Regular updates at meeting</td>
<td>2 new activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Number of events and bookings in booking system, and attendance statistics.</td>
<td>Evaluation report statistics.</td>
<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>
<td>Increasing programme variety and responding to the changing needs of research staff is highly relevant to their CPD and career prospects</td>
<td>May-20</td>
</tr>
<tr>
<td>3.3 (d)</td>
<td></td>
<td>3.3 (d)</td>
<td>Increase the number of within / outwith HE transition - 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 considering alternative career paths to those offered in academia.</td>
<td>04.04.19: DM: Being trialed in Semester 1 AY 2019 - 20 'Careers beyond research: applying your skills outside academia' 18/06/2020 - DM: a new workshop is being developed around the idea of &quot;Staying in the bubble&quot; which will focus on the transition between leaving research to take up a professional post within HE. Workshop aims mostly achieved <em>New</em> 'Careers 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 86%). <em>New</em> 'Innovation and business insights': total attendance of 12 for workshops run in AY2018-19 and 12 so far for workshops run in 2019-20 (SIR Average 86%).</td>
<td>Regular updates at meeting</td>
<td>2 new activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Number of events and bookings in booking system, and attendance statistics.</td>
<td>Evaluation report statistics.</td>
<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>
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<td>May-20</td>
</tr>
</tbody>
</table>
### 3.3 (f)

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

**Moved to 2020, to be alongside other development programmes - was previously 26.11 (f)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/05/2019</td>
<td><strong>DM: Update PEP form in PDMS</strong></td>
<td>Update PEP form in PDMS in Autumn 2018: Academic and Research Staff (f). Professional Staff (f) and PGs (12 participants).</td>
</tr>
<tr>
<td>10/06/2020</td>
<td><strong>DM: PEP participants and graduates update</strong></td>
<td>Academic and Research Staff (f) (24 participants) increased by 5 to 3000 respondents. 25 graduates. Professional Staff (f) (12 participants) increased by 5 to 1280 respondents. 8 graduates.</td>
</tr>
<tr>
<td>30/11/2016</td>
<td><strong>DM: PEP participants and graduates update</strong></td>
<td>Academic and Research Staff (f) (24 participants) increased by 5 to 3000 respondents. 25 graduates. Professional Staff (f) (12 participants) increased by 5 to 1280 respondents. 8 graduates.</td>
</tr>
<tr>
<td>01/12/2017</td>
<td><strong>DM: PEP participants and graduates update</strong></td>
<td>Academic and Research Staff (f) (24 participants) increased by 5 to 3000 respondents. 25 graduates. Professional Staff (f) (12 participants) increased by 5 to 1280 respondents. 8 graduates.</td>
</tr>
</tbody>
</table>

Regular updates at HR Excellence meetings.

### 3.4 (f)

#### Review trial local induction with research staff. Aim to identify good and substantiated practice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/05/2015</td>
<td><strong>DM: CROS survey '13 &amp; '15</strong></td>
<td>Results from CROS survey '13 &amp; '15 have shown a clear improvement in 'local induction'.</td>
</tr>
<tr>
<td>01/12/16 and 01/12/17</td>
<td><strong>DM: Local induction satisfaction survey</strong></td>
<td>Aims: identify good and substantiated practice.</td>
</tr>
<tr>
<td>18/08/2020</td>
<td><strong>DM:</strong></td>
<td>Local induction satisfaction survey, 22 participants (increased from 17 since last report), 12 graduates.</td>
</tr>
<tr>
<td>26/02/2019</td>
<td><strong>DM:</strong></td>
<td>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 (f). Professional Staff (f) and PGs (12 participants).</td>
</tr>
</tbody>
</table>

Regular updates at HR Excellence meetings.

### 3.5 (f)

#### Create a report from the local induction survey filled in by new starters whose contract start date fell between 01/12/16 and 01/12/17.

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18/08/2020</td>
<td><strong>DM:</strong></td>
<td>An anonymous online / interview-style survey aimed at new starters whose contract start date fell between 01/12/16 and 01/12/17 has been created and approved by the HR Excellence group. The results of this survey will form an important part of a University-wide induction review with a view to increasing satisfaction with local induction by 10%. The aim for 2018-19 is to conduct and analyse results from local induction survey with a view to increasing satisfaction with local induction by 10%. The aim for 2018-19 is to conduct and analyse results from local induction survey with a view to increasing satisfaction with local induction by 10%.</td>
</tr>
<tr>
<td>29/09/2020</td>
<td><strong>DM:</strong></td>
<td>The induction experience questionnaire for Research Staff - online'' was circulated to the research staff cohort in Feb 2020.</td>
</tr>
<tr>
<td>14/06/2020</td>
<td><strong>DM:</strong></td>
<td>DM: with 0 responses to the new Induction experience questionnaire for Research Staff - online'' so far; a reminder was circulated to the Research Staff Forum mailing list in Aug 2020.</td>
</tr>
</tbody>
</table>
Developing mentoring culture to support professional and career development for researchers (Action 3.6) – Staff Developers

1.4 (G) Review: continuation: induction at all levels over the next 4 years

Original action split into coaching and mentoring Dec 2017.

Original action split into coaching and mentoring Dec 2017.

Staff Developers (Research)

20/08/2020 - JF: aim to increase mentors by 20% achieved:

The original project that framed this piece of work as described above (long term specific goals in column G) was submitted to the Business Transformation Board and approved. This has subsequently been rolled into a larger project called the HR and OD Enhancement Programme (HRODEP). This programme is being managed by the University Business Transformation Portfolio Office (BTPO) and aims to improve a range of processes across the HR / OD domains and is closely tied to the People Strategy Action Plan.

There is a current project which has been approved by the HRODEP programme board as a ‘Quick win’ to improve the new start online training course including mandatory training for new starters which is hosted on the new ODIS ‘Essential learning for new staff’ webpage: https://www.st-andrews.ac.uk/ind/essentials/ New action 3.6 (h)

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

Timeline: Quick wins - in the next 12 months; HR OD projects - next 24 months; New platform - next 4 years.

5.3 (f) 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.

Staff Developers (Research)

In developing a mentoring/coaching culture to support professional and career development of staff (3.6, 3.8) 2017 - 2019: the 2017-18 cycle of the Teaching, Research and Academic Mentoring Scheme (TRAMS) (formerly the Early Career Academic’s Mentoring Scheme) welcomed Abertay University for its 3rd triennial 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 Vitae conference in Sept 2017.

11/12/2017 - DM: aim to increase mentors by 20% achieved: we have 112 mentors in the database (33% > 16-17). Aim to increase partnerships by 20%, achieved: the 17-18 cycle is supporting 75 partnerships (51.4% > 16-17); 2018-19: 75.6% of respondents were aware of the scheme. 75.6% of those who provided feedback for the 18-19 cycle were highly satisfied with their experience; 88.5% 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 (j) and increase partnership by 20%%.

2018-19 cycle - Aim to increase participation 20% achieved. The 16-19 cycle supported 100 partnerships (33% > 18-16) and 92 partnerships continued on from last year which could be due to the improvements made to the scheme contents, availability of drop-in sessions and for updates to the matching platform. See Action 3.8 (j) and 3.6 (h)

2019-20 cycle – Aim to increase participation by 20% not achieved but the 19-20 cycle is still supporting 104 partnerships (56% > 18-19) and 103 partnerships continued on from last year, which could be due to the increase in the 18-19 cycle feedback, availability of drop in sessions and for updates to the matching platform. See Action 3.8 (j) and 3.6 (h)

CROS and PIRLS 2018: 36.3% and 54.1% of respondents were aware of the scheme, respectively. 86.6% of those who provided 2018-19 end of cycle feedback were satisfied with their experience; 88.8% would recommend the scheme.

5.3 (f) 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.

Director (OSDS) / Staff Developers

To implement a systematic review of all induction across the institution. Ensure researchers and contact researchers have appropriate induction at local and institutional level and to review the support given for upgrating researchers to career planning and professional development as part of that ‘induction process’.

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 wireless and consistent induction process which can be implemented across the University.

20/08/2020 - DM: aim to increase survey participation by 85% as measured: we have 112 mentors in the database (33% > 16-17). Aim to increase partnerships by 20%, achieved: the 17-18 cycle is supporting 75 partnerships (51.4% > 16-17); 2018-19: 75.6% of respondents were aware of the scheme. 75.6% of those who provided feedback for the 18-19 cycle were highly satisfied with their experience; 88.5% would recommend the scheme.

The 18-19 cycle supported 100 partnerships (33% > 18-16) and 92 partnerships continued on from last year which could be due to the improvements made to the scheme contents, availability of drop in sessions and for updates to the matching platform. See Action 3.8 (j) and 3.6 (h)

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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)

Objective: Split 3.4 into 2.6 and 3.5

- New Mentoring Hub
- New Mentoring Strategy
- New Mentoring Support

2017-19: New joiners, handbook, resources and events: James Hutton Institute joined as their first trial cycle.

The handbook was refreshed by the Dundee Coordinator. Updated TRAMS Briefings increased in frequency and were moved to run prior to matching to capture more participants. Help increase crystallise mentoring goals and improve matching: total attendance of 76 (21 RS, 22 academic) across 5 instances run in A/Y 2018-19 (SIR average 82.5%). Institution-specific drop-in sessions were also run to support those who could not attend a briefing.

Participants asked to update their profile following the briefing, developing in a more efficient matching process and less first-round match rejections. Updated ‘Getting Started’ networking sessions moved to the Pettigrew Museum (St Andrews) and the D’Arcy Thompson Zoology Museum (Dundee) to provide conversation starters and a comfortable environment for networking and for partnerships to run their first meeting. 12 attended the St Andrews instance and at least 15 attended the Dundee instance.

*New* Professional networking for researchers: strategy and engaging’ (tried in May 2019: total attendance of 20 (8 RS) for instances run in A/Y 2018-19 (SIR average 81%)

*New* Mentoring partnership meet up (tried in St Andrews Aug 2019 (9 attended).

2019-20 New joiners, handbook, resources and events: the handbook became generalised with a view to decreasing print and design costs and to ensure the handbook could also be easily utilised by other University Schemes when needed.

Briefing Sessions compulsory for mentees - decreased in frequency but took place prior to matching. 17 (3 RS, 5 academic) for St Andrews instance run in 2019-20 (SIR Average 89%).

New Information Session held for potential participants to find out more about TRAMS (attendance 5)

Updated ‘Getting Started’ networking sessions supported those who could not attend a briefing.

A new Online Briefing was developed and published for experienced mentors, continuing partnerships and those who could not attend a live briefing. This resource includes a questionnaire to ensure participants have an understanding of the principles and aims. Participants were asked to update their profile following the live briefing / drop-in or viewing the new recorded Online Briefing, resulting in more efficient matching and less first-round match rejections. A new TRAMS Resources webpage was set up on both the St Andrews and Dundee in 2020 to support current and future participants navigate the mentoring process.

Extra developments: DM successfully awarded a grant from the University of St Andrews Russell Trust Awards to scope the potential of TRAMS to develop into a pan-Scotland (possibly international) scheme and to provide further development opportunities and a travel fund for the 2019-20 cycle participants. The ‘Scope for TRAMS survey’ was developed to help TRAMS Coordinators discover the mentoring opportunities which are currently available and gauge the level of potential interest there may be in UK HE sector, for institutions to join TRAMS: https://standrews.universityx.ac.uk/the-scope-for-trams-survey. The survey and associated poster were presented at Vitae 2019 and the Researchers Education & Development (REDS) Conference 2019: https://amybitchcliffe.com/researcherdeveloper

Long-distance partnership/travel fund: unfortunately, this could not be utilised due to the pandemic. Expanding TRAMS/CPD opportunities - St Andrews opened some events up to TRAMS participants

*New* *Gorcers beyond research: applying skills outside academia: total attendance of 26 (9 RS) for A/Y 2018-19 instances and 22 (7 RS) for 2019-20 instances (SIR-Ave 86%).

*New* *Planning and managing your research career: total attendance of 17 (3 RS) for 2018-19 instances and 17 (3 RS) for 2019-20 instances (SIR-Ave 79.3%).

*New* Professional networking for researchers: strategy and engaging: total attendance of 22 (7 RS) for 2019-20 instances (SIR-Ave 85%).

*New* ‘Innovation and business insights: total attendance of 12 for 2019-20 instances (SIR-Ave 86%).

*New* ‘Attracting your own research funding: writing and applying for fellowships: total attendance of 12 (4 academic, 6 RS, 2 PGR [likely PGR]) for 2019-20 instances (SIR-Ave 82%).

*New* Converge funding competitions and online events opened up to TRAMS participants.

Initial review 03/06/2017 and then every 6 months.

Mid-cycle and end of cycle feedback

Minimum 85% participant satisfaction as recorded on evaluation forms.

Initial review 03/06/2017 and then every 6 months.

Mid-cycle and end of cycle feedback

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Mid-cycle and end of cycle feedback

Minimum 85% participant satisfaction as recorded on evaluation forms.
3.6 (e)

Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017*) - Aurora & Elizabeth Garrett Schemes

Original action split into coaching and mentoring Dec 2017.

Action 3.7 (p) 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 3.6 which focuses on mentoring)

Staff Developer (Academic)/Staff Developer (Research)

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

24/10/2017 - IF: The new Elizabeth Garrett Mentoring programme was launched in Oct 2017. Established by the Principal in collaboration with ODSS (formerly CAPOD), 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 this has increased from 5-9, with 44 (academic and professional) benefitting so far. The University supports the mentoring aspect of participation.

The aim for 2018-2020 will be to encourage SE to apply to the Aurora programme

11/02/2018, Aurora: In November 2017 the University, with funding and support endorsed by the Principal, made a commitment within its Advance SUMAC Institutional Action Plan, action 4.3(a) for: Annual participation in the Advance HE (formerly leading Foundation in Higher Education) programmes.

2017-18 (2 supported): 1 Art History, 4 Biology, 1 Classics, 1 Economics and Finance, 2 Geography and Sustainable Development, 3 History, 3 HR, 3 Medicine, 3 Modern Languages, 1 Philosophical, Anthropological and Film Studies, 1 Psychology & Neuroscience, 3 Management, 1 Physics & Astronomy.

16/02/2019: Aurora - Total of 72 has been supported through so far: Cohort for 2018-19 to 23.

18/09/2020: SB: Aurora - 2019-20 (24 supported): 3 Biology, 1 Business Transformation, 1 CAPOD, 1 Computer Science, 1 Corp Comms, 1 English, 1 Environmental Health and Safety Service, 1 Estate, 1 Philosophical, Anthropological and Film Studies, 1 Finance, 1 HR, 2 IT Services, 6 Medicine, 1 Nursing, 1 RS, 1 Saints Sport.

Aim: 9 Aurora participation (9-15 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 19-20 programmes each supported 26 participants. (42%) > 16-17 incl. 5 RS.

18-19: ASS: 2 RS, 6 academics, 1 professional, Sciences: 1 RS, 5 academics, Service: 9 professional.

19-20: ASS: 2 academics, Science: 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 mentoring Leadership Programme (which includes SE) as network. There is an introduction event and mentoring training for the current cohort and an annual meeting (started in May 2020) of all Aurora staff at St Andrews (total = 115). Annual meeting speakers have included Professor Sally Mapstone (Principal and University’s Aurora Champion, >60 attendees) and Professor Clare Peddie (Provost, and Aurora Champion, >40 attendees).

In Aurora continue to grow. S staff applications over this year period. Numbers in relevant database.

May-20

3.8 (e)

Develop the technology and associated support services which underpin the majority of the University’s mentoring and coaching schemes, 2019-2020

Original action split into coaching and mentoring Dec 2017.

Action 3.7 (p) 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 3.6 which focuses on mentoring)

Staff Developer (Academic)/Staff Developer (Research)

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

24/10/2017 - IF: SUMAC forms the database and matching platform for the scheme and continues to be developed.

The latest version was launched Oct 2017. SUMAC is used by 27 HE establishments across the UK.

18/09/2020 - 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 home page and: ...

- Sign-up forms: more dynamic form builder - allowing the administrator to custom 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 can now be scheduled to send at a selected future date and time; option to send emails directly from the administrator'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 overview 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.

11/12/2018, Aurora: In November 2017 the University, with funding and support endorsed by the Principal, made a commitment within its Advance SUMAC Institutional Action Plan, action:...
<table>
<thead>
<tr>
<th>3.4</th>
<th>Evaluate impact of mentoring on researcher career development.</th>
<th>Director OSDS / Staff Developer (Research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 (f)</td>
<td>Evaluate impact of mentoring on researcher career development.</td>
<td>Director OSDS / Staff Developer (Research)</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>Short-term goal: 24/03/2017: 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 on 10th October and the results will be compared to those collected from previous years in due course.</td>
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<td></td>
<td>10/07/2019: CH: challenges difficult to find people. Questionnaire exists to be sent out to all mentees.</td>
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<td></td>
<td>26/09/2020: IR: this action has been halted for now but we will continue to collect data from mid-cycle and end of cycle feedback questionnaires associated with various University mentoring schemes.</td>
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<td></td>
<td>Regular updates at HR Excellence Meetings</td>
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<td></td>
<td>Distribute survey to mentoring programme participants since 2012, analyse results and produce draft interpretative report. Follow-up with interview with a sample to provide further qualitative data and to generate case studies.</td>
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<tr>
<td></td>
<td>Quantitative and qualitative survey results collected. Draft report process initiated.</td>
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<td></td>
<td>The action may take some time in terms of collating data from numerous sources and publishing a meaningful report but it is achievable in the long term.</td>
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<td></td>
<td>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. Reviewing the longer term impact of the scheme will help better inform future developments.</td>
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<table>
<thead>
<tr>
<th>3.5</th>
<th>Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (where applicable)</th>
<th>HR Business Partner</th>
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</thead>
<tbody>
<tr>
<td>3.5 (b)</td>
<td>Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (where applicable)</td>
<td>HR Business Partner</td>
</tr>
<tr>
<td></td>
<td>03/04/2015: 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.</td>
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<tr>
<td></td>
<td>18/07/2017: HR Business partner to carry out a formal review of how the process is being implemented in the schools by collecting qualitative and quantitative evidence to be provided by CROS / PIRLS. CROS (formerly CAPCO) to analyse CROS / Staff Survey with the focus of the new Review and Development Scheme and Academic Review process in mind. Feedback data to group. E.g. How many people undertaken their review?</td>
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<td></td>
<td>26/11/2019: The ARDS process and documents for RS will be reviewed and updated via the Research Staff Forum.</td>
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<td></td>
<td>29/04/2020: Initial discussions took place during the last face-to-face forum in Feb 2020 and a working group will be formed to work alongside UA. <a href="https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/">https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/</a></td>
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</tbody>
</table>
Developing coaching culture to support professional and career development for researchers

Original Action split into coaching and mentoring Dec 2017
Reorganised in 2020 to allow for future coaching associated actions to fall under 3.10.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>14/01/2017</td>
<td>Coaching - a collaboration between St Andrews and Aberdeen, the Coaching Service for Staff has so far supported 91 partnerships (which includes professional and academic staff). On average, 2 academics join the scheme each year and currently, 5 academics are taking part in the 2016-17 cycle. The feedback from the scheme presents an overall satisfaction index of 92% and 94% of respondents to the programme survey believed that the coaching they received had had a direct beneficial impact on their work environment (workplace/team). 93% indicated that their performance at work had enhanced as a direct result of their participation in the coaching programme.</td>
</tr>
<tr>
<td>11/02/2017</td>
<td>Opportunity not well known to Research Staff. The aim for 2018-2020 is to explore the possibility of advertising this resource more to this cohort and increasing the uptake by researchers by 5 new coachees.</td>
</tr>
<tr>
<td>12/03/2018</td>
<td>for the period 2017-18, 63 St Andrews coachees participated in the Coaching Service: 2017 = 30: 2 Readers, 4 Senior Lecturers, 4 BS, 3 Teaching Fellows, 22 professional (14F, 10M, 1 not stated). 2018 = 9: 1 Associate Lecturer (formerly known as Teaching Fellow), 1 Bank worker academic, 7 Professional (5F, 4M).</td>
</tr>
<tr>
<td>18/08/2020</td>
<td>A new marketing campaign is being designed by AET to be circulated around various cohorts and sent out via ‘In The Loop’ to encourage potential coachees to join.</td>
</tr>
<tr>
<td>01/06/2017</td>
<td>Initial review 01/06/2017 and then every 6 months.</td>
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<tr>
<td>01/06/2017</td>
<td>Advertise the benefits of the coaching scheme to research staff.</td>
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<tr>
<td>01/06/2017</td>
<td>Recruit 5 new RS participants to staff coaching scheme.</td>
</tr>
<tr>
<td>01/06/2017</td>
<td>Research staff are more engaged with the mentoring scheme than the coaching scheme. However, advertising can take place during induction, PRF and mentoring events. It may be difficult to recruit 5 new participants in the short term but as awareness increases, hopefully more Research staff will benefit from the coaching process.</td>
</tr>
</tbody>
</table>

Aims: recruit 5 new RS participants – achieved; ↑ awareness of the Coaching service for all staff amongst RS & academics - ongoing: since 2017, 7 members of RS have joined the scheme but we would like to increase this still. A new marketing campaign is being designed by AET to be circulated around various cohorts and sent out via ‘In The Loop’ to encourage potential coachees to join.

DM - to ensure RS were aware of the benefits of coaching in making career decisions, especially during the COVID-19 pandemic, a Developing News Bulletin, ‘Coaching Opportunity for Research Staff’, was circulated to the Research Staff Forum mailing list on 10/05/2020 with an open rate of 46.3% and 3.6% clicks. https://mailchi.mp/st-andrews/developing-news-bulletin-coaching-opportunities

AET - Coaching Scheme development: 17 new trainee coaches (8 St Andrews, 9 Aberdeen) joined the ILM level 3 Award in Effective Coaching in March 2020. Once qualified, they will increase scheme capacity by volunteering up to 2 hours per month to coach staff. A number of academics are participating in the training, ensuring that RS and Academic coachees are supported effectively.
### PRINCIPLE 4: C. Support and Career Development

**Link to University Strategy 2018-2023**

**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"**

**Key:**
- Green - Completed
- Orange - Ongoing - taken forward from previous review cycles
- White - NEW (added AY 2019-20)

**New Actions**

<table>
<thead>
<tr>
<th>Progress</th>
<th>Ref</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>New 4.1 (b)</td>
<td></td>
<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>Review, develop and re-launch webpages relating to CPD following CAPOD becoming two new units: OSDS and CEED. 26/11/2019: Unit roles and remits, cohort CPD journeys and webpage developments to be discussed and finalised at last CAPOD away Day in December 2019. 26/02/2020: From April 2020, Organisational and Staff Development Services (OSDS), formerly part of CAPOD, will be the University’s central provider of professional development for all University staff, and is also responsible for a wide range of organisational development projects and initiatives. OSDS works as a strategic partner with Human Resources to deliver the University People Strategy, to create greater efficiency and stronger synergies across each element of the employee journey, and to create the conditions where individuals and the organisation can achieve higher levels of performance. <a href="https://www.st-andrews.ac.uk/osds/">https://www.st-andrews.ac.uk/osds/</a> From April 2020, the Centre for Educational Enhancement and Development (CEED), formerly part of CAPOD, will provide upskilling learning and teaching support to staff and students, combining educational development, pedagogical workshops, technology enhanced learning and IT skills, and academic and study skills support. CEED will deliver the Professional Skills Curriculum through the Careers Centre, and GRADSkills and MISkills programmes for PhD and PGD students through St Leonard’s college. CEED’s remit supports the University strategy, and our initiatives feed into the People and Digital enabling strategies. CEED’s work has particular alignment to the Education supporting strategy which sets our aim of providing world-leading teaching and learning. <a href="https://www.st-andrews.ac.uk/ceed/">https://www.st-andrews.ac.uk/ceed/</a>. 29/04/2020: The two new units have successfully launched and published updated webpages, contact details etc. The new OSDS webpages refer to the 70/20/10 development model (Lombardo and Eichinger, 1996) which recommends that individuals obtain 70% of their development from job-related experiences like projects, 20% from coaching or mentoring, and 10% from formal training events. The page encourages distinct cohorts to create their own development plan and discuss this with their manager during their RDS or ARDS. <a href="https://www.st-andrews.ac.uk/osds/my-development/">https://www.st-andrews.ac.uk/osds/my-development/</a></td>
<td>Dec-20</td>
<td>Review, develop and re-launch webpages relating to CPD following CAPOD becoming two new units: OSDS and CEED</td>
<td>Webpage views</td>
<td>15</td>
<td>New Starter Survey CESAMIS</td>
<td>This essential objective is achievable</td>
<td>University staff and students must easily be able to navigate the online resources that are available to them from the two new Units to ensure they are properly supported</td>
</tr>
<tr>
<td>Date</td>
<td>Notes</td>
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<td>26/07/2019</td>
<td>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 &amp; LM to draft ideas for refreshing the RSF and present these to VP Research and Innovation in the form of a Briefing Paper.</td>
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<td>26/11/2019</td>
<td>DM: The RSF will be refreshed on 26/11/2019 following Briefing Paper discussions between VP Research &amp; Innovation, LM, DM and JP on 23.10.19. This Briefing Paper will be taken to the Refresh for discussion with RS. Forum booking has moved to PDMS to increase visibility and improve reporting.</td>
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<td>26/02/2020</td>
<td>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 activity based with 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.</td>
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<td>28/04/2020</td>
<td>DM: Due to the COVID-19 pandemic, the Research Staff Forum moved online and communication via 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, for lunch etc (20 attended).</td>
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<td>18/08/2020</td>
<td>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, RBDC, OSDS 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: <a href="https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/">https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/</a>.</td>
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<td>Aims:</td>
<td>Recruit Research &amp; Teaching Staff Forum (RTSF) Reps from 80% eligible Schools, Ref 2.6 (c) - achieved, surpassed even: Remit 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&amp;A, group exercises), a new webpage, email address, mailing list, regular e-newsletter and MS Teams Group (17 members). 2017 &amp; 2019 (CRTS): 46.2% &amp; 41.7% respondents were aware of the RSF; 2019 CRTS: 36.5% were aware who their School Rep/s were; 2019 PIRLS: 37% respondents aware of RSF, 22% were aware who their School Rep/s were.</td>
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Reg: Recruitment and Engagement Overview

**Aims:**

- Recruit Research & Teaching Staff Forum (RTSF) Reps from 80% eligible Schools, Ref 2.6 (c) - achieved, surpassed even:
  - Remit 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 (17 members). 2017 & 2019 CRTS: 46.2% & 41.7% respondents were aware of the RSF; 2019 CRTS: 36.5% were aware who their School Rep/s were; 2019 PIRLS: 37% respondents aware of RSF, 22% were aware who their School Rep/s 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

**Regular updates at PDMS:**

- 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 CRS:**

- Peer support
- Collective voice
- Representation
- Sense of community
- Route for feedback to the University
- Good source of information.
<table>
<thead>
<tr>
<th>Ref</th>
<th>4.1 (c)</th>
<th>Who's leading</th>
<th>Career paths and career planning. Also see actions 3.3 c, d e</th>
<th>Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment</td>
<td>Staff Developer (FvResearch) / Careers Advisor</td>
<td>Career paths and career planning. Also see actions 3.3 c, d e</td>
<td>Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'</td>
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</tbody>
</table>
4.1 (d) Improve the information and support around employability and entrepreneurial skills of researchers across all cohorts.

Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'

23/06/2017: A meeting will be arranged with the head of the Knowledge Transfer Centre and the careers advisor to review and develop the enterprise and innovation offerings within the offerings for research staff, academics and students.

18/07/2017: The 'Entrepreneurship and Enterprise' stream within the PRF programme was reviewed and developed for AY 2017-18 resulting in 6 new or restructured workshops being offered.

24/03/2017: The new stream of workshops will be trialled in November.

31/07/2017: workshop uptake was low, despite thorough advertising and links to Converge Challenge. CPD strategies around the subject of enterprise and innovation will be discussed at future meetings.

19/03/2018: Although workshop uptake was low, a greater awareness around and integrated teaching of enterprise is being directly addressed through the 2018 Enhancement Theme and the following events: ‘Academic Forum: Enhancing Effectiveness through Enterprise Education’ and ‘Academic Forum: Making Things Happen: Enterprise Education and Institutional Change’ were attended by 43 and 59 educators, respectively. The aim for the 2018-2020 is to investigate how employability and entrepreneurship can be institutionally embedded e.g. via activities such as a mentoring programme & engagement with local business networks: the plan is to form a working group (to include Careers Service, Impact Team, Knowledge Transfer and other interested parties) and meet with other Universities.

10/09/2018: DM: Major changes within the Knowledge transfer team have lead to a significant decrease in training offerings within the Passport to Research Futures (7 opportunities were previously available via this programme). Whilst the new team is recruited, DM has arranged for an external presenter to deliver ‘Innovation, collaboration & business insights’ and has discussed further ideas with other external contacts.


Aim: Investigate how employability & entrepreneurship can be embedded – ongoing:

*The idea of career mentoring (matching RS with mentors from industry / business / St Andrews alumni who are explored by an OSDS intern (2018) but the idea required extra resource and could not be pursued. A *new* 2017-20 Technology Transfer Centre (formerly known as the Knowledge Transfer Centre)-Careers Centre-Converge collaboration beginning 2019 resulted in a *new* set of entrepreneurship-associated activities including funding competition events resulting in the Kickstart Challenge being won by a young research fellow from St Andrews School of Physics and Astronomy. 4 St Andrews applications subsequently submitted to Converge Challenge (incl. 2 RS semi-finalists) and 3 for the Creative Challenge (incl. 1 bank worker semi-finalist) who are competing within a record number of submissions (157) from 18 supporting Universities!*

4.1 (e) Many research staff do not continue beyond their fixed term contact into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.

24/10/2017: The RS community is growing through an online initiative and face-to-face networking events: The RS Facebook page allows RS from across the University to connect, share their research, view internal and external events of interest (and link directly to the booking system / website), organise and advertise social, professional development and academic activities. There are 61 members so far.

Research Fellows met in 2016 but then nothing followed.

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

RS-Pizza events (Post-doc pizza), run by Research Staff Developers DM and NF 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: improving RS- PGR connections across St Andrews and building a strong research community which fosters collaboration and support. Also see action 2.6(e).

10/07/2019 DM: Visor rep visited in December 2018 to discuss Research Staff Associations but attendance was low. DM to arrange another date. Research Staff Forum potentially splitting.

See new action 4.4 (c) 1. PostDoc Pizza overview A/Y 2017-18: RS = 20, academic = 1, professional staff =7, PGR = 6 (SR ave 88.5%).

4.4 (b) Monitor if RS associations are being established in Schools.

Director OSDS / Staff Developer (Research)

Research Fellow Reps met in 2016 but then nothing followed.

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

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Regular updates at PRF Excellence Meetings

Review the function of the RTSF.

Launch of a University-wide research staff Association Reps:

- a functioning and engaged network of research staff Reps involved in the RS community and RS community meetings.

Review of the RTSF function completed.

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

Through a review of the RTSF, new staff networks, ECAS and the FB page, a RS community is building. We therefore believe that a functioning group will form and be supported by the Uni.

Research Staff Associations or similar provide:

- peer support
- collective voice
- representation
- sense of community
- route for feedback to the University
- good source of info.

Dec-20
4.6 (b) CPD for Academics - improve skills and confidence of PIs in managing people

Staff Developer (Academic) / Staff Developer (Research)

31/3/2017 DM: 2017 PIRLS: 98% of respondents agreed they had access to CPD; 56.6% undertook 1 or CPD days in the last 12 months. For AY 16-17, 229 RS and 163 academics undertook activities associated with the Academic Staff Development Programme (ASDP); 26 RS and 16 academics attended 'Managing people in research teams'; 4 RS attended 'Leading a research group'; 9 RS attended 'Managing people: motivation & performance'. 2017 PIRLS respondents felt they would benefit from ↑ CPD / support around 'conducting appraisals' (42.2%), 'managing their group' (41.3%), 'managing group/ finances' (48.9%), 'managing staff performance' (32.6%) and 'motivating individuals' (40.4%), despite availability of relevant training. Response: ASDP under review with a view to broadening topics and increasing engagement.

18/08/20 - DM: PIRLS analysis to be transferred from HR to OSIS (formerly CAPDD). 10/07/2019 - DM: CROS and PIRLS ran in May 2019, with a response rate of 27% (1-4% from 2017) and 36% (13% from 2017), respectively: discuss anonymised responses. 18/08/2020 - DM: the 12/02/20 Research Staff Forum focused on RS-Managers Relationships, Manager Skills and Career Development - gathering the views from RS regarding how they feel they are managed and the role that a RS Manager plays in the career development of their RS will help OSIS develop support better support, sign-posting and resources for managers of RS. Following discussions at the Forum, a "news" Developing News' Bulletins for Research Leaders' intro was circulated around those who manage and / or support RS in May 2020. Subsequent updates followed and these will continue. The purpose is to raise an awareness amongst those research leaders who either directly manage Research Staff or are involved in supporting this cohort in some way, regarding the CPD opportunities of interest to managers / supporters of Research Staff and the resources / workshops which are directly available to the RS in a PI's team / School as they become available. https://us11.admin.mailchimp.com/campaigns/show?id=1956405

24/10/2017 DM: 2017 PIRLS: 98% of respondents agreed they had access to CPD; 56.6% undertook 1 or CPD days in the last 12 months. For AY 16-17, 229 RS and 163 academics undertook activities associated with the Academic Staff Development Programme (ASDP); 26 RS and 16 academics attended 'Managing people in research teams'; 4 RS attended 'Leading a research group'; 9 RS attended 'Managing people: motivation & performance'. 2017 PIRLS respondents felt they would benefit from ↑ CPD / support around 'conducting appraisals' (42.2%), 'managing their group' (41.3%), 'managing group/ finances' (48.9%), 'managing staff performance' (32.6%) and 'motivating individuals' (40.4%), despite availability of relevant training. Response: ASDP under review with a view to broadening topics and increasing engagement.

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Completed Actions

<table>
<thead>
<tr>
<th>Ref</th>
<th>Who's leading</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>
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</thead>
<tbody>
<tr>
<td>4.6 (b)</td>
<td>Monitor CROS &amp; 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.</td>
<td>Staff Developer (Research Staff)</td>
<td>Monitor CROS &amp; 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.</td>
<td>Dec-19</td>
<td>Monitor CROS &amp; 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.</td>
<td>CROS / PIRLS</td>
<td>With the support of VP Research, CROS and PIRLS will run in 2019, therefore this action is achievable.</td>
<td>Highly relevant to developing and the support RS receive from research leaders.</td>
<td>May-20</td>
</tr>
</tbody>
</table>

2 & 4
HR Excellence in Research - Action Plan

Section: Researchers’ Responsibilities

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
- Orange - Ongoing - taken forward from previous review cycles
- White - NEW (added AY 2019-20)
- S - specific
- M - measurable
- A - achievable
- R - relevant
- T - time-bound

Link to People Enabling Strategy 2019-2023

### Strategic theme

#### 5.1 (d)

**Develop a training proposal around new Research Integrity policies.**

<table>
<thead>
<tr>
<th>What we need to do</th>
<th>Who’s leading</th>
<th>Progress Review Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a training proposal around new Research Integrity policies.</td>
<td>Senior Research Policy and Integrity Manager / Educational and PGR Developer</td>
<td>11/12/2017</td>
<td>A strategy for developing a training approach while involving the recruitment of research integrity leads in Academic Schools, online learning for postgraduate researchers, research staff and academics has been approved. The aim for the 2018-2020 review period will be to develop a detailed training proposal and begin implementation.</td>
</tr>
<tr>
<td></td>
<td>(Academic) / Staff Developer (Research)</td>
<td></td>
<td>01/12/2018 - (a) strategy for developing a training approach while involving the recruitment of research integrity leaders in Academic Schools, online learning for postgraduate researchers, research staff and academics has been approved. The aim for the 2018-2020 review period will be to develop a detailed training proposal and begin implementation. (b) The Research Integrity Committee meets regularly to develop relevant policies, training and support for researchers, and has the full support of the University, we believe this action is achievable.</td>
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<tr>
<td></td>
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<td>26/02/2019: Online training also now strongly encouraged. Going through the process of mandating PGs complete during their first year. Will ask DoRs for thoughts on mandating training for staff. Maybe add module to PRF - Parliamentary enquiry took place last year. A consultation has just started for R-consultation deadline in April. Emphasis on training for PhD supervision - this idea is supported by the UN and is being explored more. Research councils are encouraging training for supervision.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>01/12/2018: Online training also now strongly encouraged. Going through the process of mandating PGs complete during their first year. Will ask DoRs for thoughts on mandating training for staff. Maybe add module to PRF - Parliamentary enquiry took place last year. A consultation has just started for R-consultation deadline in April. Emphasis on training for PhD supervision - this idea is supported by the UN and is being explored more. Research councils are encouraging training for supervision.</td>
</tr>
</tbody>
</table>

#### PRINCIPLE 5:

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life long learning

### PRINCIPLE 4:

**Teaching that is delivered in a world-class learning community, where top-level research influences educational design and practice, remains at the heart of St Andrews.**
Achieve 50% uptake of the Academic Induction Resource (informative slideshow and videos) by new researchers and PIs during 2018-20 review period.

- Part of a longer term University-wide review of induction.

Regular updates at HR Excellence Meetings. Aim to improve data collection strategy 50% uptake of AIR.

- Any or may not be possible to change how certain data sets are collected but can certainly investigate the possibilities with those who provided the datasets for the relevant Review Report.

All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stakeholders and so that appropriate action can be taken to improve resources and processes.


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

- Urged to separate Step Count Challenge from other activities.

Director ODEP/Organisational Development Coordinator / Staff Developer (Academic) / Staff Developer (Research) / Head of Equality and Diversity.

- 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 HWL Silver Award was retained in November 2016. 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, 32 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 for which over 1200 hours of physical, practical 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 University was awarded the Healthy Working Lives (HWL) Silver Award. This Scotland-wide award programme helps organisations work towards supporting a healthier, more motivated and productive workforce.

- 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 7.4 (g).

- Aim: 50% uptake of the Academic Induction Resource (AIR) by new researchers – ongoing: 01/12/2020 – AIR were had some issues with an expired license for the software and progress has been slow due to the COVID-19 pandemic. The material is ready to be uploaded, but the issue of measuring usage through Action relied on to “more” larger HR & Organisational Development (OD) Enhancement Programme (HRODEP) which encompasses: University-wide induction resource, ‘interim statistics’ to enhance the new start experience. Quick wins to ‘improve the new start online training processes; ‘HR OD platform’ to integrate functionality currently spread across OPI, systems (e.g. training management / records, induction, performance review). HRODEP (likely closely linked to the “New” 2018-2023 University Strategy) aims to improve processes across HROD. See action 3.4 (g).

- May or may not be possible to change how certain data sets are collected but can certainly investigate the possibilities with those who provided the datasets for the relevant Review Report.

- All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stakeholders and so that appropriate action can be taken to improve resources and processes.
Focus on the mental health of Research Staff & Academics and those they manage/support.

Organisational Development Coordinator / Academic Staff Developer / Research Staff Developer

Increase the awareness of and participation in the Paths for All Step Count Challenge, an annual walking challenge coordinated by DDGS and open to all staff.

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

For AY 19-20, 31 RS (↓ 3) & 132 academics (↑ 24) undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical, nutritional & socio-cultural health.

For A/Y 17-18, 29 RS (↓ 2 from last review period), 39 academics (↑ 45), 228 professional staff & 24 managers' satisfaction as recorded.

15/05/2019: DM & HMF present study findings and talk about the Resilience event and AHPs 2009 uptake - a new quality mark.

Regular updates at HfI Excellence Meetings

Mental health training provided for Inds, Staff and PIs who wish to help them respond appropriately to staff/students presenting mental health concerns.

Maintain current mental health offerings in line with NHs Award and increase variety and cohort specificity.

Recruit 2 new members of research staff to Wellbeing Engagement Group.

With the achievement of the NHs Gold Award and increased awareness of wellbeing, we are now looking towards a Quality Mark which can be achieved.
<table>
<thead>
<tr>
<th>Strategic theme</th>
<th>Progress Review Date</th>
<th>S</th>
<th>M</th>
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<tbody>
<tr>
<td>5.5 (f)</td>
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<tr>
<td>Design and run a Resilience Day for researchers (part of our focus on mental health)</td>
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<tr>
<td>Staff Developer (Research) Staff Developer (Academic)</td>
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<td>2018/08/30: DM, EL &amp; MP ran a Resilience Day, Summer 2018, supported by the Institute of Physics (IOP).</td>
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<tr>
<td>Researcher Resilience Aims and objectives - This interactive, short day event - Allowed participants to share in the experiences of senior academics and hear their views 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 Café 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>
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<tr>
<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.</td>
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<td>5</td>
<td>The skills exist within the University to deliver this event, it is achievable.</td>
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<td>5</td>
<td>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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**Comment:**
- Design and run a Resilience Day for Research Staff, PGRs and Academics.
- Dec-19
- 85% participant satisfaction as recorded on evaluation forms.
### New Actions

<table>
<thead>
<tr>
<th>Ref.</th>
<th>What we need to do</th>
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<th>Strategic Theme</th>
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<tbody>
<tr>
<td>New 6.9 (b)</td>
<td>Develop and run staff training with regard to the new Dignity and Respect at Work Policy.</td>
<td>Head of Equality and Diversity/ Director of HR</td>
<td>Develop and run staff training with regard to the new Dignity and Respect at Work Policy. The old ‘Harassment &amp; Bullying Policy’ is being reviewed to be inclusive of the DfE’s equality Act Statutory Code of Practice for Employment. SB/Un/2020: SB: Training around the policy has now been delivered 3 times by SB, LN and the Deputy Director of HR. The plan is to renew policy in April 2022. SY 2019-20 attendance figures: Academics = 5, research = 0, prof = 26, SIR=81.55%</td>
<td>Dec-21</td>
<td>85% satisfaction is in line with our overall average for all events.</td>
<td>61 &amp; 2</td>
<td>1 &amp; 2</td>
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<tr>
<td>New 6.13 (b)</td>
<td>Develop appropriate training and resources which support the new ‘St Andrews Staff Disability Policy’</td>
<td>Head of Equality and Diversity</td>
<td>Once the final version of the ‘St Andrews Staff Disability Policy’ has been approved, training needs and future resources to support the policy will be identified to ensure the effectiveness of the policy.</td>
<td>Dec-18</td>
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**Key:**
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- S - specific
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**Link to University Strategy 2018-2023:**

**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.

**Link to People Enabling Strategy 2019-2023:**

**PRINCIPLE 6:**

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.
| New | 6.14 (a) | Work towards the ’Disability Confident Award’ | Head of Equality and Diversity | Path to achieve the Government Award by 2021. 18/08/2020 - SB: This could be achievable but is a large commitment. The new ’St Andrews Staff Disability Policy’ will underpin the Award application. | Regular updates at HR Excellence Meetings | Entry level 2021 | This action is achievable | Dec-21 | 1 & 2 |

| New | 6.15 (a) | Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. | 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. 24/08/20 - First University to become signatory of the Business in the Community Race at Work Charter (2019). The University provided data around Staff Grade and collated Ethnicity: The University’s 5.9% BME staff population is more than double the local county (Fife) BME population, 2.4%, which includes University staff and students resident in Fife, and is higher than the 4% BME Scottish national percentage (data source: Scottish Census 2011). The proportion of BME staff at St Andrews has increased over the three year period from 5.5% to 5.9%. Grade 6 has the highest proportion of BME staff at 13.9%, whilst Grade 8 has seen the largest increase in the % of BME staff, from 3.3% to 5.3%. The proportion of BME professors has also increased slightly over the time period, but this only equates to one more BME professor in 2018, compared with 2016. Over a quarter of our staff have a non-UK nationality, with the largest non-UK countries represented being the United States, Germany, Italy, and Ireland. The highest proportions of non-UK staff are found at AOX (off-scale) and Grade 7, whilst the lowest proportions of non-UK staff are found in Grades 1 and 2. - https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/race/BMC-Race-at-Work-Charter-Staff-Data.pdf | Regular updates at HR Excellence Meetings | Confirmation of commitment to the charter | This action is achievable | Dec-21 | 182 |

| New | 6.16 (a) | 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. 24/08/20 - First University to become signatory of the Business in the Community Race at Work Charter (2019). The University provided data around Staff Grade and collated Ethnicity: The University’s 5.9% BME staff population is more than double the local county (Fife) BME population, 2.4%, which includes University staff and students resident in Fife, and is higher than the 4% BME Scottish national percentage (data source: Scottish Census 2011). The proportion of BME staff at St Andrews has increased over the three year period from 5.5% to 5.9%. Grade 6 has the highest proportion of BME staff at 13.9%, whilst Grade 8 has seen the largest increase in the % of BME staff, from 3.3% to 5.3%. The proportion of BME professors has also increased slightly over the time period, but this only equates to one more BME professor in 2018, compared with 2016. Over a quarter of our staff have a non-UK nationality, with the largest non-UK countries represented being the United States, Germany, Italy, and Ireland. The highest proportions of non-UK staff are found at AOX (off-scale) and Grade 7, whilst the lowest proportions of non-UK staff are found in Grades 1 and 2. - https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/race/BMC-Race-at-Work-Charter-Staff-Data.pdf | Regular updates at HR Excellence Meetings | Confirmation of commitment to the charter | This action is achievable | Dec-21 | 182 |

| New | 6.17 (a) | Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. | Organisational Development Coordinator Director - CED | Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. Dec 2019: Comissioned by the provost’s office, the purpose of the new training is to develop an inclusive working / studying environment for transgender and gender-queer students and staff. The Pronouns Training Working Group consists of representatives from CED, ED&D, CEED, Saints, the Student Association and UCU, and includes input from 1 or more PGRs and Academics. The training video will be presented from the position of treating staff and staff with respect and dignity. It will be instructive providing background information for context and useful tools to help learners develop behaviours. Gender will be discussed as a spectrum and viewers will be sign-posted to relevant policies and resources should a person be experiencing bullying or harassment. The video will be presented as part of student and staff induction, and be made available via the University website or Moodle. Guidance will sit alongside resources/equalitydiversity/race/BitC-Race-at-Work-Charter-Staff-Data.pdf | Regular updates at HR Excellence Meetings | Development and delivery of training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. | Minimum 85% satisfaction as recorded on evaluation forms. Webpage views of the video and Moodle access data | 1 & 2 | Dec-21 | 182 |
What we need to do

Who's leading

Annually review M

All members of the UK research community actively address the related research careers which may disproportionately impact on some groups more than others. 

Director of HR / Head of Equality and Diversity / New Research Culture Group

Statistics to be provided via Athena Swann. 18/09/2016: Focus Groups have been established to elicte feedback from Female Academic/Research who have returned from Maternity Leave in STEM/Maths/Dept. Since 2013. The feedback is being discussed at the University Athena SWAN Committee. Importantly out of the 17 target audience 13 took part (76%).

18/07/2017: This is subject on the agenda and the Dean of Arts will be involved in reviewing training needs and procedures.

24/09/2016: Group to look through the Athena Swann documents and discuss whick actions should be taken through the HR Excellence process.

18/06/2019: Action being progressed via the Research Staff Forum and EDI and/or ASWAN working Groups. EDI reports (2019): 1st Ethnicity Pay Gap; Gender Pay Gap; Staff & Student Diversity & inclusion reports published - invieter progress. Also see New Research Culture Action, P 7.

Bi Annually via ATHENA SWAN/HR meetings and R10

Regular updates at HR Excellence Meetings

Survey results analysed and published on appropriate University webpage.

New actions taken forward to working groups / University processes. 

Improvements observed in results of the next survey.

The EDI team is reviewing further resource and is highly involved in driving relevant University processes, therefore we believe this goal is achievable.

In Andrew’s words we 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 equality and respect through fair practices.

Dec-19

1 & 2

4.5 (x)

Flexible working policy to effectively address requests for changed work arrangements.

Director of HR

Assess P1 & P2: How the Flexible Working policy is being implemented by research staff and identify whether this cohort are satisfied with their working arrangements. Statistics to be provided from HR on Flexible Working requests and any refusals.

18/06/2019: DM to speak to LS in HR regarding uptake and use of policy.

Dec-18

Yes annually review Flexible Working applications and carry out trend analysis. Identify whether or not this cohort are satisfied with their working arrangements, with a view to making improvements in processes / implementation where needed.

L&G of approvals and refusals for Flexible Working.

IS review of staff survey data in relation to flexibility of working patterns. 

University forum / working group discussions

Providing researchers with appropriate flexible working arrangements to carry out their research in balance with other commitments, benefits both the researcher’s career and wellbeing, and the quality of research being produced.

Sep-16

1 & 2
Cross-cultural competence - important aspect of working with research students and staff in cross-cultural awareness. Provision needs to be made to ensure that academic staff are more cross-culturally competent.

Regularly refresh signposting of 'Equality & Diversity' and 'Unconscious Bias' online materials to all research staff and academics (every 6 months). The intention is to now develop our own in-house provision based on these events.

The next session is scheduled in April. It was noted that the sessions for professional staff has a more engaging title and it was suggested that the title of the academic event be renamed "Working with students and staff in a multicultural environment". 18/07/2017: workshop was scheduled to run once per semester. Material is ready to go! Due to poor uptake and presenter availability the workshop did not take place. 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.

Regular updates at HR Excellence Meetings. Observe a 70% positive response rate for awareness of materials - ongoing: 2017 & 2019 CROS: 51.9% & 54.6% of respondents had participated / would like to participate in further E&D training. (ave. 2015 CROS, indicating 70% awareness, corresponding to 75% institutional Athena SWAN (ATSWAN) activity.

We therefore believe that this goal is achievable. 29/08/2020 - JF: action closed. Overtaken by other provision.

Regular updates at HR Excellence Meetings. Assist with advertising / remind academic Schools about E&D online training every 6 months. Observe a 70% positive response rate with regard to awareness of materials via CAS/PKML. As HR, OSDS (formerly CAPOD) and the E&D team successfully collaborate via the HR Excellence process, we believe that this goal is achievable.

Aim: to support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of equality, diversity & inclusion (EDI). Ongoing: 63% & 60% of 2017 & 2018 CROS respondents and 60% & 55% of 2017 & 2019 PIRLS respondents agreed St Andrews was committed to EDI. Diversity is central to the "New" 2018-2023 University Strategy (2018).

Aim: 70% positive response rate for awareness of materials - ongoing: 93.4% & 90% of 2017 & 2019 CROS respondents stated 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 & Diversity' and 'Unconscious Bias' online materials to all research staff and academics and review the governance of these activities.

26/08/2018: New administrator started in EDI two weeks ago. They will be going through the records. SGSO have completed online modules sites launch. Aim: T: Signposting of induction materials to all Schools - ongoing: 18/06/2020 - SB: All School E&I Committees are now managing communications with their staff regarding uptake of the online training and they receive completion reports.

Aim: 70% positive response rate for awareness of materials - ongoing: 2017 & 2019 CROS: 51.9% & 50.6% of respondents had participated / would like to participate in further E&D training. (ave. 2015 CROS, indicating 70% awareness, corresponding to 75% institutional Athena SWAN (ATSWAN) activity.

Organise suitable training for staff. 85% participant satisfaction as measured via evaluation forms for new activities. Suitable provision investigated, organised, evaluated and embedded into relevant development programmes. (evaluation report statistics). 6E% satisfaction is in line with our overall average for all events.

Aim: Support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of equality, diversity & inclusion (EDI). Ongoing: 54.4% & 50% of 2017 & 2019 CROS respondents and 50% & 67% of 2017 & 2019 PIRLS respondents agreed St Andrews was committed to EDI. Diversity is central to the "New" 2018-2023 University Strategy (2018).
The EDI team is receiving further resource and continues to drive the establishment of their new networks for staff whilst also supporting networks which have been launched by researchers. OSDS (formerly CAPOD) also works to support the development of staff networks.

New staff networks develop into active groups which support members and function to inform policy through interactions with University processes.

6.11 (a) Support the development of new issue-based networks to support research staff and academics

Head of Equality and Diversity / OSDS (formerly CAPOD) Staff Developers

<table>
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<tr>
<th>Date</th>
<th>Event/Action</th>
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<tbody>
<tr>
<td>01/12/2017</td>
<td>DM: In November 2017, the researcher-led Early Career Women Network was launched with a view to providing a space for all early career women within the University (e.g. final year PhD students, research staff, academic and professional staff) to network and discuss the many-faceted working lives of women and topics of mutual interest in a supportive environment. Members of the HR Excellence group are working to support this network by working closely with those researchers running it.</td>
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<tr>
<td>18/03/2018</td>
<td>In January 2018 a ‘call for interest survey’ was sent out from the Equality and Diversity Team to researchers and academic staff regarding the development, and their engagement with, four new staff networks designed to support all staff: Staff BAME Network / Staff Carers Network / Staff Disability Network / Staff Parents Network. An active LGBTIQ+ network already provides a supportive, open environment for LGBTIQ+ staff at the University of St Andrews to network with LGBTIQ+ colleagues. Members of the HR Excellence group will work with the leaders of the new networks to ensure they function to inform policy and help maintain an environment that ensures equality and diversity are respected.</td>
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<tr>
<td>26/02/2020</td>
<td>SB: Carers network and parents network combined. 23 BAME members, LGBTIQ+ 19, Staff disability to be re-launched. Issues discussed are fed back to EDI. ECWN and LGBTIQ+ and BAME were involved in the development of the People Strategy through direct engagement with focus groups.</td>
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<td>29/04/2020</td>
<td>DM: In response to the period of home-working induced by the COVID-19 Pandemic, the WISSA community moved online. The WISSA Champions have a new 365 Team, as does the Network as a whole - WISSA online. Monthly meetings will continue via Teams.</td>
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<td></td>
<td>RS/Academic-led Early Career Women Network (ECWN) (&gt;90 members) launched 2018; events incl. networking, wellbeing, discussion topics: ‘Institutional Policy Q&amp;A with HR’, ‘Celebrating the History of St Andrews Feminism’, ‘Demystifying the REF’</td>
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<td></td>
<td>Academic-led Women In Science at St Andrews (WISSA) (&gt;220 members) across 15 Schools/Units/Departments/Locations covering the Sciences and Social Sciences. launched 2018; regular e-newsletter; events incl. wellbeing, discussion topics: academic promotions, dual delivery teaching, managing a research team, yoga.</td>
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<td></td>
<td>Senior Women in St Andrews (SWiStA) supports grade 9+ staff who identify as a woman (&gt;60 members). Networks provided regular face-to-face meetups weekly, fortnightly, monthly or 2-3 per Semester prior to the COVID-19 pandemic, to which the majority of the networks responded by moving to online meetups and / or by creating a MS Teams group.</td>
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</table>

Regular updates at HR Excellence Meetings

Support launch and establishment of a new range of staff networks by working with those running the networks. Provide advertising and logistical support for activities.

New staff networks develop into active groups which support members and function to inform policy through interactions with University processes.

The EDI team is receiving further resource and continues to drive the establishment of their new networks for staff whilst also supporting networks which have been launched by researchers. OSDS (formerly CAPOD) also works to support the development of staff networks.

Successfully active staff groupings provide the following:

* peer support
collective voicerepresentation*

"sense of community"route for feedback to the University*good source of information."
### Completed Actions

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<tr>
<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>
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<th>Strategic Theme</th>
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<tr>
<td>6.13 (a)</td>
<td>Develop, launch and review a new ‘St Andrews Staff Disability Policy’</td>
<td>Head of Equality and Diversity</td>
<td>26.02.2019 - SB: Development of the new Staff Disability Initiative occurred over the course of 2018 and will continue over the course of 2019, with consultation with the 3 trade unions through focus groups. The overall aim is to develop a new staff-specific policy which assists staff through the process of applying for and receiving appropriate reasonable adjustments within their workplace, and to provide guidance to managers on disability inclusion in the workplace.</td>
<td>26/02/2020</td>
<td>SB: An online feedback form regarding the draft policy will be circulated in Spring 2020 and the draft policy will be viewed by PO. The plan to launch the final policy by May/June 2020.</td>
<td>Jul-20</td>
<td>Achieve launch spring/summer 2020</td>
<td>Policy and process successfully launched</td>
<td>SB: Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and is committed to embedding policies, processes and guidance regarding disability-related workplace adjustments</td>
<td>Sep-20</td>
</tr>
<tr>
<td>6.4 (a)</td>
<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. 24/06/2019 - KS: 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. 28/06/2019 - 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 resourcing issues. Deferred until 2021 and the award will remain in place until then.</td>
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<tr>
<td>6.9 (a)</td>
<td>Review and update the ‘Harassment &amp; Bullying Policy’ to ensure it is inclusive of the EHRC Equality Act Statutory Code of Practice for Employment</td>
<td>Head of Equality and Diversity/ Director of HR</td>
<td>Conducting a second EIA on existing policy for completion. 27/06/2018: Review of Harassment and Bullying Policy: a new Dignity and Respect at Work Policy has been drafted and is undergoing an equality impact assessment. 28/06/2018: Development of a new Dignity and Respect at Work Policy, successful. The new staff Dignity and Respect at Work Policy has been published (<a href="https://www.st-andrews.ac.uk/hr/edi/engagement/staff-disability/">https://www.st-andrews.ac.uk/hr/edi/engagement/staff-disability/</a>) Develop training around policy - New Action 6.9 (b)</td>
<td>Dec-18</td>
<td>Develop new Dignity and Respect at Work Policy.</td>
<td>New policy published and put into practice.</td>
<td>Policy review and development area of regular priority for HR.</td>
<td>SB: 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.</td>
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### 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. [http://www.carerpositive.org/carer-positive-employer/](http://www.carerpositive.org/carer-positive-employer/)

- 31/10/2018: 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 released August 2018: [https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/svap/supporting-carers-statement-for-staff-2018.pdf](https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/svap/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.**

- 31/10/2018: The Caring Fund was set up over AY 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 fund should be to support the employee’s career/professional development needs associated with their role at the University. The fund offers financial assistance needed to cover childcare or other caring expenses associated with attending pre-approved work-related events.


**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.** [http://www.carerpositive.org/carer-positive-employer/](http://www.carerpositive.org/carer-positive-employer/)

### Action moved to another principle

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<tr>
<th>Level</th>
<th>Ref</th>
<th>Program</th>
<th>What we need to do</th>
<th>Progress Review Date</th>
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<tr>
<td>2.12</td>
<td>(a)</td>
<td>Propose, develop, launch and review uptake of the Public Engagement Portfolio (PEP) which packages PC-related development activities into a structured and recognised programme.</td>
<td>Moved in 2020 to Principle 3, to be alongside other development schemes.</td>
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1. Propose - in consultation with the carers, academic, and professional staff to ensure the principles are followed. 2. Develop - develop the carer's development portfolio (PEP) which packages PC-related development activities into a structured and recognised programme. 3. Launch - launch the programme, in consultation with the carers, academic, and professional staff.
PRINCIPLE 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

OUR SUCCESS: “We will also review the promotion criteria and process to ensure that the bar remains high, while recognising contributions in research, impact, teaching and service”.

New Actions

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<th>#</th>
<th>Ref</th>
<th>What we need to do</th>
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<tr>
<td>New</td>
<td>7.6 (a)</td>
<td>Gather information regarding the 2019 Researcher Development Concordat and how the new principles and responsibilities align with our University strategy and available resources.</td>
<td>OEGS Director / Staff Developer (Research) / HR Business Partner</td>
<td>26/11/2019 - DR: the new Concordat to Support the Career Development of Researchers was launched in September 2019. A briefing, paper was discussed with DR, VM and VP Research &amp; Innovation in November 2019 outlining the similarities and differences between the 2008 and the 2016 Concordat, alongside the potential benefits, risks and resource implications associated with becoming a signatory to the new Concordat. 26/02/2020 - DR: a paper regarding the new Concordat was presented to VP Research &amp; Innovation and Head of Strategy &amp; Policy on 17th Feb 2020. Both were supportive of adopting the new concordat and passed the paper to the Principal who agreed that the University should adopt it. The University will sign up to the new Concordat following the submission of the HR Excellence 8 year external review. Once signed, the Working Group will have a year to carry out GAP analysis and develop a new action plan.</td>
<td>Regular updates at HR Excellence Meetings</td>
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<td>New</td>
<td>7.6 (b)</td>
<td>Work towards becoming a signatory of the 2019 Researcher Development Concordat with a view to carrying out GAP analysis over the next 8-year HR Excellence review period.</td>
<td>OEGS Director / Staff Developer (Research) / HR Business Partner</td>
<td>Work towards becoming a signatory of the 2019 Researcher Development Concordat with a view to carrying out GAP analysis over the next HR Excellence review period.</td>
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<td>New</td>
<td>7.7 (a)</td>
<td>Carry out a longitudinal, in-depth study of CRoS and PIRLS. Also see action 7.7 (d). Related to 7.6 actions</td>
<td>Planning Manager / Staff Developer (Research) / HR Business Partner</td>
<td>Carry out and publish a longitudinal, in-depth study of CRoS and PIRLS data in collaboration with the Planning &amp; Analysis Team. 08/07/2020 - DR: OA, DP and JMB met to discuss two forms of the longitudinal study, a sample Case Study for inclusion in the 8-year HR Excellence Review and the longer term, larger report which will inform the GAP analysis for the new Concordat. Also see action 7.7 (d)</td>
<td>Regular updates at HR Excellence Meetings</td>
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| New | 7.6 (a) | Form a new Research Culture Group to address interconnected issues and themes that relate to and define the culture in which researchers operate. | Head of Research Policy, Integrity & Governance / Staff Developer (RD) | 15/12/2019: Help to form a new Research Culture Group to address interconnected issues and themes that relate to and define the culture in which researchers operate. Research culture refers to interconnected issues (e.g. research integrity, open research, leadership, researcher support and development, equality, diversity and inclusion, and bullying, harassment and discrimination) and themes (e.g. workload and wellbeing, reward and recognition, visibility and trust in policies and procedures, incentives and motivation) that relate to and define the culture in which researchers operate. Across the sector, issues and themes that have been approached in a somewhat ‘modular’ fashion, and addressed by different means including different Concordats, are increasingly being seen in a more joined-up manner. A University Research Culture Group has been formed to co-ordinate this work between the wider research community, professional services community and senior management. This group will report to the University’s Research, Impact and Innovation Committee (RIC), which will provide academic input into its work by reviewing, discussing and approving its proposals and thus steering its work. This group will strategically co-ordinate relevant operational activities across and between existing committees (Research Integrity Committee, Central Equality, Diversity and Inclusion Group, working groups (Open Research Working Group, Responsible Metrics Implementation Group, HR Excellence in Research Working Group) and professional service units (RIS, OSDS, HR), to minimise any duplication of effort between them and leverage their value. The RIC has agreed to the formation of this group, and for the group to aim to meet the following ambitions and actions: develop a research culture vision statement, map current activity against that vision, produce an action plan, implement the action plan, and widely publicise all of the above. | Regular updates at HR Excellence Meetings | Form a new Research Culture Group which will meet across University working Groups and Committees to address interconnected issues and themes. Develop remit & action plan which takes into account, the University Strategy and the 2019 Concordat. | Group forms and meets regularly. Remit and action plan developed and published. | Engaged reps from across the University will be involved and the group will have full support of PO, therefore this action is achievable. | To Andrews would like to ensure that a supportive research environment is embedded and is in line with embedding a culture of equality and respect through fair practices. | Dec-21

### Ongoing Actions

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<tr>
<th>Program</th>
<th>Ref</th>
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<tr>
<td>7.1 (b)</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.</td>
<td>18/07/2019 - DM: CRDS and PRFS successfully run in May 2019 Qualitative questions in People Strategy questionnaire Staff circumstances survey 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 plans, re-formulate the plan as necessary. Use data from relevant support surveys (e.g. PRF / CRDS / PRFS) to validate, progress and generate new actions. Consult RS via the TSR, networking events, newsletters.</td>
<td>6 yr. review submission on time.</td>
<td>The HR Excellence Working Group meets and review actions regularly, collaborates effectively and receives high-level support.</td>
<td>If Andrews would like the supportive working environment to continue to be provided and is in line with embedding a culture of equality and respect through fair practices.</td>
<td>May-20</td>
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<tr>
<td>7.4 (a)</td>
<td>Review governance and strategies for collecting and reporting data for University processes.</td>
<td>Director of HR/Head of Equality and Diversity/Staff Developers</td>
<td>19/02/21: The 6 yr 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>19/08/2020 - SDS: Schools now manage communications with their staff regarding Unconscious Bias and Diversity in the Workplace. Once staff have completed these online training modules their HR Staff Record in Resource Link is updated by HR. This does not link to FSMS.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Receive raw data for the HR Excellence report is collected, especially from webpages. Update systems whereby possible, in collaboration with those who provide relevant source of data. Systems in place to support accurate and efficient reporting</td>
<td>Systems in place to support accurate and efficient reporting</td>
<td>It may or may not be possible to change how certain data sets are collected for the review report but we can certainly investigate the possibilities with those who provided the datasets for the 2018 report.</td>
<td>All data drawn from the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stakeholders.</td>
<td>Dec-19</td>
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<td>Program</td>
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<td>7.5 (a)</td>
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<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 Committees, Research Training Sub-Committee (RTSC) on 25/06/2018. OM &amp; RP attended the Vitae 2018 Conference (17-18 Sep 2018) where the outcomes of the 2017 review and the response of the Concordat Strategic Group was shared. OM &amp; RP 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 invitations to attend relevant sector-wide meetings to share best practice and participate in discussions regarding the 10 year Concordat Review.</td>
<td>Meetings / conferences attended</td>
<td>Information shared</td>
<td>Working group representations are active members of the ScotIRD, RDTC and Vitae and regularly contribute to meetings / conferences so this action is achievable.</td>
<td>In Andersons 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>
<td>Jan-19</td>
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<td>7.5 (b)</td>
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<td>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</td>
<td>Staff Developer (Research)</td>
<td>Actively participate in 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 Concord Consultation. The Concordat online consultation was launched on 30/10/2018. Survey deadline 07/12/2018. 11/12/2018 - OM: 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 Reps prior to the Forum meeting on 15/11/2018 which served as a great discussion space in which to gather their views around the proposed updates to the Concordat. Hot topics were focused 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 (RS and Academic), the Forum Team (VP Research &amp; Innovation, HR, IR) were reviewed and compiled. 26/02/2019 - OM: DH attended the Scottish and Northern Ireland researcher developer practitioner group (ScotHERD) on 17/12/2018 and actively participated in discussions around the Concordat Consultation and the proposed updates to the Concordat. Heads of School were invited to provide their views as part of the institutional response to the Concord Consultation by 09/12/2018. 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 &amp; 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: <a href="https://mailchi.mp/st-andrews/softwarecarpentrybusinessengagementbrxitinfo-1606277">https://mailchi.mp/st-andrews/softwarecarpentrybusinessengagementbrxitinfo-1606277</a></td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Provide information to and gather the views of researchers and Schools as part of the institutional response. Ensure researchers are aware that can also respond individually. Working group representatives to attend relevant sector-wide meetings / conferences to share best practice and participate in discussions.</td>
<td>Successfully submit a measured and informed institutional response to the Concordat Consultation. Researchers invited to also respond individually.</td>
<td>Working group representations are active members of the ScotIRD, RDTC and Vitae and regularly contribute to meetings / conferences so this action is achievable.</td>
<td>In Andersons would like to ensure that they are actively involved in the Concordat Consultation, with a view to improving the research environment and career prospects of researchers – especially those on short-term contracts</td>
<td>Jan-19</td>
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<tr>
<td>7.7 (a)</td>
<td></td>
<td>Gather information regarding the work involved in carrying out a longitudinal study of CROS and PIRLS to inform HR Excellence and the GAP analysis required for embedding the New Concordat. Related to actions 7.1 (i) and 7.6 actions</td>
<td>Planning Manager / Staff Developer (Research)</td>
<td>Gather information regarding the suitability of and the work involved in carrying out a longitudinal study of CROS and PIRLS (2012 to 2019 data available) with a view to better informing the HR Excellence action plan and the GAP analysis required for embedding the New Concordat.</td>
<td>26/11/2019 - OM: Initial ideas discussed with HR Excellence Working Group. OM and OM to compile data for analysis. OM to contact a suitable analyst and discuss the project further.</td>
<td>26/10/2020 - OM: Following initial discussions with the Planning Team, a dedicated Microsoft Team was set up in December 2019 and CROS and PIRLS data was exported from Online Surveys for access and initial assessment by Planning Manager (IMR). The HR Excellence Working Group was also converted to a Team for improved communication and 8-year report data gathering. To oversee the focus of the longitudinal study, we are currently using 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. IMR first focussed their analysis on the theme of ‘Management’ - how well research staff think they are managed / how equipped managers feel to manage research staff - Strategic theme 2 and tie this in with Strategic Theme 4: information and support around career paths and career planning. IMR introduced to the HR Excellence Working Group and discussed their initial findings. The Working Group decided from the data presented, that a longitudinal study would help inform the GAP analysis for the new Concordat and serve as an example of best practice for the HR Excellence 8-year Review. IMR concluded that a full analysis and report could be published during the 2020-22 HR Excellence Review period.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Gather information regarding the work involved in carrying out a longitudinal study of CROS and PIRLS to inform HR Excellence and the GAP analysis required for embedding the New Concordat.</td>
<td>Information and relevant data gathered for going forward with study. Study commenced</td>
<td>The Planning &amp; Analysis Team will actively support the HR Excellence Working Group to progress this action, it is achievable.</td>
<td>This action will be particularly relevant to the GAP analysis that will be required when the University becomes a signatory to the 2019 Concordat</td>
<td>May-20</td>
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