<table>
<thead>
<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>
<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 the implementation of home working due to Covid-19. Additional CPD opportunities will be added to the programme e.g. fortnightly half-day writing retreats. Credit for PRF and PEP subunit equivalents available to help PRF participants continue their development.</td>
<td>October 2020 March 2021 May 22</td>
<td>The Covid-19 programme mirrors the in-person programme as closely as possible to ensure it aligns with the needs of the research staff. Minimum 85% participant satisfaction as recorded on evaluation forms. Level of engagement and satisfaction compared to in-person courses Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. Workshops will be re-designed to match the environment of the online platforms being used (Teams and Zoom) to offer a learning environment as close to in-person as possible. 85% satisfaction is in line with our overall average for all events.</td>
<td>Extra support is needed for the research community during this period of homeworking, to help staff work from home, help them stay connected with their teams and colleagues, and help them progress their projects and CPD.</td>
<td>Ongoing until full in-person programme can be resumed.</td>
<td>2 &amp; 4</td>
<td></td>
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</tbody>
</table>
C2 Progress a full schedule of Passport to Research Futures (PRF) programme and PEP programme for 2020/21, to be delivered online

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar-21</td>
<td>The plan for Semester 1 is to run all of the regular workshops in online format, adapting them where required to deliver a good online experience. Minimum 85% participant satisfaction as recorded on evaluation forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr-20</td>
<td>Suitable courses have been identified to support leavers with their career development. Level of engagement by leavers is to continue to improve.</td>
</tr>
<tr>
<td>Oct 2020</td>
<td>Career support specifically for leavers has been agreed. Staff coming to the end of their contract during the pandemic face a difficult challenge and will require access to support leavers are able to book onto the writing retreats which support focused research writing.</td>
</tr>
<tr>
<td>Oct 2020</td>
<td>Monitoring programme continuing as previous years except online rather than in-person. Number of partnerships established increased year on year from 161 in 2022 to 197 in 2022.</td>
</tr>
</tbody>
</table>

C3 Design and publish a programme of CPD for Research Staff coming to the end of their contract before 31st December 2020.

C4 Design and publish a process for Research Staff leavers to access Careers Centre support prior to their leaving date.

C5 Move Research Staff Forum activities online to ensure communications are clear throughout the COVID-19 homeworking period

C6 Moved the 2019-20, 2020-21 and 2021-22 mentoring partnership cycle of the Teaching, Research and Academic Mentoring Scheme (TRAMS) online with relevant support and resources in place to support remote mentoring

C7 Move writing retreats online and increase frequency to support writing projects - facilitated sessions run via Teams.

C8 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.

<table>
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<tr>
<td>Feb 2021</td>
<td>The University has set up a comprehensive list of Frequently Asked Questions for all staff to get fast and accurate access to up to date information. The University 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>
</tr>
<tr>
<td>C9</td>
<td>The University has furloughed a number of Research Staff where they are unable to carry on with their research during the home-working period.</td>
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<tr>
<td>C10</td>
<td>Virtual Step Count Challenge</td>
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<tr>
<td>C11</td>
<td>Move wellbeing activities online</td>
</tr>
<tr>
<td>C12</td>
<td>Move induction events online</td>
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</tbody>
</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**
- **Safe, social and sustainable (SSS): healthy habits for effective homeworking**
- [https://www.st-andrews.ac.uk/osds/my-development/home-working/](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**
- **Productivity hacks for homeworking**
- **Building resilience**
- **Resilience in the face of change**
- **Mindfulness**

### Regular updates

**Meetings**

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

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

- Minimum 85% participant satisfaction as recorded on evaluation forms.
- Level of engagement and satisfaction compared to in-person courses
- Number of events and bookings in booking system, and attendance statistics.
- Evaluation report statistics.
- Webpage visits

### Urgent response to pandemic to support sudden change to working practices

- Ongoing until in-person events can resume

### Level of engagement and satisfaction compared to in-person courses

- Number of events and bookings in booking system, and attendance statistics.
- Evaluation report statistics.
- Webpage visits

- Input from PO & CEED

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

### Evaluation report statistics

- Input from PO & CEED

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

### Webpage visits

- Input from PO & CEED

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

### Input from a number of relevant parts of the University

- 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.
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- Webpage visits

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- Webpage visits

- 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 Training and Support workstream, CEED provided the following support for academic and other teaching staff to prepare them for dual delivery teaching: [https://portal.st-andrews.ac.uk/ceed-support/staff-training](https://portal.st-andrews.ac.uk/ceed-support/staff-training)
- List of core, ancillary and peripheral tools detailing the technical and pedagogical training opportunities, and how to access support.
- Self-study ‘Take 5 in the Hive’ resources to guide academics in building interactivity into design of course materials.
- ‘In the Hive’ tools to guide academics in building interactivity into design of course materials.
- School briefings on how to use Moodle, Panopto and Teams.
- Sharing of good practice via the new Education Blog with a series of remote teaching case studies: [https://education.wp.st-andrews.ac.uk/](https://education.wp.st-andrews.ac.uk/)
- 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
- HMF organised three live Teaching Practice Forum events to address issues related to online teaching and model how Teams can be used for interactive teaching:
  - Designing effective open-book exams
  - Blended synchronous learning: student and teacher experiences
  - Bringing on-campus and distance students together on the VLE

Each Forum was attended by at least 20 participants, and sessions were recorded to provide a lasting resource. 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.
## Recognition of the Importance of Recruiting, Selecting and Retaining Researchers with the Highest Potential to Achieve Excellence in Research

**Key:**
- Green - Completed
- Orange - Ongoing - taken forward from previous review cycles
- White - NEW
- S - specific
- M - measurable
- A - achievable
- R - relevant
- T - time-bound

### 1.1 (a)
**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.

### 1.2 (a)
**Note:** The Research Staff Forum has been a long-standing group, chaired by the Vice-Principal for Research and Innovation and attended by research staff reps and PIs from Schools across the University. The original focus of the group was to support the University’s commitment to the Concordat to Support the Career Development of Researchers and has evolved over the years to become an important space for addressing researcher employability, recognition and policy development. In 2019, the Forum was reviewed and refreshed with a new focus. The format going forward will be that of an open forum. In addition to forum representatives being welcome to attend, all research staff are welcome to book their place and view agendas beforehand.

### Ongoing Actions

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**PRINCIPLE 1:** Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in 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.
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### Link to People Enabling Strategy 2019-2023

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<tr>
<td>New 2.1 (e)</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 OSiS</td>
<td>Regular updates at HR Excellence Meetings.</td>
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<td></td>
<td>Increasing survey engagement, in turn, better informs the changes that need to be made within the University to better support researchers and managers, and is in itself an indicator of institutional engagement.</td>
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</table>
2.3 (f) Increase engagement with induction events available, ‘new starter’ information and resources for all Research Staff
*Part of a longer term University-wide review of induction: 3.6 (g)

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**Staff Developer Research / Staff Developer Academic / Organisational Development Coordinator**

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 ASDF. Contact details for new starts provided periodically by HR.
- 24/10/2017: 3 new e-mails have been created in MailChimp: 1) Welcome to St Andrews - new Contract Researchers; 2) Reminder for Research Staff - engage with CROS (formerly CROS/P Interest Groups) during your time at St Andrews; 3) Reminder for line-managers - what CROS (formerly CROS/P Interest Groups) 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.
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25/04/2019: 29 new e-mails have been created in MailChimp: 1) Welcome to St Andrews - new Contract Researchers; 2) Reminder for Research Staff - engage with CROS (formerly CROS/P Interest Groups) during your time at St Andrews; 3) Reminder for line-managers - what CROS (formerly CROS/P Interest Groups) 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.

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**Recent updates at HR Excellence Meetings**

- Minimize 80% participant satisfaction as recorded on evaluation forms.
- Newsgate RS and managers of RS to "new" 'Essential learning for new staff webpage'
- EK: improvement in positive response rate for CEDARS (cross reference old CROS/PIRLS if possible).

**Attendance**

- SS CEDARS Evaluation report statistics.
- HRO/ODP - Quick wins: 2021
- HR/OD project: 2022
- Platform: 2024
- 80% satisfaction is in line with our overall average for all events.

**Strategic Theme**

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

**Induction affects**

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

**2017 & 2019**

- CROS: 70.1% & 56.1% of respondents found institutional induction useful. For AY 18-19, 40 RS and 37 academics attended 'All New Staff Induction' (2 per yr), satisfaction index rating average (SIR ave): 85 RS and 36 academics attended 'New Staff Essentials' (monthly): SIR ave: 81%.

**2020-2022**

- 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 CROS/RS and academic webpages, induction events and e-newsletters (Aspire, Developing News, Research leaders updates) and the new BS Managers online resource when available.
2.1 (g) Develop a simple and clear ‘Induction Toolkit’ for PIs 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: 3.4 (g)

Staff Developer (Academic/Staff Developer/Research)

PIs and Research Leaders should be prompted to carry out certain induction activities at certain points following appointment of a new researcher. The Induction Toolkit should provide a very clear and visual plan of what should happen when, and allow the PI’s link to the appropriate resources.

18/07/2017: 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 invited to further discuss the local induction process in detail at a meeting on 30/11/2017.

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

18/07/2019: Initial vision of induction for all staff in the process: automated process database of resources. System can do accountabilities, role, responsibilities, skills requirements. Database builds a tailored made induction process for all staff. System has built in updates and reminders. Manager also sees this and receives reminders so each new appointment. Track progress and training records. Resource Link - ITBDO project approved in 2018 next step outline business case. Waiting for ITBDO to build the outline business case. Time and resources are needed. Role-based curriculum.

18/08/2020: following the 2019 Research Staff Forum refresh and subsequent meetings with Reps and RS since Nov 2019, 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.

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

Staff Developer (Academic)

The following workshops/sessions have been in place since 2015 and are regularly run as part of the Academic Staff Development Programme (ASDP) - ‘Managing people in research teams’, ‘PGR Supervisor Training’, ‘New Investigator and Early Career Researchers’ (New Investigator Training and New Investigator Fellowship) and ‘Excellence Meetings’. The following workshops have been in place since 2016 and will run again in December 2017 - ‘Student Mental Health Toolkit for Academic Staff’.

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

18/07/2017: ‘PGR Supervisor Training’ Sessions are run twice a year. New Provost starting in August 2017 - need to discuss supervisor workshops in general.

18/10/2017: The Academic Staff Developer has arranged an extension for the use of our remaining Epigeum tokens until the end of 2017. Token use is being advertised and uptake has improved. We have 75 tokens left - these will be advertised to Research Staff and Academics.

29/10/2017: Session update sessions” last ran in AfY 2014/15 (January) with attendance numbers of over 40. The Academic Staff Developer is in discussion with PGR Pro Dean James Palmer to decide if such sessions should be reinstated and if so, what format they should take. The plan is to run a session in Semester 1 of AfY 2017/18. Research staff will most likely be integrated into these sessions.

11/2/2017: Epigeum token use will be opened up to Research Fellows who may also find this resource helpful to their CPD.

Since 2018, the PGR supervisor training has included a dedicated talk on research integrity, ethics and governance.

ASDP was reviewed during the 2018-2020 review period. ASDP was restructured in June 2022.

The aim for 2020-2021 will be to explore adapting the HoS Induction programme and HoS ‘zone’ idea for use by other leadership cohorts such as PGR Supervisors.
Raise profile of Passport to Research Futures and other appropriate development opportunities within the Research Staff and Early Career Academic Communities.

Staff Developer (Research)

**2019/20** - DM: Raise awareness of PRF alongside coaching, mentoring, Passport to Management Excellence (PME) Manager Essentials, Teaching Modules, Passport to Health and Wellbeing Excellence. DM to collect quotes and profiles of PRF and PME participants (researchers) and use in awareness raising campaign both online, via e-mail and face to face.

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

**18/06/2020** - DM: A number of PRF participant profiles have been collected and will soon be published on the PRF webpage.

For A/Y 19/20, 51 RS, 31 academics & 160 professional staff undertook Passport to Management Excellence (PME) - associated activities (SIR 81%).

For A/Y 18/19, 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/staff/passport-programme/managementpassports5/).

For A/Y 19/20, 101 RS (↑96), 45 academics (↑10) & 721 professional staff undertook PME-associated activities (SIR ave. 30.7%).

For A/Y 20/21, 64 RS (↑4), 20 academics (↓25) & 443 professional staff undertook PME-associated activities (SIR ave. 34.7%). Advertising of wellbeing activities, PME, mentoring, coaching, etc increased via the PRF Orientation, e-newsletters, the closed RG group, NIS Teams Communities, Staff networks, Research Staff Forum, Induction, training and networking events.

Since launch in 2013, 43 participants have graduated from PRF, which is currently supporting 30 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 PRFLL 2019: 16.0% & 54.5% 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.

**Regular updates at HoS 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.

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

**Ongoing to improve the profile of PRF and other opportunities in the long term is achievable.**

**Dec-21**

---

2.1 (m)

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

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**Regular updates at HoS 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.

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

**Ongoing to improve the profile of PRF and other opportunities in the long term is achievable.**

**May-22**

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2.3 (n)

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

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

**Staff Developer (Academic) / Staff Development Officer**

The new Head of School Programme launched in 2019 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 participants and the key staff involved in supporting them. The programme will then run again.

**16/02/2020** - AET & RJ: Has 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 formulation 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 source; formal HR session. Training Programmes to be extended to other HoS: ARDS - Leadership Cycles; Academic Appeals; Continue with Internal 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 of Management, School of Earth and Environmental Science and the School of English.**

The HoS Zone has been updated (https://www.st-andrews.ac.uk/staff/hos-zone/). The programme has been updated and opened up to Deputies. The programme includes an induction, discussions, training, mentoring and one-to-one follow-ups. Areas covered include Admission, Chemistry, Procurement – Processes, Health and Safety, International Strategy and External Relations, HR self service, HR introductions are followed up by an HR Business Partners who meet with each new Head of School; Finance training is followed up with budget training on an individual level with a member of the FAS team; discussions take place with members of PO, the Planning Team, Estates, IT and information security; Workshops: HoS Mental Health Awareness training, Leadership Cycles and Managing relationships; HOIS - Caves study practice updated process; Academic Recruitment; Academic Appeals; Reflections from a new HoS. The new HoS Zone webpage has received 218 unique views since launch in 2019. Also see Actions 2.3 (k) and 2.3 (m)

**Regular updates at HoS Excellence meetings**

Review, develop and re-run the HoS programme; Monitor webpage data; Monitor in the future, how academics and RS feel they are managed by their School via positive response rates in appropriate surveys.

**Formal and informed feedback from HoS on support and resources**

Webpage data collection for HoS development webpage.

CEDARS 16

CROS & PRFLL 19: longitudinal study perceptions of School environment and management. Discussions within Research Culture Group / IFS

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

**Dec-21**
Increase research staff communications and networking.  
Also see action 4.4 (b) and 4.4 (c) 

Staff (Developer) (Research)  

12/09/2017: 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: an event planned on 14/07/2017 encouraged Post-docs to network with the OGSOS (formerly OGSOS (formerly CASOS) associated Careers Advisor, a Public Engagement Officer and two Research Staff Developers.  
16/07/2017: the second event focused on the experiences of special guests: Vice Principal (Research), Director of the Knowledge Transfer Centre, BDIG, Public Engagement Officer. A Post-doc-PGR networking session is planned for 02/11/2017 to increase connections between these cohorts.  
16/07/2017: 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 allows Post-docs to share research, view events and link straight to the booking system / relevant websites; organise and advertise social, CPD and academic activities.  
16/07/2017: Excellent attendance and reviews for the networking event held on 02/11/12: attendance of 21! Events will continue to develop.  
19/03/2018: 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. RS group: 79 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and the aims for 2018-2020 will be to launch and review a new forum with the help of a summer intern. 
16/09/2018: 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. RS group: 79 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and the aims for 2018-2020 will be to launch and review a new forum with the help of a summer intern.  
26/02/2019 - DM: ECAN going well with small, diverse groups meeting. SG: networks are up and running at School level. Find out if these need any support. 2018 CRS survey carried out by summer intern concluded online forum for RS was not required. Instead, clearer webpages were developed and work is ongoing to increase usability of PDMS.  
18/09/20 - DM: Regular Early Career Academic Networking (ECAN) events took place over AY 2018-19 with an average SIR 89.4%: 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 AY2019-20. Re-visit for AY 20-21.  
PostDoc Pizza overview AY 2017-18: RS = 20, academic = 1, professional staff = 7, PGR = 6 (SIR ave 88.5%). The aims for 2020-2022 will be to revisit ECAN and explore adopting the concept for online delivery: support existing / new RS networks.

Regular updates at HR Excellence meetings.  
Revise ECAN and explore adopting the concept for online delivery.  
Minimum 85% participant satisfaction as recorded on evaluation forms.  
85% satisfaction is in line with our overall average for all events.  
Events relevant to CRS development and community building.  

Number of events and bookings in booking system, and attendance statistics.  
Evaluation report statistics.
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment

### Key
- **Green** - Completed
- **Orange** - Ongoing - taken forward from previous review cycles
- **White** - NEW
- **S** - specific
- **M** - measurable
- **A** - achievable
- **R** - relevant
- **T** - time-bound

### Progress Review Date
**S** | **M** | **A** | **R** | **T** | **Strategic theme**
---|---|---|---|---|---

<table>
<thead>
<tr>
<th><strong>Program</strong></th>
<th><strong>Ref</strong></th>
<th><strong>What we need to do</strong></th>
<th><strong>Who’s leading</strong></th>
<th><strong>Comment</strong></th>
<th><strong>Score</strong></th>
<th><strong>Feedback</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong></td>
<td>v3.1 [h ]</td>
<td>General overview of developments within Contract Researcher (CoRe) Skills, Passport to Research Futures (PRF) and Lunchtime Legends 2020 - 2022.</td>
<td>Staff Developer (Research Staff)</td>
<td>All activities have been adapted for online delivery. For AY 2020-21, the aims for 2020-2022 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 (OPD).</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>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>
</tr>
</tbody>
</table>
3.3.1 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 RT 2020-21. The aims for 2020-2022 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

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

The PER-OSDS-CEED collaboration is going well and PEP has proved popular; therefore developments should be achievable.

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

Engaging with non-academic audiences can strengthen core skills such as project, grant, and budget management, alongside presentation skills and research profiling.

May-22

New 3.3.2 General overview of developments with 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 (Provost) 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 Covid19, the GRADSkills Programme will continue online in semester 1 and likely in semester 2 as well. The mandatory training for doctoral students who teach 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 statistics 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 (CREEM), comprised of self-study online materials supplemented by weekly two hour face-to-face help sessions 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 recognises a student’s achievement in completing a doctoral degree at St Andrews, which will provide a continued association with the University. Associates will continue to have access to University services and facilities, including a 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 association tenure is also for 12 months.

For AY20-22 St Leonard's College in 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. The scheme is under development and involves collaboration between St Leonard’s Postgraduate College and the Centre for Educational Enhancement and Development.

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

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

May-22

New 3.3.3 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 - CEED, SS Organisational Development Coordinator

As part of a University-wide review of induction, CEED plans to develop, launch and analyse a ‘New Starter Survey’ (NSS) to capture the experiences of new staff with a view to improving the induction process and associated resources, signposting and essential training. Review the analysis alongside the longitudinal CROS & PIRLS study, People Enabling Strategy 2019-2023 and the GAP analysis for adopting the 2019 Concordat.

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

This goal is achievable; as we will be working alongside a institution-wide review of induction.

Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively. Induction affects * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention

May-22

New 3.3.4 Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academics)

The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged partners are matched; maintain partnerships at around 100 per cycle; increase awareness of TRANS amongst RS, mid career & senior academics.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (77 mentors, 100 mentees, 11 dual only)

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

May-22

New 3.3.5 Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academics)

The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged partners are matched; maintain partnerships at around 100 per cycle; increase awareness of TRANS amongst RS, mid career & senior academics.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (77 mentors, 100 mentees, 11 dual only)

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

May-22

New 3.3.6 Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academics)

The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged partners are matched; maintain partnerships at around 100 per cycle; increase awareness of TRANS amongst RS, mid career & senior academics.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (77 mentors, 100 mentees, 11 dual only)

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

May-22

New 3.3.7 Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academics)

The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged partners are matched; maintain partnerships at around 100 per cycle; increase awareness of TRANS amongst RS, mid career & senior academics.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (77 mentors, 100 mentees, 11 dual only)

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

May-22

New 3.3.8 Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academics)

The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged partners are matched; maintain partnerships at around 100 per cycle; increase awareness of TRANS amongst RS, mid career & senior academics.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (77 mentors, 100 mentees, 11 dual only)

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

May-22

New 3.3.9 Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Monitoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.

Staff Developer (Research Staff) / Staff Developer (Academics)

The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged partners are matched; maintain partnerships at around 100 per cycle; increase awareness of TRANS amongst RS, mid career & senior academics.

As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (77 mentors, 100 mentees, 11 dual only)

Regular updates at HR Excellence Meetings

Overview provided Number of events and bookings in PEP activities Collect & review participant feedback P awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.

May-22
Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017) - Teaching, Research & Academic Mentoring Scheme (TRAMS) - New joiners, handbook, resources, events, partnership cycles 2020-2022.

3.8 (i) Staff Developer (Research Staff) - The Aims for 2020-2022 will be to run the mentoring partnership journey online, adopting Briefing Sessions, COP and meet-ups for online delivery and monitor the success of this transition, e-wait the ‘Scope for TRAMS’s survey’ with a view to upsizing the interest in TRAMS participation from other Universities; increase mentor-specific development and experience sharing opportunities.

Regular updates at HR Excellence Meetings
- Run mentoring cycle incl. training, COP & meet-ups.
- Monitor success of this transition.
- Revise the ‘Scope for TRAMS’s survey’
- Increase mentor-specific development & experience sharing opportunities.
- Minimum 85% participant satisfaction as recorded on evaluation forms.
- Number of events and bookings in booking system, and attendance statistics.
- Evaluation report statistics.

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 move their partnership meetings online. Two, short, live online Briefings took place in August and early September with a total of 66 participants. The recorded Online Briefing will be available to all participants.

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

21/12/2022 - Advance HR now deliver Aurora programme online (from 2020). The university has supported 37 new staff to take the programme in 2021-22 and 18 in 2022-23 (including 12 research staff within these two cohorts).

Regular updates at HR Excellence Meetings
- Continues to increase awareness of Aurora & encourage RS to participate.
- Support COP & networking activities associated with Aurora, Elizabeth Garrett Schemes.
- Minimum 80% participant satisfaction as recorded on evaluation forms.

Aurora: 5-8 applications over the review period.
Numbers in relevant database.
Evaluation report statistics.

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 move their partnership meetings online. Two, short, live online Briefings took place in August and early September with a total of 66 participants. The recorded Online Briefing will be available to all participants.

3.8 (j) Staff Developer (Research Staff) / Staff Developer (Academic) / ESI Team - Developing mentoring culture to support professional and career development for researchers - Aurora & Elizabeth Garrett Schemes - partnership cycles 2020-2022, 2021-22.

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

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3.8 (k) Staff Developer (Academic) / Staff Developer (Research) / SUMAC Team

Develop the technology and associated support services which underpin the majority of the University's mentoring and coaching schemes, 2020-2022.

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

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Regular updates at HR Excellence Meetings
- Continues to increase awareness of Aurora & encourage RS to participate.
- Support COP & networking activities associated with Aurora, Elizabeth Garrett Schemes.
- Minimum 80% participant satisfaction as recorded on evaluation forms.

Aurora: 5-8 applications over the review period.
Numbers in relevant database.
Evaluation report statistics.

3.11 (a) Staff Developer (Academic) / TEL Team (CEED)

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

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

21/12/2022 - Advance HR now deliver Aurora programme online (from 2020). The university has supported 37 new staff to take the programme in 2021-22 and 18 in 2022-23 (including 12 research staff within these two cohorts).

Regular updates at HR Excellence Meetings
- Support those who teach to deliver their activities online.
- Focus integrating TEL and community building.

3.11 (b) Support all those research leaders balancing team management, research and online teaching delivery.

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

21/12/2022 - Advance HR now deliver Aurora programme online (from 2020). The university has supported 37 new staff to take the programme in 2021-22 and 18 in 2022-23 (including 12 research staff within these two cohorts).

Regular updates at HR Excellence Meetings
- Support those who teach to deliver their activities online.
- Focus integrating TEL and community building.

3.11 (c) Support all those research leaders balancing team management, research and online teaching delivery.

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

21/12/2022 - Advance HR now deliver Aurora programme online (from 2020). The university has supported 37 new staff to take the programme in 2021-22 and 18 in 2022-23 (including 12 research staff within these two cohorts).

Regular updates at HR Excellence Meetings
- Support those who teach to deliver their activities online.
- Focus integrating TEL and community building.

3.11 (d) Support all those research leaders balancing team management, research and online teaching delivery.

The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities. Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEEED, 1 History, 1 Library, 2 Management, 1 Medicine, 1 OGD, 1 PG, 2 Planning, 1 Psychology & Neuro, 1 SLI, 1 Byre Theatre.

21/12/2022 - Advance HR now deliver Aurora programme online (from 2020). The university has supported 37 new staff to take the programme in 2021-22 and 18 in 2022-23 (including 12 research staff within these two cohorts).

Regular updates at HR Excellence Meetings
- Support those who teach to deliver their activities online.
- Focus integrating TEL and community building.

3.11 (e) Support all those research leaders balancing team management, research and online teaching delivery.
<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Review local induction with research staff. Aim to identify good and substandard practice.</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 and obtain and circulate Vitae case study. 21/09/2015 Results from CROS survey '13 &amp; '15 have shown a clear improvement in 'local induction'. 01/04/2016 Local induction toolkit to be developed. Academic Staff Developer to lead with input from Post-doc rep and Research Staff Developer. 17/07/2017 Discussions around previous project highlighted need for this action to be revitalised. 24/10/2017: the 2017 CROS results showed that 43.6% of respondents found their departmental / faculty / unit induction programme useful (national average: 43.0%); 62% found their local induction to their role useful (national average: 63.2%); 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 to discuss how to evaluate and improve the local induction experience of contract research staff is scheduled for 28/12/2017, to be chaired by DM. Invited: JF, SG, KG, EL, LM, DR. 11/12/2017 Draft questionnaire and outcomes from the discussion on 28/11/2017 to be presented and discussed further. 19/03/2018: 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 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%. 10/07/2019: 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. 29/04/2020: The ‘Induction experience questionnaire for Research Staff - online’ was circulated to the research staff cohort in Feb 2020. With 6 responses to the new ‘Induction experience questionnaire for Research Staff - online’ so far, a reminder was circulated to the Research Staff Forum mailing list in Aug 2020. 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 &amp; 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 curriculum).</td>
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**Progress Review**

- Completing & publishing the results of the Induction experience questionnaire for Research Staff.
- Reviewing feedback from the questionnaire and using the findings to improve local induction for full time researchers and contract research staff.
- Identifying and publishing results from a new survey aimed at new starters whose contract start date fell between 01/12/16 and 01/12/2017.
- Completing a University-wide induction review with a view to increasing satisfaction with local induction by 10%.
- Reviewing the findings alongside the CROS & PIRLS Longitudinal Study and the ‘New Starter Survey’.
### 3.6 (g)  Review institutional induction at all levels over the next 4 years

| Director: OSDS/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 upgrading researchers to career planning and professional development as part of the '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. |

**Timeline:**
- 20/08/2020 -_outline of the review was submitted to the University Business Transformation Board and approved. This has subsequently been rolled into a larger project called the HR and OD Enhancement Programme (HRODEP). This programme is being managed by the University Business Transformation Portfolio Office (BTFO) and aims to improve a range of processes across the HR / OD domain and is closely tied to the People Enabling Strategy 2019-2023 Action Plan.
- Over the last year we have improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new OSIDS 'Essential learning for new staff' webpage: [https://www.st-andrews.ac.uk/osds/essentials](https://www.st-andrews.ac.uk/osds/essentials) and guidance for new staff including mandatory training for new starters which is hosted on the new OSIDS 'Essential learning for new staff' landing page has received 494 unique views (363 incl. other pages within the section) since launch in April 2020. 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, training records, onboarding and induction, performance review etc).
- Timeline: Quick wins - 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 HG, especially those on short-term contracts, are supported effectively within new systems and processes.**

| Regular updates at HR Excellence Meetings | Long-term goal is to improve the induction experience and improve staff retention, satisfaction and performance. Minimum 85% participant satisfaction as recorded on evaluation forms. To increase survey ratings for induction. |

**Submission of Project Proposal to BTB.**
- Long-term goal: Achieve 85% satisfaction with institutional induction process. Measured through CEDARS, SSL longitudinal CEDARS & PIRLS study, New Starter Survey. Evaluation report statistics. This longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable. 85% satisfaction is in line with our overall average for all events.

**Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively.**
- Induction affects *motivation* *productivity* *wellbeing* *workforce retention* *perception of the University and local environment* *time to competence* *productivity* *motivation* *workforce retention* |

**Submission to BTB by December 2018. Assuming project approved, initial project outcomes implemented by 01/01/2022.**

### 3.6 (h)  Develop, launch and monitor new web resources for new staff which supports them during induction and provides signposting to essential training.

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

| Director: OSIDS Staff Developer (Academic) Staff Developer (Research Staff) | Over the 2018-2020 review period, CAVCI became two new units, OSIDS and CEDAR. All webpages were reviewed and updated. As part of this process and a University-wide review of induction, OSIDS improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new OSIDS 'Essential learning for new staff' webpage: [https://www.st-andrews.ac.uk/osids/essentials](https://www.st-andrews.ac.uk/osids/essentials). Over the last year we have improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new OSIDS 'Essential learning for new staff' webpage: [https://www.st-andrews.ac.uk/osds/essentials](https://www.st-andrews.ac.uk/osds/essentials) and guidance for new staff including mandatory training for new starters which is hosted on the new OSIDS 'Essential learning for new staff' landing page has received 494 unique views (363 incl. other pages within the section) since launch in April 2020. The aim for 2020-2022 will be to increase signposting to the 'Essential learning for new staff' with a view to increasing webpage views by 20% (see baseline above). |

| Regular updates at HR Excellence Meetings | Increase by 20% webpage views for 'Essential learning for new staff'. |

| Webpage data | New Starter Survey OSIDS |

| Submission to BTB by December 2018. Assuming project approved, initial project outcomes implemented by 01/01/2022. |

May-22
1.6 (f) Evaluate impact of mentoring on researcher career development.

Action 3.7 (e) Split again in 2020 to re-organise 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 1.6 which focuses on mentoring).

Regular updates at HR Excellence Meetings

Director (OSDS) / 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: 24/10/2017: for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics’ Mentoring Scheme) a detailed BOS survey (asking the same questions as previous years) was sent out to all mentors and mentees who participated in the 2016-17 partnership cycle on 10th October and the results will be compared to those collected from previous years in due course.

18/01/2018 - JF: Challenges difficult to find. Questionnaire e-mails to mentors and mentees who participated in 2016-17.

06/03/2020 - JF: 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.

Quantitative and qualitative survey results collected. Staff report process initiated.

This action may take some time to collect data from numerous sources and publishing a meaningful report but it is achievable in the long term.

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

Reviewing the longer term impact of the scheme will help better inform future developments.

May-22

3

1.6 (g) 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 option for further developing the scheme, raising its profile and increasing participation.

18/08/2020: OMI: OS 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/

The scheme is in a position to possibly apply for their gold level accreditation: https://emcc1.app.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.

Options explored and reported.

Decision made about pursuing accreditation.

This goal is achievable.

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

May-22

3

1.6 (h) Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (same applicable).

HR Business Partner

Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (same applicable).

03/06/2015: New ‘Review and Development Scheme’ and ‘Academic Review and Development Scheme’ launched. Staff are expected to complete reviews within a specified timeframe and to confirm completion with HR.

18/07/2017: HR Business partner to carry out a formal review of how the process is being implemented in the schools by collecting qualitative and quantitative evidence to be provided by CROS / PRS. CROS (formerly CAPS) to analyse CROS / Staff Survey with the focus of the new Review and Development Scheme and Academic Review process in mind. Feedback to data to group. E.g. How many people undertook their review?

24/07/2017: Analysis of the 2017 staff survey showed that 62.2% of respondents had received a formal review of their performance and development needs (e.g. RDS/ARDS) in the last 12 months. This represents an increase of only 7.9% from 2015. The results from CROS showed an increase in appraisal rates but St Andrews still falls below the National Average. 63% CROS 2019 respondents had participated in their staff appraisal/review over the past two years (or since taking up their current position). 65.4%, 51.9% and 57.7% found their review useful for highlighting positive outcomes from mentoring partnerships and an important career networks and increases their employability.

18/08/2020 - DM: Since then we have progressed with implementation.

10/07/2019 - JF: We will progress with scenarios based on these results.

The results from CROS showed an increase in appraisal rates but St Andrews still falls below the National Average.

63% CROS 2019 respondents had participated in their staff appraisal/review over the past two years (or since taking up their current position). 65.4%, 51.9% and 57.7% found their review useful for highlighting positive outcomes from mentoring partnerships and a measurable positive impact on career development.

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.

Regular updates at HR Excellence Meetings

Form a virtual working group incl. Research Staff Forum Reaps to progress ARDS review and development.

Increase uptake by 10% year-on-year to increase the positive attitudes towards the process.

Virtual working group incl. Research Staff Forum Reaps to progress ARDS review and development.

Monitor uptake via SIG OODAR Review long term perceptions & attitudes via the CROS & PRS longitudinal study

Aim of 10% increase in engagement can be measured between each iteration of the surveys.

Since the Research Staff Forum refresh an engaged group of Reaps has formed resulting in the beginnings of a successful collaboration between the RSF support team and the Reaps. We therefore believe this action is achievable.

The review and development scheme represents an important process which allows researchers and their managers to reflect on achievements, set new goals and plan for the future in terms of career progression and planning taking steps towards improving employability.

May-22

2, 4
Developing coaching culture to support professional and career development for researchers

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

[Staff Developer (Academic Staff)]

18/07/2017: coaching - a collaboration between St Andrews and Aberdeen, the Coaching Service for Staff has so far supported 91 partnerships (which includes professional and academic) staff. On average, 2 academics join the scheme each year and currently, 5 academics are taking part in the 2016-17 cycle. The feedback from the scheme presents an overall satisfaction index of 92.8% and 94% of respondents to the programme survey believed that the coaching they received had a direct beneficial impact on their work environment (workplace / team). 93% indicated that their performance at work had enhanced as a direct result their participation in the coaching programme.

11/12/2017: Opportunity not well known to Research Staff. The aim for 2018-20 is to explore the possibility of advertising this resource more this cohort and increasing the uptake by researchers by 5 new coachees.

18/08/2020 - AET: for the period 2017-20, 61 St Andrews coachees participated in the Coaching Service:
- 2017 = 35: 2 Readers, 4 Senior Lecturers, 9 RS, 3 Teaching Fellows, 22 professional (24F, 10M, 1 not stated).
- 2018 = 9: 1 Associate Lecturer (formerly known as Teaching Fellows), 1 Bank worker academic, 7 Professional (5F, 4M).
- 2019 = 8: 1 Professor, 1 Tutor, 1 RS, 5 professional (4F, 4M).
- 2020 = 9: 4 Lecturers / Senior Lecturers, 2 RS, 2 Professional (all F).

Aims: recruit 5 new RS participants – achieved; ↑ awareness of the Coaching service for all staff amongst RS & academics - ongoing: since 2017, 7 members of RS have joined the scheme but we would like to increase this still. A new marketing campaign is being designed by AET to be circulated around various cohorts and sent out via ‘In The Loop’. DM - to ensure RS were aware of the benefits of coaching in making career decisions, especially during the COVID-19 pandemic, a Developing News Bulletin: “Coaching Opportunity for Research Staff” was circulated to the Research Staff Forum mailing list on 12/05/2020 with an open rate of 46.3% and 3.6% clicks: https://mailchi.mp/st-andrews/dn-bulletin-coaching-opportunities

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

The Aims for 2020-2022 will be to increase the capacity of the scheme with the newly trained coaches actively coaching; increase awareness and uptake amongst a range of cohorts (5 new RS coachees) and review the success of the 2020-22 coaching partnerships.

Regular updates at HR Excellence Meetings
- Increase capacity - new qualified coaches.
- Increase awareness of scheme amongst RS & 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.

Newly qualified coaches actively coaching.

Marketing - open rates.
Activities in booking system & attendance statistics where appropriate.
Number of RS in Scheme database.
SS, CEDARS Evaluation report statistics.

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

The coaching process would especially benefit those CRS who are at a crossroads in their career and help them make better career choices which suit their personal circumstances.

SS, CEDARS Evaluation report statistics.

The coaching process would especially benefit those CRS who are at a crossroads in their career and help them make better career choices which suit their personal circumstances.

May-22
C. Support and Career Development

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

Link to University Strategy 2018-2023

Link to People Enabling Strategy 2019-2023

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

PROGRESS

New 4.1 [e]

Develop a process and programme by which students, staff and externals can develop an enterprising idea to fruition via the Enterprise Support Model.

Who’s leading
Enterprise Support Model group led by the Quaestor / Director - OSDS / Staff Developer (Research) / Staff Developer (Academics)

Comment
Develop a process and programme by which students, staff and externals can develop an enterprising idea via the Enterprise Support Model.

Led by the Quaestor, the Enterprise Support Model, falls into the ‘Entrepreneurial’ section of the new University Strategy (https://www.st-andrews.ac.uk/about/governance/university-strategy/entrepreneurial/) and will bring together all those who currently or could potentially support students, staff and / or the public, in developing an enterprising idea to fruition. Members of the HR Excellence Working Group will actively engage in the process of developing a streamlined programme of training, mentoring and support which will meet the needs of budding entrepreneurs.

Progress Review

Date
May-22

S M A R T

Strategic theme
2 & 4

New Actions

Ref
Who's leading
Comment
Progress Review

Development of the Enterprise Support Model.

Regular updates at HR Excellence Meetings

Develop a process and programme by which students, staff and externals can develop an enterprising idea via the Enterprise Support Model.

Programme development progressed.

Programme development is in line with our overall average for all events.

Many research staff do not continue beyond their fixed term contact into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.
<table>
<thead>
<tr>
<th>Ref</th>
<th>Ongoing Actions</th>
<th>Progress Review Date</th>
<th>S</th>
<th>M</th>
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<th>R</th>
<th>T</th>
<th>Strategic theme</th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Improve the information and support around career paths and career planning for researchers across all cohorts. Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'.</td>
<td>20/02/2020</td>
<td>Review RS interactions with the Careers Centre.</td>
<td>Review RS interactions with the Careers Centre.</td>
<td>Review of Careers Centre interactions complete.</td>
<td>Reviewing existing activities and processes, and developing new ones relating to researcher careers is achievable through collaboration with the Careers Centre.</td>
<td>May-22</td>
<td>Central to researcher CPD and career prospects.</td>
</tr>
<tr>
<td></td>
<td>Improve the information and support around career paths and career planning for researchers across all cohorts.</td>
<td>26/02/2020</td>
<td>Review Cole Skills / PRF activities and University processes around career development, management and leadership.</td>
<td>Review of Careers Centre interactions complete.</td>
<td>Review of career development, leadership, management carried out, possibly with new activities developed.</td>
<td></td>
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<tr>
<td>2-4</td>
<td>Improve the information and support around career paths and career planning for researchers across all cohorts.</td>
<td>26/02/2020</td>
<td>Review uptake of the 'Career Management for Early Career Academic Researchers' online resource.</td>
<td>Uptake of Career Management for Early Career Academic Researchers' online resource reported.</td>
<td>85% satisfaction in line with our overall average for all events.</td>
<td></td>
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<tr>
<td></td>
<td>Improve the information and support around career paths and career planning for researchers across all cohorts.</td>
<td>26/02/2020</td>
<td>85% participant satisfaction as recorded on evaluation forms.</td>
<td>Number of events and bookings in booking system, and attendance statistics.</td>
<td></td>
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<tr>
<td></td>
<td>Improve the information and support around career paths and career planning for researchers across all cohorts.</td>
<td>26/02/2020</td>
<td>Evaluation report statistics.</td>
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</tbody>
</table>
4.1 (d) Improve the information and support around employability and entrepreneurial skills of researchers across all cohorts.

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

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.

23/07/2017: A meeting will be arranged with the head of the Knowledge Transfer Centre and the careers advisor to review and develop the enterprise and innovation offerings within the offerings for research staff, academics and students.

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

24/10/2017: the new stream of workshops will be trialed in November.

11/12/2017: workshop uptake was low, despite thorough advertising and links to Converge Challenge. CPD strategies around the subject of enterprise and innovation will be discussed at future meetings.

19/03/2018: Although workshop uptake was low, a greater awareness around and integrated teaching of enterprise being directly addressed through the 2018 Enhancement Theme and the following events: 'Academic Forum: Enhancing Effectiveness through Enterprise Education' and 'Academic Forum: Making Things Happen: Enterprise Education and Institutional Change' were attended by 43 and 39 educators, respectively.

The aim for the 2018-2020 is to investigate how employability and entrepreneurship can be institutionally embedded e.g. via activities such as a mentoring programme & engagement with local business networks; the plan is to form a working group (to include Careers Service, Impact Team, Knowledge Transfer and other interested parties) and meet with other Universities.

10/07/2019 - DM: Major changes within the Knowledge transfer team have lead to a significant decrease in training offerings within the Passport to Research Futures (7 opportunities were previously available via this programme). Whilst the new team is recruited, DM has arranged for an external presenter to deliver 'Innovation, collaboration & business insights' and has discussed further ideas with other external contacts.


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

The idea of career mentoring (matching RS with mentors from industry / business / St Andrews alumni was explored by an OSIS intern (2018) but the idea required extra resource and could not be pursued. A "new" OSIS-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-finalist) and 3 for the Creative Challenge (incl. 1 bank worker semi-finalist) who are competing within a record number of submissions (157) from 18 supporting Universities!

The Aims for 2020-2022 will be to work with the Technology Transfer Team to develop new workshops for CoRe Skills / PRF and the programme that results from the Enterprise Support Model; continue the OSIS-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)

24/10/2017 DM: 2017 PIRLS: 90% of respondents agreed they had access to CPD; 56.6% undertook 1-5 CPD days in the last 12 months. For AY 16-17, 210 RS and 161 academics undertook activities associated with the Academic Staff Development Programme (ASDP). 26 RS and 16 academics attended ‘Managing people in research teams’; 36 RS attended ‘Leading a research group’. 9 RS attended ‘Managing people: motivation & performance’. 2017 PIRLS respondents felt they would benefit from increasing CPD / support around ‘conducting appraisals’ (42.2%), ‘leading their group’ (41.1%), ‘managing group finances’ (48.9%), ‘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. Monitor marketing ‘Bulletins for Research Leaders’ & RSF updates; Work with academics & RSF to review and update the support & resources available to those who manage researchers. Minimum 85% participant satisfaction as recorded on evaluation forms. New resource developed. Webpage views. 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. 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.
| PRINCIPLES | Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life-long learning |

<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>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 (a)</td>
<td>Develop a training proposal around new Research Integrity policies.</td>
<td>Head of Research Policy, Integrity and Governance / Educational and FIGI Developer Staff / Staff Developer (Academic) / Staff Developer (Research)</td>
<td>11/12/2017: A strategy for developing a training approach which involves the recruitment of research integrity leads in Academic Schools, online learning for postgraduate researchers, research staff all academics has been approved. The aim for the 2018-2020 review period will be to develop a detailed training proposal and begin implementation.</td>
<td>Regular updates at HR Excellence Meetings</td>
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<tr>
<td>5.3 (b)</td>
<td>Achieve 50% uptake of the Academic Induction Resource (informative new researcher and introductory) by new researchers and PIs during 2018-19 review period.</td>
<td>Staff Developer (Academic)</td>
<td>18/06/2018: Aims to achieve 50% uptake of the Academic Induction Resource (informative slideshow and video) to new researchers and PIs but could not be measured via webpage stats due to technical issues. However, the resource launched in 2015, is updated annually following collection of user feedback.</td>
<td>Regular updates at HR Excellence Meetings</td>
</tr>
</tbody>
</table>
Increase participation from Academic/Research cohort for Passport to Health and Wellbeing, and other wellbeing initiatives (by 20%).

*Split into 2 actions to separate Step Count Challenge from other activities.

**Summary**

- Increase awareness of and participation in the Paths for All Step Count Challenge to be established.
- Encourage more healthy habits and a more active lifestyle is important to achieving a satisfactory work-life balance and this cohort should be specifically targeted and involved.

**Aims**

- To encourage Schools to link directly to Wellbeing pages; raise awareness of the wellbeing & Engagement Group to RS.
- Continue to raise awareness of wellbeing (now online) amongst BS and monitor attendance.
- 85% participant satisfaction is in line with our overall average for all events.
- 85% satisfaction is in line with our overall average for all events.
- Continue to raise awareness of wellbeing activities (now online).
- Encourage Schools to link directly to Wellbeing pages from their School landing pages.

**Action Plan**

- Continue to raise awareness of wellbeing activities (now online).
- Encourage Schools to link directly to Wellbeing pages from their School landing pages.

**Metrics**

- Attendance and evaluation report statistics.
- With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.

**Timeline**

- May 22

---

**5.6 (d)**

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

*Split into 2 actions to separate Step Count Challenge from other activities.

**Summary**

- Increase the awareness of and participation in the Paths for All Step Count Challenge, an annual walking challenge.
- Increase the awareness of and participation in the Paths for All Step Count Challenge to be established.

**Aims**

- To encourage Schools to link directly to Wellbeing pages; raise awareness of the wellbeing & Engagement Group to staff.
- With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.

**Action Plan**

- Continue to raise awareness of wellbeing activities (now online).
- Encourage Schools to link directly to Wellbeing pages from their School landing pages.

**Metrics**

- Attendance and evaluation report statistics.
- With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.

**Timeline**

- May 22
The aims for 2019-20 were to support where appropriate, actions relating to the Mental Health Strategy; better mental health and wellbeing at work.

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:

- Lobbying research funders to include wellbeing requirements in funding requirements or a new quality mark initiative
- Ensuring services to support researcher wellbeing are accessible and clearly signposted, particularly to support prevention of mental ill-health and crisis interventions
- Embedding wellbeing in all training provided to research students and supervisors;
- All staff and students taking personal responsibility to model healthy and balanced behaviours and promoting the importance of sleep, having creative outlets, getting outside, and exercising to support wellbeing - toolkit.

For AY 19-20, 31 RS (↓2 from last review period), 39 academics (↑132), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (SIR ave. 91.4%).

For AY 20-21, 35 RS (↑5) & 108 academics (↑34) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 93.4%)

For AY 20-21, 31 RS (↑4) & 132 academics (↑74) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 93.6%)

During 2019, the University formed a working group to develop a new Mental Health Strategy. This strategy has now been formally adopted. The working group has now become a Mental Health Task Force and is responsible for strategy implementation. Actions relating to the strategy include a comprehensive, tiered training programme and the establishment of designated Wellbeing Officers / Directors of Wellbeing in all Schools & Units.

For AY 20-21, 30 RS (↑5) & 94 academics (↑132), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 93.4%)

Excellence, we believe this action is achievable. 85% participant satisfaction as recorded on evaluation forms where appropriate.

For AY 20-21, 30 RS (↑5) & 94 academics (↑132), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 93.4%)

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

**Key:**
- Green = Completed
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### New Actions

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<tr>
<th>Progress Review</th>
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<th>T</th>
<th>Strategic theme</th>
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<tbody>
<tr>
<td><strong>New 6.13 (b)</strong></td>
<td>Development 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>21/12/2022 - New EDI staff member appointed April 2022 to lead on this work. Consultations in progress, training in development. Anticipated launch June 2023.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. 85% satisfaction is in line with our overall average for all events.</td>
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<p>| New 6.13 (c) | Work towards the ‘Disability Confident Award’ | Head of Equality and Diversity | Aim to achieve this Government Award by 2021. 18/06/2020 - SB: This could be achievable but is a large commitment. The new ‘St Andrews Staff Disability Policy’ will underpin the Award application. 21/11/2022 - KM: Scoping ongoing. | Regular updates at HR Excellence Meetings | Achieve Entry level Disability Confident Award in 2021 | Award achieved and subsequently reviewed. | This action is achievable but is a large commitment. St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices. | Dec-21 | 1, 2 &amp; 3 |
| New   | 6.14 (a) | Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. | Organisational Development Coordinator - CED | Head of Equality and Diversity | Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. Dec 2019: Commissioned by the provosts 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 consist of representatives from CED, EDI, CEDS, Saints, the Student Association and UCU, and includes input from 1 or more Ethics 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 discussed as a spectrum and viewers will be sign-posted to relevant policies and processes should a person be experiencing bullying or harassment. The video will be presented as part of student and staff induction, and be made available via the University website or Moodle. Guidance will sit alongside the video providing further information. The plan is to launch the video and Guidance Semester 1 AY 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 in to AGDF. Training for HoS and Directors of Teaching (DoT) for example, could potentially become mandatory. | Regular updates at HR Excellence Meetings | Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts. | New training activity developed and delivered. Minimum 85% participant satisfaction as recorded on evaluation forms. Webpage views Moodle access data SS / CEDARS / EDI surveys | 85% satisfaction is in line with our overall average for all events. | St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices. | Oct-21 | 1, 2 &amp; 3 |
| New   | 6.15 (b) | Support participants through the Advance HE Diversifying Leadership (BAME) programme 2020-21. | Head of Equality and Diversity | Support participants through the Advance HE, Diversifying Leadership (BAME) programme 2020-21. This external programme is aimed at early career academics and professional services staff from black and minority ethnic backgrounds (people of colour) up to and below senior lecturer level (or equivalent) typically for University staff grades 5 to 8, who would like to develop and explore issues relating to taking their first step into a leadership role. The programme will comprise of four one-day face-to-face workshops. While it is non-residential, it will feature online resources, leadership stories from high profile higher education leaders, and include the development of strategies for working effectively with sponsors and mentors. This initiative is supported by the Principal forming part of the Institutional Athena SWAN actions. <a href="https://www.st-andrews.ac.uk/hr/edi/race/leadership-bame-programme/">https://www.st-andrews.ac.uk/hr/edi/race/leadership-bame-programme/</a> 21/12/2022 - 4 staff members support to take programme 2020-2022. | Support participants through the Advance HE, Diversifying Leadership (BAME) programme 2020-21. | Participants recruited and supported through programme. Feedback reviewed. | The action is achievable in Advance HE person deliverable for 2020-21. | St Andrews would like to ensure that all potential leaders are supported in their CPD and career progression. | May-22 | 1, 2 &amp; 3 |
| New   | 6.16 (a) | Develop and deliver training around microaggressions. | Head of Equality and Diversity | Develop and deliver training around microaggressions. 21/12/2022 - Scoping meeting did not identify suitable off-the-shelf training. As an alternative, university piloted bystander training during 2022 and is now looking to roll this out more widely. | Develop and deliver training around microaggressions. 85% participant satisfaction as recorded on evaluation forms for new activity | New training activity developed and delivered. | 85% satisfaction is in line with our overall average for all events. | St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect. | May-23 | 1, 2 &amp; 3 |</p>
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<th>Ref</th>
<th>What we need to do</th>
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<th>Strategic theme</th>
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<tr>
<td>6.1</td>
<td>Work towards maintaining LGBT Stonewall Diversity Champion accreditation</td>
<td>Head of Equality and Diversity</td>
<td>On 18 June 2016 the University became the 77th UK and 4th Scottish university to gain the Stonewall Diversity Champions award after providing evidence of LGBT inclusion and outlining tasks to undertake from July 2015 to June 2016 then annually. 24/06/2017 - external LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 5 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: <a href="http://www.stonewall.org.uk/index-survey-2018">http://www.stonewall.org.uk/index-survey-2018</a>. The aim for 2018-2020 is to analyse the results of the survey and identify areas where action is required to implement any improvements. 01/09/2018 - SB: external LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 5 minute survey was open to All Staff from 2 Sep to Nov 2018. 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. 26/09/2019 - SB: 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 LGBTQ+ specialised 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 deadline 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 Aim for 2020-21 will be to renew our accreditation, run and learn from appropriate surveys and re-run the LGBTQ+ specialised training. 21/12/2022 - KM: The university no longer participates in Stonewall’s Diversity Champions Scheme but continues to apply annually to the Stonewall Workplace Equality Index (last application 2022; outcome pending). From 2021 submission, Dr Andrews gained its first Silver award for LGBTQ+ workplace inclusion from Stonewall.</td>
<td>Regular updates at HR Excellence Meetings</td>
<td>Submit renewal 2021. Run and analyse appropriate surveys, Run the LGBTQ+ specialised training.</td>
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<td>6.3</td>
<td>All members of the UK research community activity address the discrepancies 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. 17/03/16: Focus Groups have been established to seek feedback from Female Academic/Researcher who have returned from Maternity Leave in STEMM Schools/Depts. since 2013. The feedback is being discussed at the University Athena Swan Committee. Impressively 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 renewing training needs and procedures. 24/04/2019: 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 AEMHR working groups. EDI reports (2016): 1st Ethnicity Pay Gap; Gender Pay Gap; Staff &amp; Student diversity &amp; inclusion reports published - monitor progress. Also see New Research Culture Action 7. The Aim for 2020-21 will be to discuss research culture and talent management within the Research Culture Group and within the context of adopting the New Concordat, which we will align with the new University strategy.</td>
<td>Run and analyse appropriate surveys, Run the Athena Swan meetings, RSF, Research Culture Group</td>
<td>Bi Annually &amp; at HR Excellence meetings</td>
<td>Run the Athena Swan meetings, Bst. Research Culture Group</td>
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<td>6.5</td>
<td>Flexible working policy to effectively address requests for changed work patterns.</td>
<td>Director of HR</td>
<td>Flexible working policy is being implemented by research staff and identify whether this cohort are satisfied with their working arrangements. Statistics to be produced from HR on Flexible Working requests and any refusals. 18/06/2020: CIM to speak to LS in HR regarding uptake and use of policy. The Aim for 2020-21 will be to collect and review data around the flexible working policy in the context of the new homeworking environment induced by the COVID-19 pandemic. 21/12/2022 - KM: ‘Working in the context of covid survey’ (2020) identified need to further guidance on flexible working. Five quantitative and one qualitative questionnaire developed in response (launched 2020). Research culture survey (2021) report noted positive perception of flexible working policy. Notable increase in number of academic staff with formal flexible working arrangements between 2019 and 2020.</td>
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Regularly refresh signposting of ‘Equality & Diversity’ and ‘Unconscious Bias’ online materials to all research staff and academics (every 6 months)

**Director of HR/Head of Equality and Diversity / Staff Developers**

11/12/2017: 51.9% of 2017 respondents stated that they had undertaken equality and diversity training, a significant increase from 26.1% in 2015. An insignificant decrease was observed in those respondents who would like to undertake this type of training at St Andrews: 23.4% in 2017 from 23.9% in 2015. This may be due to the introduction of the online diversity training programme in the intervening period between CROS surveys, offering greater accessibility to this type of training to all staff, including Research Staff, in addition to signposting this training to new members of staff during induction.

To ensure that new and long-standing staff members continue to be aware of the equality and diversity culture being developed at St Andrews, the aim for 2018-2020 will be to regularly refresh the signposting of ‘Equality & Diversity’ and ‘Unconscious Bias’ online materials to all research staff and academics and review the governance of these activities.

20/10/2019 New administrator started in EDI two weeks ago. They will be going through the records. 3500 have completed online modules since launch

**Aim:** Signposting of induction materials to all Schools - ongoing:

18/06/2020: SB: All School EDI Committees are now managing communications with their staff regarding uptake of the online training and they receive completion reports.

**Aim:** 70% positive response rate for awareness of materials - ongoing: 2017 & 2019 CROS: 51.9% & 56.4% respondents had participated / would like to participate in further E&D training (ave. 28.3% ±2015 CROS), indicating 7% awareness, corresponding to 7% institutional Athena Swan (ASWAN) activity.

The Aim for 2020-21 will again be to observe a 70% positive response rate with regard to awareness of materials.

21/12/2022 - Diversity in the workplace (Equality & Diversity) and Unconscious Bias made mandatory training for employees. OSDS responsible for sending completion reports to Schools twice yearly. Head of School/School Manager to manage communications to staff regarding training based on completion reports.

**Regular updates at HR Excellence Meetings**

- Refresh advertising/reminder academic schools about E&D online training every 6 months.
- Observe a 70% positive response rate with regard to awareness of materials via CEDARS/SS/HR.
- SB: St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices.

**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

**Director of HR/Head of Equality and Diversity / Staff Developers**

May 2019 - SB: Athena SWAN award: 13 out of 19 Schools hold an Athena Swan Award (7 May 2019)

- Institutional: Bronze renewal = Nov 2021; Biology, Silver renewal = Nov 2021; Chemistry, Bronze renewal = Apr 2021; Classics, Bronze renewal = Nov 2021; Computer Science, Bronze renewal = Apr 2021; Earth and Environmental Sciences, Bronze renewal = Apr 2022; History, Bronze renewal = Apr 2022; International Relations, Bronze renewal = Nov 2022; Management, Bronze renewal = Apr 2021; Maths & Statistics, Bronze renewal = Apr 2022; Medicine, Bronze renewal = Nov 2020; Physics & Astronomy, Silver renewal = Nov 2021;叙文: Physics & Astronomy, Silver renewal = Nov 2021; Uof Arts: Physics & Astronomy, Silver renewal = Nov 2020)

LGBT Charter: we first achieved the LGBT Charter Mark in 2013 and successfully renewed in Oct 2017. Next renewal = Oct 2021

18/06/2020: SB: 17 out of 19 Schools now hold an Athena Swan Award.

Philosophy, Anthropology and Film, new award Bronze = Apr 2020; Divinity applied in April; Modern Languages plan to submit in Nov 2020.

LGBT Charter: The upcoming renewal date has been extended to June 2022 due to the COVID-19 pandemic.

https://www.st-andrews.ac.uk/hr/edi/sexualorientation/charter/

**Aim:** to support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of equality, diversity & inclusion (EDI) - ongoing: 51.4% & 56% of 2017 & 2019 CROS respondents and 59% & 67% of 2017 & 2019 PRUL respondents agreed St Andrews was committed to E&D. Diversity is central to the "New" 2018-2023 University Strategy (2018).

The Aim for 2020-21 will be that all Schools hold an Athena Swan Award and that the LGBT Charter is on its way to being renewed; continue to support actions which arise from LGBT Charter and ASWAN.

21/12/2022 - All Schools hold at least Bronze level Athena Swan award (and Biology has gained a Gold level Award) as of April 2021 LGBT Charter renewed in 2022.

**Regular updates at HR Excellence Meetings**

- Work towards all Schools achieving an Athena Swan Award
- Review LGBT Charter
- Actively participate in relevant university forums / working groups / encourage students to attend in formulating actions which arise from the LGBT charter and the Athena Swan process.

8/05/2022 - SB: 17 out of 19 Schools now hold an Athena Swan Award.

All Schools hold on Athena Swan Award

- Renew LGBT Charter
- Engagement with committees / working groups

CEDARS/SS/HR surveys

The EDI team is receiving further resource and is highly involved in relevant University processes, as are HR and OSDS (formerly CAPOD).

We therefore believe this goal is achievable.

May 22
**6.11 (a)** Support the development of new issue-based networks to support research staff and academic staff

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

**11/12/2017 - SN:** 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-faced 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.

**19/07/2018:** In January 2018 a ‘call for interest survey’ was sent out from the Equality and Diversity Team to research and academic staff regarding the development, and their engagement with, four new staff networks designed to support staff. Staff BAME Network / Staff Carers Network / Staff Disability Network / Staff Parents Network. An active LGBTIQ+ network already provides a supportive, open environment for LGBTIQ+ staff at the University of St Andrews to network with LGBTIQ+ colleagues. Members of the HR Excellence group will work with the leaders of the new networks to ensure they function to inform policy and help maintain an environment that ensures equality and diversity are respected.

The aim for 2018-2019 will be to officially launch active networks and put activities in place.

26/02/2020 - SB: Carers network and parents network combined. 23 BAME members, LGBTIQ+ 19. Staff disability to be re-launched. Issues discussed are fed back to EDI. ECWN and LGBTIQ+ and BAME were involved in the development of the People Enabling Strategy 2019-2023 through direct engagement with focus groups. 29/04/2020: In response to the period of home-working relaxed by the COVID-19 Pandemic, the WISSA community moved online. The WISSA Champions have a new MS Teams, as does the Network as a whole. WISSA online. Monthly meetings will continue via Teams.


14/10/2019: Academic-led Early Career Women Network (ECWN) (>90 members) launched 2018; events incl. networking, wellbeing, discussion topics: ‘Institutional Policy Q&A with HR’. Celebrating the History of St Andrews Feminism’. Demystifying the REF.

Academic-led Women in Science at St Andrews (WISSA) (>220 members) across 15 Schools/Units/Departments/locations covering the Sciences and Social Sciences. Launched 2018; regular e-newsletter; events incl. wellbeing, discussion topics: academic promotions, dual delivery teaching, managing a research team, yoga.

Senior Women in St Andrews (SWiStA) supports grade 9+ staff who identify as a woman (>60 members). Networks provided regular face-to-face meetups (weekly, fortnightly, monthly or 2-3 per semester) prior to the COVID-19 pandemic, to which the majority of the networks responded by moving to online meetups and/or by creating a MS Teams group. Continue to support staff networks by working with those running the networks.

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 network activities and provide more opportunities for networks to inform policy & organisational change.

21/12/2021 - KN: Staff with disabilities network launched 2021

**6.11 (b)** Develop, launch and review a new ‘St Andrews Staff Disability Policy’

**Head of Equality and Diversity**

**20/10/2019 - 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 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 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.

18/07/2020 - 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/edi/engagement/staff-disability/

The Aim for 2020-2022 will be to publish the final, approved version of the policy and process, following an extensive consultation.

21/12/2021 - KN: Staff Disability Policy launched January 2022.
### New Actions

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<th>Program</th>
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<tr>
<td>New 7.1</td>
<td></td>
<td>Continue to review HR Excellence in Research and provide submission for 10 yr. review in May 2022.</td>
<td>Head of 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>
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<td>Review meetings every 6-8 weeks.</td>
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<td>Member progress against the 2020-2022 action plan, re-formulates the plan as necessary.</td>
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<td>Use data from relevant cohort surveys (e.g. PRF CEDARS, Longitudinal CROS &amp; PIRLS Review etc.) to validate, progress and generate new actions.</td>
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<td>Consult RS via the RTF, networking events, newsletters.</td>
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<td>The HR Excellence Working Group meet and review actions regularly, collaborate effectively and receive high level support.</td>
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<td>St Andrews would like to ensure that a supportive working environment continues to be provided for researchers – especially those on short term contracts.</td>
<td>May-22</td>
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<td>The HR Excellence process brings researchers and relevant support units together to:</td>
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<td>* Drive forward actions that are relevant to researchers * Inform CPD provisions * Inform policy * Facilitate cross-university communication</td>
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<td>New 7.6</td>
<td>(b)</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>DDS Director / Staff Developer (Research) / HR Business Partner</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>Regular updates at HR Excellence Meetings</td>
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<td>St Andrews officially a signatory.</td>
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<td>The Research Culture Group and Engaged Reps from across the University will be involved and the process will have full support of PD, therefore this action is achievable.</td>
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<td>7.6 a</td>
<td>Review governance and strategies for collecting and reporting data for University processes.</td>
<td>Director of HR/Head of Equality and Diversity/Staff Developers</td>
<td>U/RHB/UA. The 5-year review process raised awareness around the lack of governance and monitoring of mandatory training, and gaps in availability of data against which goals can be measured. The aim for 2018-20 is to improve our reporting systems. 6/4/2018 - RB: Review new governance for staff regarding anonymous data and diversity in the workplace. Once staff have completed these online training modules their HR Staff Record in Resource Link is updated by HR. This does not link to FOIs. During 2018-2022 the reporting system was reviewed as part of the HRQODS programme and tender specifications were agreed for a new platform.</td>
<td>Regular updates to HR Excellence Meetings</td>
<td>Review how data for the HR Excellence report is collected, especially from workshops. Update systems where possible, in collaboration with those who provide relevant source of data. Systems in place to support accurate and efficient reporting. It may or may not be possible to change how certain data sets are collected for the review report but we can certainly investigate the possibilities with those who provided the data. The dataset for the 2018 report. All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stakeholders.</td>
<td>May-22</td>
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<td>7.7 a</td>
<td>Carry out a longitudinal, in-depth study of CROS and PIRLS. Also see action 7.7 (b).</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. 8/7/2020: DM, MA, MP and AB met to discuss two forms of the longitudinal study, a sample Case Study for inclusion in the 8-year HR Excellence Review and the longer term, larger report which will inform the GAP analysis for the new Concordat. Also see action 7.7 (a). The aim for 2018-2022 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 adapting the new Concordat and informing the progression of actions relating to the support available to RS and those who manage / support them.</td>
<td>Regular updates to HR Excellence Meetings</td>
<td>Carry out a longitudinal, in-depth study of CROS and PIRLS. Use study to inform the HR Excellence Group. Study published and discussed via the HR Excellence Working Group. The Planning &amp; Analysis Team will actively support the HR Excellence Working Group to progress this action, it is achievable.</td>
<td>Study published and discussed via HR Excellence &amp; Research Culture Group</td>
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<td>7.8 a</td>
<td>Form a new Research Culture Group to discuss and define the culture in which researchers operate.</td>
<td>Head of Research Policy, Integrity &amp; Governance / Staff Developer (RIS)</td>
<td>What relates to and defines the culture in which researchers operate. 6/7/2020: University Research Culture Group (URCG) meets for the first time (unofficially). 8/6/2020: Research, Impact and Innovation Committee agrees to officially constitute the University Research Culture Group. The University Research Culture Group is joining up existing activities related to research culture to coordinate and co-develop cultural change between the University’s research community, professional services community and senior management; mapping and celebrating what we have already achieved towards nurturing this culture; and prioritising the actions we still need to take to further nurture this culture, including actions that will require us to advocate for change at a national or international level. This group is steered by the University’s Research, Impact and Innovation Committee and chaired by the Vice-Principal (Research and Innovation). It coordinates work across stakeholders, including the wider research community, and the following: Central Equality, Diversity and Inclusion Group, HR Excellence in Research Working Group, Open Research Working Group, Research Integrity Committee. Late 2020 to early 2022: URCG works across those existing committees, groups and working groups to develop a draft vision statement map current University activity against that vision, and undertake a gap analysis to understand where the gaps appear to be between the vision and current provision.</td>
<td>Regular updates to 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. Develop remit &amp; action plan which takes into account, the University Strategy and the 2018 Concordat.</td>
<td>Consolidated Reports from across the University will be developed and the group will have full support of EH, therefore this action is achievable.</td>
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