### COVID-19 Provisions

In response to the extended period of homeworking induced by the COVID-19 pandemic, the actions below have come into play to ensure that new and current staff receive the information, resources and support they need during their employment at St Andrews.

<table>
<thead>
<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>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
<th>Strategic Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Design and publish an interim programme of CPD for research and Academic Staff</td>
<td>Staff Developer (Academic) / Staff Developer (Research)</td>
<td>Where possible in-person workshops will be moved online as quickly as possible after 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. -“New” 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. -“New” Converge funding competitions and online events. -“New” 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.</td>
<td>October 2020</td>
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<tr>
<td>No.</td>
<td>Project Description</td>
<td>Responsible Team</td>
<td>Start Date</td>
<td>End Date</td>
<td>Key Details and Implications</td>
<td></td>
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<tr>
<td>C2</td>
<td>Progress a full schedule of Passport to Research Futures (PRF) programme and PEF programme for 2020/21, to be delivered online</td>
<td>Staff Developer (Research) / PER Team</td>
<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 being made to ensure the content is delivered in an engaging way in the online format.</td>
<td>Mar-21</td>
<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. Level of engagement and satisfaction compared to in-person courses. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. 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. The ability to continue to provide training in the skills required for Research Staff Development is essential and converting to online delivery has allowed this to continue. Ongoing until full in-person programme can be resumed.</td>
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<td>C3</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>
<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>
<td>Apr-20</td>
<td>Suitable courses have been identified to support leavers with their career development. The courses are running and it is possible to allow external applicants to attend. Leavers continue to require development when looking for a new position. Available for staff leaving up to end Dec 2020.</td>
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<tr>
<td>C4</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>
<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 focused on career development are also being delivered and are opened to research staff leavers.</td>
<td>October 2020 - March 2021</td>
<td>Career support specifically for leavers has been agreed. Appointments have been agreed with the Careers Centre. Staff coming to the end of their contract during the pandemic face a difficult challenge and will require continued support and access to services. Available for staff leaving up to end Dec 2020.</td>
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<td>C5</td>
<td>Move Research Staff Forum activities online to ensure communications are clear throughout the COVID-19 homeworking period</td>
<td>Staff Developer (Research) / RSE Support Team</td>
<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>
<td>October 2020 - June 2021</td>
<td>The Research Staff Forum will continue online for the foreseeable future. Level of engagement by research staff. Opening of newsletter with update. Successful online Forum has been tested. St Andrews Covid Helpdesk set up with phone number and e-mail address. <a href="https://www.st-andrews.ac.uk/coronavirus/">https://www.st-andrews.ac.uk/coronavirus/</a> and accurate access to up to date information. St Andrews Covid Helpdesk set up with phone number and e-mail address.</td>
<td>Ongoing until in-person fora can be resumed.</td>
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<tr>
<td>C6</td>
<td>Move the current (2019-20) and the 2020-21 mentoring partnership cycle of the Teaching, Research and Academic Mentoring Scheme online with relevant support and resources in place to support remote mentoring</td>
<td>Staff Developer (Research)</td>
<td>The current cycle was launched on 26.06.20. Closing date for applications is 31.08.20. Early career research staff members 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>
<td>October 2020 - March 2021</td>
<td>Mentoring programme continuing as previous years except online rather than in-person. Number of partnerships established. Work is underway and builds on previous years. Leavers have been invited to apply. Successful programme is well established. Online until 2020/21 until in-person meetings can resume safely.</td>
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<td>C7</td>
<td>Move 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. Number of attendees and level of satisfaction. Simple to set up and run via Teams. Supports research writing by providing a structure for focused writing. Online until in-person workshops can resume.</td>
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<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>AUP Diversity / Res/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. St Andrews Covid Helpdesk set up with phone number and e-mail address. <a href="https://www.st-andrews.ac.uk/coronavirus/">https://www.st-andrews.ac.uk/coronavirus/</a></td>
<td>Regular updates at HSE Excellence Meetings</td>
<td>Questions asked by staff are answered and available for all. Number of webpage visits. Maintained by University department. Responses are to questions asked by staff.</td>
<td>Until pandemic continues.</td>
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</tbody>
</table>
### C9. The University has furloughed a number of Research Staff where they are unable to carry on with their research during the home-working period.

**HR**

The University has been in close contact with the funding organisations to mitigate the impact of the lockdown on these researchers. Regular updates at HR Excellence Meetings.

<table>
<thead>
<tr>
<th>Staff who were unable to continue their research will be furloughed</th>
<th>Number of staff</th>
<th>Part of the national pandemic response</th>
<th>Supporting laboratory and field work based staff</th>
<th>Until staff can return to lab based or field based work.</th>
</tr>
</thead>
</table>

### C10. Virtual Step Count Challenge

**Organisational Development Coordinator**

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.

<table>
<thead>
<tr>
<th>March 2021, prior to the next Challenge</th>
<th>Supporting physical health of staff during the lockdown</th>
<th>Number of teams</th>
<th>Part of national scheme and managed through Wellbeing team</th>
<th>Continue with a national scheme that runs every year and is popular</th>
</tr>
</thead>
</table>

### C11. Move wellbeing activities online

**Staff Development Officer / Organisational Development Coordinator**

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’.

<table>
<thead>
<tr>
<th>‘Stay home stay fit’ Saints Sport daily videos and weekly live event via FB.</th>
<th>October 2020</th>
<th>March 2021</th>
<th>Importance of supporting physical and mental wellbeing of all staff is recognised by 85% participant satisfaction as recorded on evaluation forms.</th>
<th>Level of engagement and satisfaction compared to in-person courses</th>
<th>Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</th>
<th>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.</th>
<th>Wellbeing relevant for all staff</th>
<th>Ongoing until in-person events can resume</th>
</tr>
</thead>
</table>

### 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.

<table>
<thead>
<tr>
<th>Sep-20</th>
<th>Recognition of the impact to moving to home working for all staff</th>
<th>Level of engagement and satisfaction compared to in-person courses</th>
<th>Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</th>
<th>85% satisfaction is in line with our overall average for all events.</th>
<th>Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively.</th>
<th>Ongoing until in-person events can resume</th>
</tr>
</thead>
</table>
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/osds/my-development/home-working/
Safe, social and sustainable resource guide
This part of our ‘Interim 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
Mindfulness

Regular updates at HR Excellence Meetings
Recognition of the impact to moving to home working for all staff
Level of engagement and satisfaction compared to in-person courses
Minimum 85% participant satisfaction as recorded on evaluation forms.
Number of events and bookings in booking system, and attendance statistics.
Evaluation report statistics.
Webpage visits

Input from a number of relevant parts of the University
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

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 Teaching and Support workstream, CEED provided the following support for academic and other teaching staff to prepare them for dual delivery teaching:
  - See C13 plus:
    - 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:
      - Redesign of mandatory workshops for PGRs 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
      - HRF 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. After 20-30 minutes of presentation by two speakers, there was a period of Q&A and then participants went into breakout groups to discuss set questions, then reconvened to share thoughts and ask any final questions.
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. 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
- Grey - New
- S - specific
- M - measurable
- A - achievable
- R - relevant
- T - time-bound

**Link to University Strategy 2018-2023**

<table>
<thead>
<tr>
<th>No.</th>
<th>What we need to do</th>
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<th>Comment</th>
<th>Progress Review Date</th>
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<th>A</th>
<th>R</th>
<th>T</th>
<th>Strategic theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Increase participation of research staff in the next 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 OEDS</td>
<td>Discuss strategies for increasing engagement and perceived value prior to the design of the next Staff Survey which should run during the 2020-2022 review period. Tie in with adoption of the New Concordat.</td>
<td>Regular updates at HR Excellence Meetings. 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>62% 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 1-3%, however it is not unrealistic and with concerted effort can be delivered.</td>
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</table>
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.

18/07/2017: new academic starts are contacted to welcome them to the University and provided info regarding relevant toolkits and NSP. Contact details for new starts provided periodically by HR.

24/10/2017: for research staff, 3 new e-mails have been created in Mailchimp: 1) Welcome to St Andrews - new Contract Researchers 2) Reminder for Research Staff - engage with CEDARS (formerly CRDS (formerly CAPDS)) during your time at St Andrews 3) Reminder for line managers - what CEDARS (formerly CRDS (formerly CAPDS)) can do for your research staff. No. 1 is regularly updated and sent out monthly. No. 2 and 3 require review by the Master before being sent to Schools in the New Year. The 2017 Staff survey data showed that 84.5% of research staff who responded, new where to find information about training and development. CPD discussions are encouraged to take place during induction. The CROS 2017 survey data showed that 89% of respondents felt that they were encouraged to engage in personal and career development and 95% agreed that they take ownership for their career development. Positive response rates for both these questions had increased by >10% from 2015 and sit above the national average. The aim for 2018-2020 will be to investigate and implement strategies for increasing mail-out engagement (20%), increase School engagement with induction by 10% and begin to review the induction process.

10/07/2019 - DM: 10% increase in PIRLS engagement achieved: PIILS 2019 received a response rate of 36% (>13% from 2017). Results will be analysed once benchmarking has been organised by Vitae. CROS received a response rate of 26%.

Aims: review induction, review marketing strategies, ↑ mail-out engagement (20%) and ↑ School engagement with induction by 10% - ongoing:

For AY 18-19, 40 RS and 37 academics (and 11 research/academics) attended ‘All New Staff Induction’ (2 per yr.), satisfaction index rating average (SIR ave): 81%. 50 RS and 36 academics (and 11 research/academics) attended ‘New Staff Essentials’ (monthly) (SIR ave: 81%).

The aims for 2020-2022 will be to monitor engagement and feedback for new online induction events; better signpost RS and managers of RS to ‘new’ ‘Essential learning for new staff webpage’ from CEDARS RS and academic webpages, induction events and e-newsletters (Aspire, Developing News, Research leaders updates) and the new RS Managers online resource when available.
Further develop and launch a developmental programme for research supervisors (PGR supervisors) and PGR and Research leaders to ensure that they are guided through the process of inducting new researchers.

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

Staff Developer (Academic)/Staff Developer (Research)

Ex- 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 resource.

16/07/2017: The CROS 2017 survey results highlighted areas for improvement in the induction process at the institutional, departmental and local level for research staff.

24/10/2017: HR Excellence workgroup members met to further discuss the local induction process in detail at a meeting on 31/11/2017.

11/12/2017: sessions arising from the above meeting discussed along with a selection 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.

10/07/2017: - if vision of induction for all staff in the process: automated process database of resources. System can do: aspirations, roles, responsibilities, skills requirements. Database builds a tailor made induction process for all staff. System has built-up and reminders. Manager also sees and receives reminders so each new appointment. Track progress and training records. Resource Link - HTFS project approved in 2018 next step outline business case. Waiting for BTPO to outline the business package. Time and resources are needed. Role-based curriculum.

18/09/2017: Following the 2019 Research Staff Forum refresh 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 signpost 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.

The aim for 2020-2021 will be to explore adapting the HoS 'zone' idea for use by other leadership cohorts such as managers of RS. The aim is twofold, to signpost 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.

Regular updates at HR Excellence Meetings:

- Explore adapting the HoS 'zone' idea for use by other leadership cohorts such as RS managers. Aim 2-fold: signpost managers to the resources & 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.

New resource development programmed.

New Starter Survey & CEDARS induction experience questionnaire longitudinal CDS & PMLS - review perceptions of induction Website data

This is a part of a longer-term and University-wide project that has high-level support.

HR/OD/Project: 2022 Platform: 2024

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

- wellbeing
- perceptions of the University and local environment
- time to competence development
- motivation
- workforce retention

May-21 1 and 2

Further develop and launch a developmental programme for research supervisors (PGR supervisors)

Staff Developer (Academic)

The following workshops/sessions have been held in place since 2015 and are regularly run as part of the Academic Staff Development Programme (ASDP) - 'Managing people in research teams', 'PGR Supervisor Training', 'PhD viva examinations: best practice', 'Supervisor update sessions'. The following workshop has been in place since 2016 and will run again in December 2017: 'Student Mental Health Toolkit for Academic Staff'.

24/10/2017: Reporting online resources, the 'Supervising Doctoral Studies' Epigeum token trial that has started - 100 tokens were purchased by OSDS (formerly CAPOD) for dissemination to academic and research staff who apply for funding to support PhD researchers. Plan to run again in December 2017 - 'Student Mental Health Toolkit for Academic Staff', 'Supervising Doctoral Studies' Epigeum token trial has started - 100 tokens were purchased by OSDS (formerly CAPOD) for dissemination to academic and research staff who apply for funding to support PhD researchers.

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This is a part of a longer-term and University-wide project that has high-level support.

HR/OD/Project: 2022 Platform: 2024

PGR supervisors should find this resource helpful and supported in their role.

Members of their team should benefit from the effect of improved supervision / management techniques, communications, processes and culture.

May-22 1 and 2
Raise the profile of Passport to Research Futures and other appropriate development opportunities within the Research Staff and Early Career Academic Communities.

Staff Developer (Research)

16/02/2020 - DM: Have 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 campaigns both online, via e-mail and face to face.

10/07/2020 - DM: Profiles being collected from PRF participants. Welcome e-mail being updated.

16/06/2020 - DM: Number of PRF participant profiles have been collected and will soon be published on the PRF webpage.

For AY 2017-18, 11 RS, 35 academic & 860 professional staff undertook Passport to Management Excellence (PME) associated activities (SR 8%).

For AY 2018-19, Advertising of PME associated activities 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.st-andrews.ac.uk/indis/passport-programmes/managementpassport/).

For AY 19-20, 101 RS (+95), 45 academics (+17) & 721 professional staff undertook PME associated activities (SR 30%).

For AY 19-20, 68 RS (+16), 20 academics (+20) & 443 professional staff undertook PME associated activities (SR 51%).

Adverts of wellbeing activities, PRF, mentoring, coaching, etc increased via the PRF Orientation, e-newsletters, the closed RGS, RSG Teams Community, Staff networks, Research Staff Forum, Induction, training and networking events.

Since launch in 2013, 43 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 FRMRS 2019: 16.5% & 14.5% respondents aware of TRAMS – need to work on increasing this.

The aims for 2020-2021 will be to continue to regularly advertise PRF, PME & wellbeing activities etc to RS and going forward, those who support them incl. managers; Publish profiles of PRF participants to help encourage new participants to join; Increase awareness of TRAMS amongst RS & academics.

Review updates at HR Excellence Meetings.

Regular updates at HR Excellence meetings.

Continue to advertise PRF, PME & wellbeing activities to RS and those who support them.

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

Increase awareness of TRAMS amongst RS & academics.

Review, develop and run again, the new Head of School (HoS) Programme. Also see Actions 2.3 (b) and 2.3 (m)

Staff Developer Academic / Staff Development Officer

The new Head of School Programme launched in 2010 and has completed it’s 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 confident and supported 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.

16/02/2020 AET & Ad: AET and Ad have received feedback regarding the new ‘Transitioning Head of School’ Programme 2018-20. Positive: Sensitivity of Community with new HoS; Small group; Covered key issues and processes; Chance to ask questions without bothering people; More aware of processes; Very helpful/ very useful/ very satisfied.

Suggestions from new HoS: Have Heads of School speak more, ideally in the summer; Add recruitment; Add How to Chair meetings; Add Budget; Add Strategy. Recommendation to repeat the previous programme with the following changes: Meet with all new HoS for needs; Updated HoS website; Add Diversity and Inclusion; Add Strategy formation with VP International; Add Role of Deputies with HoS; Start and schedule earlier if possible; Finance to be a practical, budget session with a HoS; Promote existing recruitment course; External HR session.

Training Programmes to be extended to other HoS: ARDS - Leadership Cases; Academic Recruitment; Academic Appeals; Continue with mental health training for all.

18/06/2020: EAT: The 20-21 HoS Programme is underway with 3 HoS plus 5 deputies participating from the School.

CROS and PIRLS 2019: 36.5% & 54.5% respondents aware of TRAMS - need to work on increasing this.

2019 CROS: 64% respondents aware of PRF.

Since launch in 2013, 43 participants have graduated from PRF, which is currently supporting 33 participants.

Aims for 2020-21 will be to continue to regularly advertise PRF, PME & wellbeing activities etc to RS and going forward, those who support them incl. managers; Publish profiles of PRF participants to help encourage new participants to join; Increase awareness of TRAMS amongst RS & academics.
Events relevant to CRS development and community building.

687x536

Regular updates at HR Excellence meetings.

Events ECAN and explore adapting the concept for online delivery.

Minimum 85% participant satisfaction as recorded on evaluation forms.

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

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

Events relevant to CRS development and community building.

Increase research staff communications and networking.

Also see action 4.4 (b) and 4.4 (c)

Staff Developer (Research)

16/06/2017: Idea - Post-doc Pizza - events through which different cohorts/special guests are invited to network/discuss career development with Post-docs. Designed to increase Post-doc connections across St Andrews and build a community which fosters collaboration and support. 16/07/2017: the launch event on 16/07/2017 encouraged Post-docs to network with the OSDD (formerly OSDD (formerly CARDS))-associated Careers Advisor, a Public Engagement Officer and two Research Staff Developers.

4/01/2018: the second event focused on the experiences of special guests: Visiting Principal (Research), Director of the Knowledge Transfer Centre, IBBC, Public Engagement Officer. A Post-doc-PIRD networking session is planned for 02/1/2017 to increase connections between these cohorts.

8/07/2017: St Andrews Community Facebook page - launched June 2017, this research staff-led, closed Facebook group aims to bring together Post-docs from across the University to build a stronger community via networking and socialising. The page offers Post-docs to share research, view events and link straight to the booking system.

Relevant websites: organiser and social media activities.

11/12/2017: Excellent attendance and review for the networking event held on 02/1/12. attendance of 21! Events will continue to develop. St Andrews Community Facebook page - 66 members. Verbal feedback at events has highlighted need for an alternative forum.

16/03/2018: Early Career Academic Networking (ECAN) launched in March 2018 - 1 hour events with invited speakers + topics of interest and activity ideas informed by research staff and academics. 10 groups: 70 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and the aim for 2018-2020 will be to launch and review a new forum with the help of a summer intern.

26/02/2019: EM: ECAN going well with small, diverse groups meeting. Export: networks are up and running and School level. Find out if these need any support. From 2018 CRDS survey carried out by summer interim concluded online forum for OSDD not required. Instead, closer workshops were developed and work is ongoing to increase usability of PDMS.

372x536

More. A new forum will be discussed at April forum, which will be discussed at April forum, with a view to increasing School & RS engagement with the forum and other important University processes; further increase recognition of RS and advocacy for OPR, researcher community and wellbeing. EM and LM to run discussion groups between forums to ensure important issues can be discussed in more detail.

Also see action 4.4 (b) and New Action 4.4 (c)

16/06/2018: Early Career Academic Networking (ECAN) events took place over AY 2018-19 with an average SIR 89%. 6 events took place with a total attendance of 36: 18 RS, 7 Academics plus professional staff and PGRs. Topics e.g. Top Teaching Tips with Paula Miles: Love your professional development! Pre-Christmas Pizza catch-up, networking, informal discussions - Research Staff Associations. Extra CPD opportunities were added for 2019-20 and a few ECAN events were cancelled due to low booking numbers so ECAN was paused for AY 2019-20. Re-started for AY 20-21.

PostDoc Pizza overview A/Y 2017-18: RS = 20, academic = 1, professional staff = 7, PGRs = 6 (SIR ave 88.5%). The aims for 2020-2022 will be to revisit ECAN and explore adapting the concept for online delivery, support existing / new RS networks.
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.

### Link to University Strategy 2018-2023

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

<table>
<thead>
<tr>
<th>Progress Review Date</th>
<th>S</th>
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<th>A</th>
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<th>T</th>
<th>Strategic theme</th>
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<tr>
<td>May-22</td>
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<td>Expanding to the changing needs of research staff is highly relevant to their CPD and career prospects</td>
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### Use action

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<tr>
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<tr>
<th>Program</th>
<th>Ref</th>
<th>What we need to do</th>
<th>Who's leading</th>
<th>Comment</th>
<th>Progress Review Date</th>
<th>S</th>
<th>M</th>
<th>A</th>
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<th>Strategic theme</th>
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<tbody>
<tr>
<td>New</td>
<td>3.3 (h.)</td>
<td>General overview of developments within Contract Researcher (CoRe) Skills, Passport to Research Futures (PRF) and Lunchtime Legends 2020-2021. All activities have been adapted for online delivery for AY 2020-21. The aims for 2020-2021 will be to review online delivery success and update activities as required; increase support for PRF participants; increase the use of Vitae’s RDF Planner in RS development planning; special focus on leadership &amp; management - link into University promotion processes around career development; develop new workshops with the new Technology Transfer Team; introduce the new external ‘Online Training School’; revisit developing the PRF collaboration with the University of Dundee (OD)).</td>
<td>STF Developer (Research Staff)</td>
<td>Regular updates at HR Excellence Meetings; Provide general overview of the developments made to the Passport to Research Futures; Review PRF with a focus on management &amp; leadership; Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>Overview provided Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. CEDARS, SS Webpage data</td>
<td>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</td>
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</table>
1.3 (i) General overview of developments within the Public Engagement Portfolio (PEPs) for staff and PGRs, 2020-2022.

Public Engagement with Research (PER) Team / Staff Developer (Research Staff) / Educational and PGR Developer

- All activities have been adapted for online delivery for AY 2020-21. The aims for 2020-2021 will be to review and develop the PEPs, collect and review participant feedback and increase awareness of the PEPs amongst staff, cohorts and PGRs.

- Regular updates at HR Excellence Meetings

- Provide general overview of the developments made to the PEPs.
- Review and develop PEP activities.
- Collect & review participant feedback.
- P awareness of PEPs.
- Minimum 85% participant satisfaction as recorded on evaluation forms.
- Overview provided Number of events and bookings is in line with our overall average for all events.
- The PER-IDSR-CEED collaboration is going well and PER has joined workshops, therefore developments should be achievable.
- 85% satisfaction is in line with our overall average for all events.

New 1.3 (j) General overview of developments within CPD provisions for PGRs (as there is overlap between provisions for RS and PGRs), 2020-2022.

Educational and PGR Developer

In response to feedback from our internal survey of research postgraduate students, the Assistant Vice Principal (Prospect) decided to streamline provision for AY20-21 by dropping a small number of workshops that covered similar content to others. In light of restrictions due to Covid-19, the GRADSkills Programme will continue online in semester 1 and likely in semester 2 as well. The mandatory training for doctoral students which has been substantially revised to a blend of self-study online courses and live workshops.

In another significant change for AY20-21, the suite of five, 2-day workshops delivered by external presenters (BioSS) through GRADSkills has been replaced by in-house statistical training offered by Centre for Research into Ecological and Environmental Modelling (CREM), comprised of self-study online materials supplemented by weekly two hour face-to-face help session with a course instructor. This is open to all research postgraduate students and academic staff, and the new approach greatly increases access to statistics training for all researchers.

Also new for AY20-21 is the St Leonard’s College Associate Scheme, an honorary status that recognizes a student’s achievement in completing a doctoral degree at St Andrews, which will provide a continued association with our University. Associates will continue to have access to University services and facilities, including University email address and access to specified University Library facilities and resources. This will include access to training courses via CEED, GRADSkills and the Careers Centre. While St Leonard’s Associates are members of the University, the association does not constitute a contract of employment or matriculation as a student. The associate term is also for 12 months.

For AY20-21 St Leonard’s College is planning to introduce teaching PhD studentships, funded PhD places that would involve a commitment to engage in a certain amount of teaching for the School, alongside a structured programme of teacher development. This scheme is under development and involves collaboration between St Leonard’s Postgraduate College and the Centre for Educational Enhancement and Development.

New 3.6 (i) 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.

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

Director – OSDE Organisational Development Coordinator

As part of a University-wide review of induction, OSDE 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 along the longitudinal CROS & PIRLS study, People Enhancing Strategy 2019-2022 Survey and the GAP analysis for adopting the 2019 Concordat.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (37 mentors, 109 mentees, 11 dual role).

Regular updates at HR Excellence Meetings

- Develop, launch and analyse a ‘New Starter Survey’ to capture the experiences of new staff.
- New starter survey completed and analysed.
- Review analysis alongside the longitudinal CROS & PIRLS study, the ‘Induction experience questionnaire for Research Staff – online’ and the People Enhancing Strategy 2019-2022 survey data.
- This goal is achievable. We will be working alongside a institution-wide review of induction.
- Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.
- Induction affects * wellbeing * perception of the university and local environment * time to competence * productivity * motivation 

New 3.6 (k) Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAAM) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academic)

The Aims for 2020-2021 review the database with regard to membership to ensure only actively engaged presenters (BioSS) through GRADSkills has been replaced by in-house statistical training offered by Centre for Research into Ecological and Environmental Modelling (CREM), comprised of self-study online materials supplemented by weekly two hour face-to-face help session with a course instructor. This is open to all research postgraduate students and academic staff, and the new approach greatly increases access to statistics training for all researchers.

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- Database review.
- Increase awareness of TRAMS amongst RS, mid career & senior academics.
- 100 partnerships / cycle.
- Overview provided.
- The PER-IDSR-CEED collaboration is going well and PER has joined workshops, therefore developments should be achievable.
- 85% satisfaction is in line with our overall average for all events.

New 3.6 (l) Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAAM) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academic)

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- Database review.
- Increase awareness of TRAMS amongst RS, mid career & senior academics.
- 100 partnerships / cycle.
- Overview provided.
- The PER-IDSR-CEED collaboration is going well and PER has joined workshops, therefore developments should be achievable.
- 85% satisfaction is in line with our overall average for all events.

New 3.6 (m) Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAAM) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academic)

The Aims for 2020-2021 review the database with regard to membership to ensure only actively engaged presenters (BioSS) through GRADSkills has been replaced by in-house statistical training offered by Centre for Research into Ecological and Environmental Modelling (CREM), comprised of self-study online materials supplemented by weekly two hour face-to-face help session with a course instructor. This is open to all research postgraduate students and academic staff, and the new approach greatly increases access to statistics training for all researchers.

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- Database review.
- Increase awareness of TRAMS amongst RS, mid career & senior academics.
- 100 partnerships / cycle.
- Overview provided.
- The PER-IDSR-CEED collaboration is going well and PER has joined workshops, therefore developments should be achievable.
- 85% satisfaction is in line with our overall average for all events.
New 3.8 (i) Ensuring those who support all those research leaders balancing team management, research and online teaching delivery.

**Staff Developer (Research STAFF)**

The aims for 2020-2022 will be to will be to use the mentoring partnership journey online, adapting Briefing Sessions, CPD and one-to-one for online delivery and monitor the success of this transition; revisit the ‘Scope for TRAMS survey’ with a view to scoping the interest in TRAMS participation from other Universities; increase mentor-specific development and experience sharing opportunities.

2020-21 New joiners, handbook, resources and events: Trinity College Dublin have joined us for their first trial cycle. Everything has moved online and participants will be supported to use their mentorship meetings online. Two, short, live online Briefings took place in August and early September with a total of 68 participants. The recorded Online Briefing will be available to all participants.

Regular updates at HR Excellence Meetings

- Non-monitoring cycles incl. training, CPD & mentor-CPD.
- Monitor success of this transition.
- Re-visit the ‘Scope for TRAMS survey’
- Increase mentor-specific development & experience sharing opportunities.
- Minimum 85% participant satisfaction as recorded on evaluation forms.

Number of events and bookings in bookings system, and attendance statistics. Evaluation report statistics. Review of online TEL schemes with a view to increasing matching success, improving the mentoring scheme participation experience.

TRAMS continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme. 85% satisfaction in line with our overall average for all events.

May-22

New 3.8 (i) Developing mentoring culture to support professional and career development for researchers - Aurora & Elizabeth Garrett Schemes - partnership cycles 2020-2021, 2020-22.

**Staff Developer (Research Staff) / Staff Developer (Academic) / EDI Team**

The aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 apartments, continue to support Aurora & Elizabeth Garrett associated activities.

Participants are already signed up for 2020-21 (17 supported), 2021 (23 supported), 2022 (24 supported). 1 Biology, 1 History, 1 Library, 2 Management, 3 Medicine, 1 PDST, 1 TEL, 2 Planning, 1 Psychology & Revit, 1 TEL, 1 Rep Theatre.


- Support CEP & networking activities associated with Aurora & Elizabeth Garrett Schemes.
- Minimum 85% participant satisfaction as recorded on evaluation forms.
- Aurora & RS applications over the review period.
- Numbers in relevant database.
- Evaluation report statistics.

Processes for Aurora continues to grow. 5 research staff applications should be achievable with effective advertising. 85% satisfaction is in line with our overall average for all events.

May-22

New 3.8 (k) Develop the technology and associated support services which underpin the majority of the University’s teaching and coaching schemes.

**Staff Developer (academic) / Staff Developer (Research) / SUMAC Team**

The aims for 2020-2022 will be to continue to develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience.

- Continue to Develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience.

Annual update

- Continue to Develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience.
- Updates to SUMAC which improve matching and partnership experience of schemes.
- Improvements in matching and partnership experience by scheme coordinators.
- Re-visit the ‘Scope for TRAMS survey’ with a view to scoping the interest in TRAMS participation from other Universities; increase mentor-specific development and experience sharing opportunities.
- Minimum 85% participant satisfaction as recorded on evaluation forms.

TRAMS represents online checker for this activity and continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme. 85% satisfaction is in line with our overall average for all events.

May-22

New 3.13 (a) Support all those research leaders balancing team management, research and online teaching delivery.

**Staff Developer (academic) / TEL Team (CEED)**

Continuing work started in C13 & C14 to support remote team management and teaching delivery.

For Semester 1 AF 2020-21, those who support those who teach, will focus their efforts on supporting online teaching delivery. Integrating Technology Enhanced Learning (TEL) and community building and the two main areas of focus. The 4DMP will resume in Set 2. However, the current situation has opened up an opportunity and need for developing additional workshops.

- Live from the Hub - https://education.wp.st-andrews.ac.uk/2020/07/31/hive-highlights-july-2020/ effective distant learning/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online teaching/online 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training

Support those who teach to deliver their activities online.

Focus Integrating TEL and community building.

- Online platforms, expertise, activities & support in place to ensure successful online teaching delivery.

This goal is achievable.

May-22
**Ongoing Actions**

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<tr>
<th>Date</th>
<th>Action</th>
<th>Who’s leading</th>
<th>Comment</th>
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<th>Strategic theme</th>
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<tbody>
<tr>
<td>25/05/2015</td>
<td>Local induction report circulated but no comments yet, JF to try to obtain and circulate V/S case study.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>25/05/2015 Local induction report circulated but no comments yet, JF to try to obtain and circulate V/S case study.</td>
<td>11/04/2016</td>
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<td>11/04/2016</td>
<td>Results from CROS survey '13 &amp; '15 have shown a clear improvement in 'local induction'.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>11/04/2016 Results from CROS survey '13 &amp; '15 have shown a clear improvement in 'local induction'.</td>
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<td>01/04/2016</td>
<td>Local induction toolkit to be developed. Academic Staff Developer to lead with input from Post-doc rep and Research Staff Developer.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>01/04/2016 Local induction toolkit to be developed. Academic Staff Developer to lead with input from Post-doc rep and Research Staff Developer.</td>
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<td>17/07/2017</td>
<td>Discussions around previous project highlighted need for this action to be revitalized.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>17/07/2017 Discussions around previous project highlighted need for this action to be revitalized.</td>
<td>21/09/2015</td>
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<tr>
<td>04/10/2017</td>
<td>The 2017 CROS results showed that 43.8% of respondents found their departmental, faculty / unit induction programme useful (national average: 45.8%); 62% found their local induction to their role useful (national average: 62.2%); a decrease for St Andrews of 27.6% and 27.5% respectively, since CROS 2015. In response to these observations, a new HR Excellence subgroup will specifically focus on improving the local induction experience for research staff. The first subgroup meeting is to discuss how to evaluate and improve the local induction experience of contract research staff. It is scheduled for 28/11/2017, to be chaired by DM: invited: JF, SG, KG, LM, DR.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>04/10/2017 The 2017 CROS results showed that 43.8% of respondents found their departmental, faculty / unit induction programme useful (national average: 45.8%); 62% found their local induction to their role useful (national average: 62.2%); a decrease for St Andrews of 27.6% and 27.5% respectively, since CROS 2015. In response to these observations, a new HR Excellence subgroup will specifically focus on improving the local induction experience for research staff. The first subgroup meeting is to discuss how to evaluate and improve the local induction experience of contract research staff. It is scheduled for 28/11/2017, to be chaired by DM: invited: JF, SG, KG, LM, DR.</td>
<td>11/12/2017</td>
<td></td>
<td></td>
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<td></td>
<td>Strategic theme</td>
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<tr>
<td>11/12/2017</td>
<td>Draft questionnaire and outcomes from the discussion on 28/11/2017 to be presented and discussed further.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>11/12/2017 Draft questionnaire and outcomes from the discussion on 28/11/2017 to be presented and discussed further.</td>
<td>21/09/2015</td>
<td></td>
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<td>Strategic theme</td>
</tr>
<tr>
<td>19/02/2018</td>
<td>An anonymous online / interview-style survey aimed at new starters whose contract start date fell between 01/12/16 and 01/12/2017 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. Research Staff 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 identifying good and sub-standard practice and work towards increasing satisfaction by 10%.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>19/02/2018 An anonymous online / interview-style survey aimed at new starters whose contract start date fell between 01/12/16 and 01/12/2017 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.</td>
<td>24/10/2017</td>
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<td>Strategic theme</td>
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<tr>
<td>24/10/2017</td>
<td>The 2017 CROS results showed that 43.8% of respondents found their departmental, faculty / unit induction programme useful (national average: 45.8%); 62% found their local induction to their role useful (national average: 62.2%); a decrease for St Andrews of 27.6% and 27.5% respectively, since CROS 2015. In response to these observations, a new HR Excellence subgroup will specifically focus on improving the local induction experience for research staff. The first subgroup meeting is to discuss how to evaluate and improve the local induction experience of contract research staff. It is scheduled for 28/11/2017, to be chaired by DM: invited: JF, SG, KG, LM, DR.</td>
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<td>24/10/2017 The 2017 CROS results showed that 43.8% of respondents found their departmental, faculty / unit induction programme useful (national average: 45.8%); 62% found their local induction to their role useful (national average: 62.2%); a decrease for St Andrews of 27.6% and 27.5% respectively, since CROS 2015. In response to these observations, a new HR Excellence subgroup will specifically focus on improving the local induction experience for research staff. The first subgroup meeting is to discuss how to evaluate and improve the local induction experience of contract research staff. It is scheduled for 28/11/2017, to be chaired by DM: invited: JF, SG, KG, LM, DR.</td>
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<td>Strategic theme</td>
</tr>
<tr>
<td>11/12/2017</td>
<td>Discuss the trial Local Induction survey. It was decided that an online version of the trial questionnaire would be developed and circulated via e-mail to a larger cohort.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>11/12/2017 Discuss the trial Local Induction survey. It was decided that an online version of the trial questionnaire would be developed and circulated via e-mail to a larger cohort.</td>
<td>29/04/2020</td>
<td></td>
<td></td>
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<td>Strategic theme</td>
</tr>
<tr>
<td>29/04/2020</td>
<td>The 'Induction experience questionnaire for Research Staff - online' was circulated to the research staff cohort in Feb 2020.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>29/04/2020 The 'Induction experience questionnaire for Research Staff - online' was circulated to the research staff cohort in Feb 2020.</td>
<td>18/08/2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategic theme</td>
</tr>
<tr>
<td>18/08/2020</td>
<td>The 'Induction experience questionnaire for Research Staff - online' was circulated to the research staff cohort in Feb 2020.</td>
<td>Staff Developer (Research) &amp; RS Rep from Physics and Astronomy</td>
<td>18/08/2020 The 'Induction experience questionnaire for Research Staff - online' was circulated to the research staff cohort in Feb 2020.</td>
<td>10/07/2020</td>
<td></td>
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<td></td>
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<td>Strategic theme</td>
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</table>

The aims for 2020-2022 will be to complete, analyse and publish the 'Induction experience questionnaire for Research Staff' and review the findings alongside the CROS & PIRLS Longitudinal Study and the 'New Starter Survey', apply the findings to the development of a new resource for RS Managers and actions which involve improving signposting for new RS and those who support them (working towards role-based curricula).
**3.6 (g)** Develop, launch and monitor new web resources for new staff which supports them during induction and provides signposting to essential systems and processes.

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

**Director - GDSS Staff Developer (Research Staff)**

Over the 2018-2020 review period, CAPOD became two new units, OSDS and CEED. All webpages were reviewed and updated. As part of this process and a University-wide review of induction, GDSS improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new GDSS ‘Essential learning for new staff’ webpage: https://www.st-andrews.ac.uk/osds/essentials/

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 process including mandatory and reporting of completion. GDSS are also working on interim solutions to enhance the new start experience which will be incorporated into the HRODEP programme in due course. Over the next 2 years substantive development of induction processes will be undertaken as part of HRODEP and the People Enabling Strategy 2019-2023 and HRODEP will ultimately result in the procurement and implementation of a new HR / OD platform which will integrate all functionality currently spread across a range of systems (including training management, tracking records, onboarding and induction, performance review etc.)

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

**The Aims for 2020-2022 will be for HR Excellence Working Group members to actively engage with HRODEP projects with a view to ensuring RS, especially those on short term contracts, are supported effectively within new systems and processes.**

- **Submit Project Proposal to the University Business Transformation Board to seek project approval and resources to take this review forward. Subject to BTB approval we will roll out the project to identify good and sub-standard induction practice, and develop a seamless and consistent induction process which can be implemented across the University.**

**3.6 (h)** Review induction at all levels over the next 5 years.

**Director - GDSS/ Staff Developers**

To implement a systematic review of all induction across the institution. Ensure researchers and contract research staff have appropriate induction at local and institutional level and to review the support given for aggregating 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 seamless and consistent induction process which can be implemented across the University.

**3.6 (i)** Review induction at all levels over the next 5 years.

**Submit Project Proposal to the University Business Transformation Board to seek project approval and resources to take this review forward.**
Evaluate impact of mentoring on researcher career development.

**Action 3.7 (e)** 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 (now part of 3.8 which focuses on mentoring)

**Director CDOs / Staff Developer (Research)**

**Long term goal:** Conduct a second longitudinal study of participants in the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics’ Mentoring Scheme) to add to the existing evidence for positive outcomes from mentoring partnerships and a measurable positive impact on career development.

**Short term goal:** 2/4/2017 for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics’ Mentoring Scheme) a detailed BOS survey (looking at the same questions as previous years) was sent out to all mentors and members 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.

10/11/2018 - HR: challenges difficult to find people. Questionnaire exists to be sent out to all mentors.

20/02/2020 - HR: 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.

**Regular updates at HR Excellence Meetings**

**Data Collection**

- 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.

**Qualitative and quantitative**

- The Aim for 2020-2022 will be to revisit this action and start the accreditation process should this be a viable option for raising the profile of TRAMS.

- Interactive sessions with the focus of the new Review and Development Scheme and Academic Review process etc to see if this is a viable strategy for further developing the scheme, raising it’s profile and increasing participation.

- The Aim for 2020-2022 will be to revisit this action and start the accreditation process should this be a viable option for raising the profile of TRAMS.

**Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.**

**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 its profile and increasing participation.

- 18/06/2020 - DM: DSM and EG, the core coordinators for TRAMS, have explored the accreditation process with the European Mentoring and Coaching Council (EMCC) - one of the best known mentoring and coaching bodies: [https://www.emccouncil.org/accreditation/](https://www.emccouncil.org/accreditation/)

- The scheme is in a position to possibly apply for their gold level accreditation: [https://wec1.apps.box.com/s/bqbt6xfs9doacazocpjfcqwlf5cvkjer](https://wec1.apps.box.com/s/bqbt6xfs9doacazocpjfcqwlf5cvkjer)

- The Aim for 2020-2022 will be to revisit this action and start the accreditation process should this be a viable option for raising the profile of TRAMS.

- 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 its profile and increasing participation.

- Options explored and reported.

- Decision made about pursuing accreditation.

**Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (academic apply link)**

**HR Business Partner**

**Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.**

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- Decision made about pursuing accreditation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Regular updates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/10/2017</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 102.8% and 96% of respondents to the programme survey believed that the coaching they received had had a direct beneficial impact on their work environment (workplace / team). 99% indicated that their performance at work had enhanced as a direct result of their participation in the coaching programme. 14/03/2017: Opportunity not well known to Research Staff. The aim for 2018-2020 is to explore the possibility of advertising this resource more and increasing the uptake by researchers by 5 new coachees.</td>
<td>Increase capacity - new qualified coaches. Increase awareness of scheme amongst RS &amp; academics. Advertise the benefits of the coaching scheme to RS. Recruit 5 new RS participants to staff coaching scheme. Review feedback. Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
<td>85% satisfaction is in line with our overall average for all events.</td>
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</table>
**New Actions**

<table>
<thead>
<tr>
<th>#</th>
<th>Ref</th>
<th>Who’s leading</th>
<th>Comment</th>
<th>Progress/Review</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</td>
<td>4.1</td>
<td>Enterprise Support Model group led by the Quaestor / Director - OSDS / Staff Developer [Research] / Staff Developer [Academics]</td>
<td>Develop a process and programme by which students, staff and externals can develop an enterprising idea via the Enterprise Support Model.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Develop a process and programme by which students, staff and externals can develop an enterprising idea via the Enterprise Support Model.</td>
<td>Programme development progressed.</td>
<td>85% satisfaction is in line with our overall average for all events.</td>
<td>Many research staff do not continue beyond their fixed term contract into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.</td>
<td>May 22</td>
<td>2 &amp; 4</td>
</tr>
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</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.

**Key:**
- Green - Completed
- Orange - Ongoing - taken forward from previous review cycles
- White - NEW
- S - specific
- M - measurable
- A - achievable
- R - relevant
- T - time-bound
<table>
<thead>
<tr>
<th>Program</th>
<th>Ref</th>
<th>Who's leading</th>
<th>Comment</th>
<th>Progress Review Date</th>
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<th>A</th>
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<th>T</th>
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<tbody>
<tr>
<td>4.3 (c)</td>
<td></td>
<td>Staff Developer (Research) / Careers Advisor</td>
<td>Career paths and career planning: Also see actions 3.3 c, d, e 26/02/2020 OM &amp; CF (Assistant Director of the Careers Centre) to discuss how RS can better access tailored careers advice and develop a simple process for this cohort to seek out the support they need. 18/06/2020: A streamlined process is now in place for RS to access careers advice. RS will be given priority access to careers advise with longer appointments, tailored support, mock interviews and review of CVs if required. To book an appointment with a Careers Advisor, RS should now create a profile in Career Connect then email <a href="mailto:careers@standrews.ac.uk">careers@standrews.ac.uk</a> to request an appointment. RS will be issued with a pre-appointment document to complete in advance. End of contract RS will have access to Careers Guidance support from the Careers Centre whilst they are in employment with the institution. Access to appointments will be prioritised based on contract end-date. This information was circulated in a Developing news special bulletin on 16/08/2020 with an open rate of 85% and a click rate of 3% <a href="https://mailchi.mp/n-andrews/nn-bulletin-careerscentre">https://mailchi.mp/n-andrews/nn-bulletin-careerscentre</a> Workshops: Two new workshops have been run by an external presenter since the end of Semester 2 of AY 2018-19  &quot;New&quot; ‘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 85%). This temporarily replaced ‘Career paths for research staff’.  &quot;New&quot; ‘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 79.1%). This temporarily replaced ‘Career planning and self-development’. Through a collaboration with Careers advisors we plan to review and develop the two original workshops and to tailor once again to the RS cohort.  &quot;New&quot; external PRF subunit alternatives introduced via ‘Career Management for Early Career Academic Researchers’. 2017 &amp; 2019 KCRS: 85.3% &amp; 84.1% respondents felt encouraged to engage in CPD by their manager; 97.4% &amp; 95.3% agreed they take ownership of career development.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Review RS interactions with the Careers Centre, Review CoRe Skills / PRF activities and University processes around career development, management and leadership. Review uptake of the ‘Career Management for Early Career Academic Researchers’ online resource.</td>
<td>Review of Careers Centre interactions complete. Review of career development, leadership, management carried out, possibly with new activities developed. Uptake of ‘Career Management for Early Career Academic Researchers’ online resource reported. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.</td>
<td>Reviewing existing activities and processes, and developing new ones relating to researcher careers is achievable through collaboration with the Careers Centre. 85% satisfaction in line with our overall average for all events.</td>
<td>Central to researcher CPD and career prospects.</td>
<td>May 22</td>
<td>&amp; 4</td>
</tr>
</tbody>
</table>
Staff Developer (Research) / Technology Transfer Team / Careers Centre

Employability and entrepreneurial skills - 01/04/2016: enhance the employability and entrepreneurial skills of researchers across all cohorts.

Action split 2020 into ‘Career paths, career planning and employability’ and ‘Entrepreneurial skills’.

- Regular updates at HR Excellence Meetings
- Work with the Technology Transfer Team to develop new activities for Career Skills / PRF and the programme that results from the Enterprise Support Model.
- Continue the Converge collaboration - host events & support Converge competition participants.

85% participant satisfaction as recorded on evaluation forms.

- Events and bookings in booking system, and attendance statistics.
- Evaluation report statistics.

Development of activities relating entrepreneurship are achievable through collaboration with the Technology Transfer Team.

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

- Many researchers do not continue beyond their fixed term contract into an academic position.
- Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.

4.1 (d) Improve the information and support around employability and entrepreneurial skills of researchers across all cohorts.

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

The idea of career mentoring (matching RS with mentors from industry / business / St Andrews alumni was explored by an OSDS intern (2018) but the idea required extra resource and could not be pursued. A "new" OSDS-Technology Transfer Centre (formerly known as the Knowledge Transfer Centre)-Careers Centre-Converge collaboration beginning 2019 resulted in a "new" series of entrepreneurship-associated activities incl. funding competition events resulting in the Kickstart Challenge being "won" by a senior 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 with a record number of submissions (157) from 18 supporting Universities!

The Aims for 2020-2022 will be to work with the Technology Transfer Team to develop new workshops for Career Skills / PRF and the programme that results from the Enterprise Support Model; continue the OSDS-Technology Transfer Centre (Research & Innovation Services)-Careers Centre-Converge collaboration through running events and supporting Converge competition participants.
CPD for Academics - improve skills and confidence of PIs in managing people

Staff Developer (Academics) / Staff Developer (Research)

3/10/2017 DM: 2017 PIRLS: 98% of respondents agreed they had access to CPD; 56.6% undertook 1-5 CPD days in the last 12 months. For FY 16-17, 239 RS and 361 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%), ‘leading their group’ (41.3%), ‘managing group/ finances’ (46.9%), ‘managing staff performance’ (52.6%) and ‘motivating individuals’ (40.4%), despite availability of relevant training. Response: ASDP under review with a view to broadening topics and increasing engagement.

26.02.19 - DM: PIRLS analysis to be transferred from HR to OSDS (formerly CAPOD).

10/07/2019 - DM: CROS and PIRLS ran in May 2019, with a response rate of 27% (> 4% from 2017) and 36% (>13% from 2017), respectively - discuss anonymised responses.

18/08/2020 - DM: the 12/02/20 Research Staff Forum (RSF) focussed on RS-Manager 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 OSDS develop support better support, sign-posting and resources for managers of RS. Following discussions at the Forum, a *new* 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

*The Aims for 2020-2022 will be to support all those having to manage their research team remotely; work towards a role-based curriculum - consider adapting the HoS ‘zone’ idea and associated support to those who manage researchers. Monitor marketing - ‘Bulletins for Research Leaders’ & RSF updates Work with academics & RSF to review and update the support and resources available to those who manage researchers.*

Regular updates at HR Excellence Meetings Support those having to manage their research team remotely. Work towards a role-based curriculum - consider adapting the HoS ‘zone’ idea and associated support to those who manage researchers.

New resource developed. E-newsletter open and click rates. RS, CEDARS Longitudinal CROS & PIRLS study Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.

Minimum 85% participant satisfaction as recorded on evaluation forms.

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

Increasing programme awareness and variety is highly relevant to the CPD of academic staff and the management of their research staff and students.
## HR Excellence in Research - Action Plan

### Strategic theme: HR Excellence in Research - Action Plan

**INTEGRITY**

1. **White - NEW**
   - Develop a training proposal around new research integrity policies.
   - Staff Developer (Academic)
   - Progress Review Date: 11/12/2017
   - Action: Strategy developed for developing a training approach which enables the recruitment of research integrity officers in Academic Schools, online learning for postgraduate researchers, research staff, and academics has been approved.
   - Description: The strategy aims to develop a detailed training proposal and begin implementation.

2. **Green**
   - Reassess hosting platform for AIR: needs to provide meaningful data (progress expected).
   - Online training platform for AIR.
   - Progress Review Date: 20/06/2020
   - Action: Mandate first online module as part of probation for new staff on research only contracts, and teaching and research contracts.
   - Description: The action is approved and now in place.

### PRINCIPLES

- **A - achievable**
- **M - measurable**
- **S - specific**
- **Orange**
- **White**
- **Green**
- **Orange**
- **White**

**HR Excellence Meetings**

<table>
<thead>
<tr>
<th>What we need to do</th>
<th>Who's leading</th>
<th>Comment</th>
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<th>S</th>
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<th>T</th>
<th>Strategic theme</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 Staff / Staff Developer (Academic) / Staff Developer (Research)</td>
<td>11/12/2017</td>
<td>Strategy developed for developing a training approach which enables the recruitment of research integrity officers in Academic Schools, online learning for postgraduate researchers, research staff, and academics has been approved.</td>
<td>Regular updates at HR Excellence Meetings</td>
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<td>Aims to achieve 50% uptake of the Academic Induction Resource (informative, slideshow, videos) by new research officers.</td>
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</tbody>
</table>
Aims: ↑ researcher engagement with wellbeing activities 20% - achieved for academics: ongoing for RS: 
2017 CROS). 
2019 PIRLS: 57.6% respondents aware of HWL. 2017 & 2019 CROS: 58.4% & 72.6% respondents aware (15% > 
85% participant satisfaction as recorded on evaluation forms where appropriate.

Encourage Schools to link directly to Wellbeing pages from their School landing pages.

GWG: HWL Gold Award received.

Plan: Continue to raise awareness of wellbeing activities (low / high intensity) amongst RS and monitor attendance.

Training will continue and audit will be undertaken in March 2022.

To individuals: Encouragement and support in making healthy lifestyle changes is within the University’s reputation for an excellent employer.

SS: Analyse results by further questions.

Springboard build upon the current HWL Gold Award and increased awareness of wellbeing initiatives, we are confident that this goal can be achieved.

To individuals: Encouragement and support in making healthy lifestyle changes is within the University’s reputation for an excellent employer.

May 22
Focus on the mental health of Research Staff & Academics and those they manage / support.

For AY 17-18, 34 RS (↑5) & 108 academics (↑69)

For AY 16-17, 28 RS (↓2 from last review period), 39 academics (↑ 45), 228 professional staff & 24 students

For A/Y 15-16, 28 RS (↓2 from last review period), 34 academics (↑ 45), 228 professional staff & 24 students

For AY 2014-15, 15 RS & 157 academics (↑ 40) undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (80% ave. 99%).

15/05/2019: DM & HMF attended the second Mental Health Scotland-Universities Scotland conference "Student Mental Health Toolkit" workshop.

11/12/2017: Mental health training provision developed to support those who manage/support staff and/or students e.g.: "Scottish Mental Health First Aid" (3 day event) "New" MHRM Mentally healthy workplace - Training for Managers; "New" Student Mental Health Toolkit workshop.

26/02/2019: DM attended the fifth meeting of the Universities Scotland RTSC: "Preventing mental ill-health: workloads; a lack of clarity on expectations; a lack of job security; and, pressure (internal and external) to perform". The group was challenged to come up with solutions. A large number of ideas were discussed and will be explored further by the Universities Scotland RTSC.

Embedding wellbeing is an ongoing development provided to support students and staff.

April 2019: Developed best practice in relation to dealing with mental health issues and the conduct of investigations.

Understanding wellbeing is putting in place an understanding of how individuals manage their mental health, including stress, anxiety and burnout.

For AY 17-18, 20 RS (↑ 2) & 154 academics (↑ 40) undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (80% ave. 99%).

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### New Actions

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<tbody>
<tr>
<td>New</td>
<td>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>Regular updates at HR Excellence Meetings</td>
<td>Develop and deliver training with regard to the new Dignity and Respect at Work Policy. 85% participant satisfaction recorded on evaluation forms for new activity</td>
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<td>Dec-21</td>
</tr>
<tr>
<td>New</td>
<td>6.13 (c)</td>
<td>Work towards the ‘Disability Confident Award’</td>
<td>Head of Equality and Diversity</td>
<td>Aim to achieve the Government Award by 2023. This could be achievable but is a large commitment. The new ‘St Andrews Staff Disability Policy’ will underpin the Award application.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Achieve Entry Level ‘Disability Confident Award’ in 2021</td>
<td>Award achieved and subsequently renewed.</td>
<td></td>
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<td>Dec-21</td>
</tr>
<tr>
<td>New 6.14 (a)</td>
<td>Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts.</td>
<td>Organisational Development Coordinator Director - CIED Head of Equality and Diversity</td>
<td>Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. Dec 2020: Commissioned by the proctors office, the purpose of the new training is to develop an inclusive working/studying environment for transgender and gender-queer students and staff. The Pronoun Training Working Group consists of representatives from CIED, CED&amp;I, 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 students with respect and dignity. It will be instructive providing background information for context and useful tools to help viewers develop behaviours. Gender will be discussed as a spectrum and viewers will be sign-posted to relevant policies and procedures 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 be alongside the video providing further information. The plan is to launch the video and Guidance Semester 1 AV 2020-21. 27/06/2020 AH: The idea of providing some instructor-led training around the pronouns and gendered language in teaching, research and professional contexts is being pitched to the working group. Training could potentially be added to in ASDP. Training for HoS and Directors of Teaching (DoT) for example, could potentially become mandatory.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>New training activity developed and delivered. Minimum 85% participant satisfaction as recorded on evaluation forms. Webpage views Moodle access data SS / CEDARS / EDI surveys</td>
<td>65% satisfaction is in line with our overall average for all events.</td>
<td>Dec 21</td>
<td></td>
<td>New 6.15 (b)</td>
<td>Support participants through the Advance HE Diversifying Leadership (BAME) programme 2020-21.</td>
<td>Head of Equality and Diversity</td>
</tr>
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<tr>
<td>1.1 (a)</td>
<td>Work towards maintaining LGBT Stonewall Diversity Champion accreditation</td>
<td>Head of Equality and Diversity</td>
<td>On 19 June 2015 the University became the 77th UK and 4th Scottish university to gain the Stonewall Diversity Champions Award after providing evidence of LGBT inclusion and outliving tasks to undertake from July 2015 to June 2016 then annually. 24/10/2017: external LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 15 minute survey open to All Staff from 1 Sep to 3 Nov 2017. As part of the University’s equality initiative we are seeking anonymous staff feedback to help ensure that our workplace is fair to staff in relation to their Gender Identity and Sexual Orientation.</td>
<td>Regular updates at HR Excellence Meetings; Submit renewal 2021.</td>
<td>24/10/2017</td>
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<td>Day 21</td>
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<td>6.3 (a)</td>
<td>All members of the UK research community actively address the controversies and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</td>
<td>Director of HR / Head of Equality and Diversity / New Research Culture Group</td>
<td>Statistics to be provided via Athena Swan. 17/06/18: Focus Groups have been established to elicit feedback from Female Academic/Research who have returned from Maternity Leave in STEMM Schools/Depts. since 2013. The feedback is being discussed at the University Athena Swan Committee. Improvewise out of the 17 target audience 13 took part (76%). 18/07/2017: This subject is on the agenda and the Dean of Arts will be involved in reviewing training needs and procedures. 24/10/2017: Group to look through the Athena Swan documents and discuss which actions should be taken through the HR Excellence process. 18/06/2020: Action being progressed via the Research Staff Forum (RSF) and EDI and / or AWAN working Groups. EDI reports (2018): 1st Ethnicity Pay Gap; Gender Pay Gap; Staff &amp; Student diversity &amp; inclusion reports published - 18/07/2017 24/10/2017: External LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 15 minute survey was open to All Staff from 1 Sep to 3 Nov 2017. As part of the University’s equality initiative we are seeking anonymous staff feedback to help ensure that our workplace is fair to staff in relation to their Gender Identity and Sexual Orientation. 26/02/2018: Results of the survey to identify areas where action is required to implement any improvements. 10/07/2019: SB - Stonewall Diversity Award - annual renewal every Sept (next submission Sept 2019) HR and student services staff received LGBTIQ+ special GlobalCom training from Stonewall in June / July 2019 to help support those they have contact with. 18/06/2020 - SB - LGBT Stonewall Diversity Award renewal submission extended to Sept 2021 due to the COVID-19 pandemic. The launch of the external LGBT Stonewall Staff Workplace Equality Staff Survey has been suspended until Sept 2021 due to the COVID-19 pandemic. The plan is to run the LGBTIQ+ special GlobalCom training from Stonewall again for staff in 2021. The Aims for 2020-21 will be to review our accreditation, run and learn from appropriate surveys and re-run the LGBTIQ+ special GlobeCom training.</td>
<td>Annual and via ATHENA SWAN/EDI meetings, RST, Research Culture Group</td>
<td>No discussion around this action at various University forums / working groups.</td>
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<td>Day 21</td>
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<tr>
<td>1.2 (a)</td>
<td>Flexible working policy to effectively address requests for changed work patterns.</td>
<td>Director of HR</td>
<td>Annualy</td>
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<td>Day 21</td>
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### Section 6.10 (e)

**Regularly refresh signposting of 'Equality & Diversity' and ‘Unconscious Bias’ online materials to all research staff and academics (every 6 months)**

<table>
<thead>
<tr>
<th>Director of HR / Head of Equality and Diversity / Staff Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12/2017: 71.9% of CROS 2017 respondents stated that they had undertaken equality and diversity training, a significant increase from 26.1% in 2015. An insignificant decrease was observed in those respondents who would like to undertake this type of training at St Andrews: 33.4% 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.</td>
</tr>
<tr>
<td>26/01/2019: New administrator started in EDI/OSDI two weeks ago. They will be going through the records. 3500 have completed online modules since launch.</td>
</tr>
<tr>
<td>Aim: ↑ Signposting of induction materials to all Schools - ongoing:</td>
</tr>
<tr>
<td>18/08/2020 - SB: All School EDI Committees are now managing communications with their staff regarding uptake of the online training and they receive completion reports.</td>
</tr>
<tr>
<td>Aim: 70% positive response rate for awareness of materials - ongoing: 2017 &amp; 2019 CROS: 51.9% &amp; 50.6% respondents had participated / would like to participate in further E&amp;D training. (ave. 28.5% &gt; 2015 CROS), indicating ↑ awareness, corresponding to ↑ institutional Athena SWAN (ASWAN) activity.</td>
</tr>
<tr>
<td>The aim for 2020-21 will again be to observe a 70% positive response rate with regard to awareness of materials.</td>
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### Section 6.10 (f)

**Support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of E&D**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>May 2019 - SB: Athena SWAN awards: 12 out of 19 Schools hold an Athena Swan Award (7 May 2019)</td>
</tr>
<tr>
<td>Institutional, Bronze renewal + Nov 2021; Biology, Silver renewal + Nov 2021; Chemistry, Bronze renewal + Apr 2021; Classics, Bronze renewal + Nov 2022; Computer Science, Bronze renewal + Apr 2021</td>
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<tr>
<td>Earth and Environmental Sciences, Bronze renewal + TBA; History, Bronze renewal + Apr 2022</td>
</tr>
<tr>
<td>International Relations, Bronze renewal + Nov 2022; Management, Bronze renewal + Apr 2021</td>
</tr>
<tr>
<td>Maths &amp; Stats, Bronze renewal + Apr 2020; Medicine, Bronze renewal + Nov 2020; Physics &amp; Astronomy, Silver renewal + Nov 2021; Psychology &amp; Neuroscience, Silver renewal + Nov 2021; Social &amp; Pre-Clinical Sciences, Silver renewal + Oct 2020; Science, Bronze renewal + Nov 2020</td>
</tr>
<tr>
<td>LGT Charter: we first achieved the LGT Charter September 2013 and successfully renewed in Oct 2017. Next renewal in Oct 2021</td>
</tr>
<tr>
<td>A&amp;V, Art History, new award + Dec 2019; Divinity and Modern Languages plan to submit applications for Bronze Awards in 2020; Philosophy, Anthropology and Film are currently being assessed for the Bronze Award.</td>
</tr>
<tr>
<td>18/08/2020 - SB: 17 out of 19 Schools now hold an Athena Swan Award.</td>
</tr>
<tr>
<td>Philosophy, Anthropology and Film, new award Bronze + Apr 2020; Diversity applied in Apr; Modern Languages plan to submit in Nov 2020.</td>
</tr>
<tr>
<td>LGT Charter: The upcoming renewal date has been extended to June 2022 due to the COVID-19 pandemic.</td>
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<tr>
<td>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 &amp; inclusion (EDI) - ongoing: 54.4% &amp; 50.9% of 2017 &amp; 2019 CROS respondents and 90% &amp; 87% of 2017 &amp; 2019 PIRLS respondents agreed St Andrews was committed to EDI. Diversity is central to the &quot;New&quot; 2018-2023 University Strategy (SOs).</td>
</tr>
<tr>
<td>The Aims for 2020-21 will be that all Schools hold an Athena Swan Award and that the LGBT Charter is on the way to being renewed; continue to support actions which arise from LGBT Charter and ASWAN.</td>
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</table>
Develop, launch and review a new ‘St Andrews Staff Disability Policy’

### Head of Equality and Diversity

#### Task Description

- Develop, launch and review a new ‘St Andrews Staff Disability Policy’

#### Task Details

- **28/02/2019 - 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.

- **26/02/2020 - 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.

- **18/06/2020 - SB**: The 9th draft of the policy is currently out for public consultation, which ends in Sept 2020. The draft will then go to Trade Unions and PO. Reasonable adjustments are currently assessed by Occupational Health. The purpose of the policy is to translate the actions we are already taking into writing. The plan is to launch the final policy by the end of 2020 but this date is flexible. [https://www.st-andrews.ac.uk/hr/lad/hr/edi/engagement/staff-disability](https://www.st-andrews.ac.uk/hr/lad/hr/edi/engagement/staff-disability)

**The Aims for 2020-2022 will be to continue to support staff networks by working with those running the networks; provide advertising and logistical support for activities; provide more opportunities for networks to inform policy & organisational change.**

#### Task Details (continued)

- **Staff networks feel supported and are given opportunities to inform policy through interactions with university processes.**
- **The EDI team and OSDS (formerly CAPOD) work to support the development of staff networks.**
- **Successfully active staff groupings provide the following:**
  - *peer support*  
  - *collective voice representation*  
  - *sense of community*  
  - *route for feedback to the University*  
  - *good source of information.*

#### Task Schedule

- **Jun-20**: Develop, launch and review a new ‘St Andrews Staff Disability Policy’
- **Jul-20**: Policy and process successfully launched
- **Sep-21**: St 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

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

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

#### Task Description

- Develop, launch and review a new ‘St Andrews Staff Disability Policy’

#### Task Details

- **28/02/2019 - SM**: 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.

- **29/04/2020 - SB**: 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.

- **26/02/2020 - SB**: Aims: Launch new issue-based networks and associated activities (4 per AY) - achieved: “New” staff networks launched 2019: Staff BAME Network / Staff Parents and Carers Network (>60 members) / LGBTIQ+ network - provides a model for the sector.

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- Develop, launch and review a new ‘St Andrews Staff Disability Policy’

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#### Task Details (continued)

- **26/02/2020 - SB**: Aims: Launch new issue-based networks and associated activities (4 per AY) - achieved: “New” staff networks launched 2019: Staff BAME Network / Staff Parents and Carers Network (>60 members) / LGBTIQ+ network - provides a model for the sector.

- **26/02/2020 - SB**: Aims: Launch new issue-based networks and associated activities (4 per AY) - achieved: “New” staff networks launched 2019: Staff BAME Network / Staff Parents and Carers Network (>60 members) / LGBTIQ+ network - provides a model for the sector.
**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
- S - specific
- M - measurable
- A - achievable
- R - relevant
- T - time-bound

### New Actions

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<thead>
<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>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
<th>Strategic theme</th>
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<tr>
<td>7.1</td>
<td>Continue to review HR Excellence in Research and provide submission for 10 yr. review in May 2022. Learn from Organisational and Staff Development (Staff Developer (Research))</td>
<td>All members of the working group provide input to the submission.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Review meetings: every 6-8 week. Monitor progress against the 2020-2022 action plan, reformulate the plan as necessary. Use data from relevant cohort surveys (e.g. PRF, CEDARS, Longitudinal CROS &amp; PIRLS Review etc) to validate, progress and generate new actions. Consult RSS via the RTF, networking events, newsletters.</td>
<td>10 yr. review submission on time.</td>
<td>St Andrews officially a signatory. GAP analysis carried out.</td>
<td>St Andrews would like to ensure that a supportive working environment continues to be provided for researchers - especially those on short-term contracts. The HR Excellence process brings researchers and relevant support units together to: * Drive forward actions that are relevant to researchers * Inform CFP provisions * Inform policy * Facilitate cross-University communication</td>
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<td>7.6</td>
<td>Work towards becoming a signatory of the new 2019 Researcher Development Concordat with a view to carrying out GAP analysis over the next HR Excellence review period.</td>
<td>2020 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>
<td>Work towards becoming a signatory of the new 2019 Researcher Development Concordat with a view to carrying out GAP analysis over the next HR Excellence review period.</td>
<td>St Andrews officially a signatory. GAP analysis carried out.</td>
<td>The Research Culture Group and Engaged Reps across the University will be involved and the process will have full support of PO; therefore this action is achievable.</td>
<td>St Andrews would like to ensure that a supportive research environment is provided and is committed to embedding a culture of equality and respect through fair practices.</td>
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## Ongoing Actions

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<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>
<th>S</th>
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<th>T</th>
<th>Strategic theme</th>
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<tr>
<td>7.4 (a)</td>
<td></td>
<td>Review governance and strategies for collecting and reporting data for University processes.</td>
<td>Director of M/Lead of Equality and Diversity/Staff Developers</td>
<td>19/03/18</td>
<td>16-20 year review process raised awareness around a lack of governance and monitoring of:</td>
<td>Regular updates in HR Excellence Meetings</td>
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<td>Temporariness and transparency, and gain in availability of data against which goals can be measured.</td>
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<td>18/08/20</td>
<td>to review our reporting systems.</td>
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<td>The aim for 2018-2020 is to review our reporting systems.</td>
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<td>18/08/20 - SB: Schools now ensure a common communications with their staff regarding unconscious bias and diversity in the workplace.</td>
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<td>This does not link to PDMS.</td>
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<td>The aim for 2020-2022 is to work on reworking our reporting system to fit within the HRODEP programme.</td>
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<td>Timeline: Quick wins - in the next 12 months; HR OD projects - next 24 months; new platform - next 4 years.</td>
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<td>7.5 (a)</td>
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<td>Carry out a longitudinal, in-depth study of CROS and PIRLS. Also see action 7.7 (a). Related to 7.4 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 in collaboration with the Planning &amp; Analysis Team.</td>
<td>Regular updates in HR Excellence Meetings</td>
<td>Carry out a longitudinal, in-depth study of CROS and PIRLS.</td>
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<td>06/07/20</td>
<td>DM, DMT, JMB 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.</td>
<td>Study published and discussed via HR Excellence &amp; Research Culture Group</td>
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<td>The aim for 2020-2022 is to complete the longitudinal, in-depth study of CROS and PIRLS and review the findings alongside other relevant questionnaires and reports with a view to adopting the new Concordat and informing the progression of actions relating to the support available to RS and those who manage / support them.</td>
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<td>7.4 (a)</td>
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<td>Form a new Research Culture Group to with a view to addressing 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, frameworks and motivation) that relate to and define the culture in which researchers operate.</td>
<td>Head of Research Policy, Integrity &amp; Governance / Staff Developer</td>
<td>02/12/2019</td>
<td>Idea to form a new Research Culture Group to with a view to addressing 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, frameworks 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 (RIIC), which will provide academic input into its work by reviewing, discussing and approving its proposals and then overseeing its work. The group will strategically co-ordinate relevant organisational activity across and between existing committees (Research Integrity, 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 (HR, OSVO, HR). To minimise any duplication of effort between them and leverage their value.</td>
<td>Regular updates in HR Excellence Meetings</td>
<td>Form a new Research Culture Group which reaches across University working groups and Committees to address interconnected issues and themes.</td>
<td>Study published and discussed via HR Excellence &amp; Research Culture Group</td>
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<td>The RCIC 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.</td>
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<td>18/08/20: Regular meetings are taking place via Teams; the remit of group has been finalised; the action plan is coming together.</td>
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<td>The aims for 2020-2022 are to: 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 alongside adopting the principles of the new Concordat.</td>
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