

HR Excellence in Research - Action Plan

COVID-19 Provisions	In response to the extended period of homeworking induced by the COVID-19 pandemic, the actions below have come into play to ensure that new and current staff receive the information, resources and support they need during their employment at St Andrews.		
Link to the St Andrews Coronavirus information homepage	Note: some of these actions may become merged into other parts of the action plan over the course of 2020-2022.	<p>Key:</p> <p>Green - Completed</p> <p>Orange - Ongoing - taken forward from previous review cycles</p> <p>White - NEW (added March 2020 onwards)</p> <p>S - specific</p> <p>M - measurable</p> <p>A - achievable</p> <p>R - relevant</p> <p>T - time-bound</p>	Link to People Enabling Strategy 2019-2023 2019-2023

Ongoing Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	C1	Design and publish an interim programme of CPD for research and Academic Staff	Staff Developer (Academic) / Staff Developer (Research)	<p>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.</p> <ul style="list-style-type: none"> - Fortnightly half-day writing retreats. - Credit for PRF and PEP subunit equivalents available to help PRF participants continue their development. - *New* Career Management for Early Career Academic Researchers aims to support researchers to explore their career options and make career plans. This external online offering is a collaboration between the University of Glasgow, University of Edinburgh, and the University of Sheffield. - *New* Converge funding competitions and online events. - *New* Research Staff Online Community – hosted on Teams. <p>The St Andrews Postdoc Community - closed Facebook group signposted.</p> <p>Other online communities based in Teams: WISSA online - Women in Science at St Andrews; Staff Parents and Carers Network signposted.</p> <p>OSDS interim programme: https://www.st-andrews.ac.uk/osds/</p> <p>RS interim programme: https://www.st-andrews.ac.uk/osds/my-development/research-staff/interim-programme/</p> <p>This stream of interim Continuing Professional Development (CPD) activities has been put in place to support research staff during the current home working period. The aim is to provide a community of support, some sense of normality, continuity of learning and time and space to focus on those areas of research which can be continued whilst working from home.</p> <ul style="list-style-type: none"> - Some changes were made in response to Covid-19, such as running additional workshops over the summer break, adding additional writing retreats and providing extra newsletters to support communication. 	October 2020 March 2021	<p>The Covid-19 programme mirrors the in-person programme as closely as possible to ensure it aligns with the needs of the research staff.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Level of engagement and satisfaction compared to in-person courses</p> <p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p>	<p>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.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>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</p>	<p>Ongoing until full in-person programme can be resumed.</p>	2 & 4

C2	Progress a full schedule of Passport to Research Futures (PRF) programme and PEP programme for 2020/21, to be delivered online	Staff Developer (Research) / PER Team	Semester 1 of 2020/21 - All PRF and PEP courses will be delivered online with the potential for this to continue for Semester 2 if required. Changes to delivery such as shorter courses with short breaks are being made to ensure the content is delivered in an engaging way in the online format.	Mar-21	The plan for Semester 1 is to run all of the regular workshops in online form, adapting them where required to deliver a good online experience. Minimum 85% participant satisfaction as recorded on evaluation forms.	Level of engagement and satisfaction compared to in-person courses Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Now that presenters have run some courses online and feedback received, any areas that required adaptation can be adjusted accordingly to improve the online experience. 85% satisfaction is in line with our overall average for all events.	The ability to continue to provide training in the skills required for Research Staff Development is essential and converting to online delivery has allowed this to continue.	Ongoing until full in-person programme can be resumed.	4
C3	Design and publish a programme of CPD for Research Staff coming to the end of their contract before 31st December 2020.	Staff Developer (Research) / Careers Advisor	Courses currently available to Research Staff have been opened up for Research Staff leavers. An online document and form have been developed to identify the staff involved in order to continue to engage with and support them after their leaving date.	Apr-20	Suitable courses have been identified to support leavers with their career development	Level of engagement by leavers	The courses are running and it is possible to allow external applicants to attend.	Leavers continue to require development when looking for a new position.	Available for staff leaving up to end Dec 2020	4
C4	Design and publish a process for Research Staff leavers to access Careers Centre support prior to their leaving date.	Staff Developer (Research) / Careers Advisor	Research staff leavers have been prioritised for career advice appointments. Research Staff will be issued with a pre-appointment document to complete in advance. Access to appointments is prioritised based on contract end-date. Workshops focussed on career development are also being delivered and are opened to research staff leavers.	October 2020 March 2021 June 2021	Career support specifically for leavers has been agreed	Level of engagement by leavers	Appointments have been agreed with the Careers Centre	Staff coming to the end of their contract during the pandemic face a difficult challenge and will require access to	Available for staff leaving up to end Dec 2020	4
C5	Move Research Staff Forum activities online to ensure communications are clear throughout the COVID-19 homeworking period	Staff Developer (Research) / RSF Support Team	The Research Staff Forum was re-focused in February 2020 to focus purely on Research Staff. Since homeworking commenced the Research Staff Forums have run via Teams. All documents are published on the Research Staff Forum webpage and an update is sent to all Research Staff covering the main discussion points and including follow up actions.	October 2020 January 2021	The Research Staff Forum will continue online for the foreseeable future.	Level of engagement by research staff. Opening of newsletter with update.	Successful online Forum has been tested.	Agenda items suggested by both management and research staff	Ongoing until in-person Fora can be resumed.	6
C6	Move the current (2019-20) and the 2020-21 mentoring partnership cycle of the Teaching, Research and Academic Mentoring Scheme online with relevant support and resources in place to support remote mentoring	Staff Developer (Research)	The current cycle was launched on 26.06.20. Closing date for applications is 31.08.20. Early career research staff mentees are paired with more experienced mentors for a one year partnership. Six institutions take part in the scheme allowing cross institution partnerships. This is also open to research staff leavers for the full year long cycle.	October 2020 March 2021	Mentoring programme continuing as previous years except online rather than in-person	Number of partnerships established	Work is underway and builds on previous years. Leavers have been invited to apply	Successful programme is well established.	Online for 2020/21 until in person meetings can resume safely	3
C7	Move writing retreats online and increase frequency to support writing projects - facilitated sessions run via Teams.	Staff Developer (Research)	The half-day, virtual writing retreats support staff to set aside some focused time for writing.	August 2020 March 2021	Staff are able to book onto the writing retreats which support focused research writing	Number of attendees and level of satisfaction	Simple to set up and run via Teams	Supports research writing by providing a structure for focused writing	Online until in-person workshops can resume	4
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.	AVP Diversity / Corp Comms	The University has set up a comprehensive list of Frequently Asked Questions for all staff to get fast and accurate access to up to date information. St Andrews Covid Helpdesk set up with phone number and e-mail address. https://www.st-andrews.ac.uk/coronavirus/ Current students General information Prospective students Research information Staff New staff Wellbeing - focus on staying mentally and physically healthy, as well as cultural and community based initiatives to keep connected.	Regular updates at HR Excellence Meetings	Questions asked by staff are answered and available for all	Number of webpage visits	Maintained by University department	Responses are to questions asked by staff	Until pandemic is over	5 & 6

C9	The University has furloughed a number of Research Staff where they are unable to carry on with their research during the home-working period.	HR	This has primarily been staff with research that is laboratory intensive or field-work based. The University has been in close contact with the Funding organisations to mitigate the impact of the lockdown on these researchers.	Regular updates at HR Excellence Meetings	Staff who were unable to continue their research will be furloughed	Number of staff	Part of the national pandemic response	Supporting laboratory and field work based staff	Until staff can return to lab based or field based work.	4
C10	Virtual Step Count Challenge	Organisational Development Coordinator	Step Count Challenge ran remotely for the month 4 weeks in May and 15 teams participated. The St Andrews challenge opened up to non-University members and a mixture of Staff and family members took part and participants, although they were only allowed to go outside for 1 hour a day, participants found different activities such as yoga to contribute to their step count.	March 2021, prior to the next Challenge	Supporting physical health of staff during the lockdown	Number of teams	Part of national scheme and managed through Wellbeing team	Continue with a national scheme that runs every year and is popular	Jul-20	5
C11	Move wellbeing activities online	Staff Development Officer / Organisational Development Coordinator	Those wellbeing activities that could successfully be deliver virtually moved online: 'Yoga'; 'Introduction to talking therapy'; 'Successful sleep'; 'Death Café hosted by the Byre Theatre'; 'Mindfulness'; 'Eating well for families'; 'Eating well menopause'; 'Food and mood'. 'Stay home stay fit' Saints Sport daily videos and weekly live event via FB.	October 2020 March 2021	Importance of supporting physical and mental wellbeing of all staff is recognised 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.	Part of annual programme of events - where possible all regular activities have moved online 85% satisfaction is in line with our overall average for all events.	Wellbeing relevant for all staff	Ongoing until in-person events can resume	5
C12	Move induction events online	Staff Development Officer	To ensure that new starters receive a warm welcome to the University, induction events - All Staff Induction and New Staff Essentials will be adapted for virtual online delivery via Teams, with live speakers and pre-recorded videos and presentations containing helpful info for new staff.	Sep-20	Recognition of the impact to moving to home working for all staff Minimum 85% participant satisfaction as recorded on evaluation forms.	Level of engagement and satisfaction compared to in-person courses Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	85% satisfaction is in line with our overall average for all events.	Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.	Ongoing until in-person events can resume	1

C13	Develop and publish training and advice for homeworking	OSDS Developers	<p>OSDS are working to provide a programme of professional development activities in which University staff can participate while working from home.</p> <p>Homeworking toolkit</p> <p>Effective home working</p> <p>Safe, social and sustainable (SSS): healthy habits for effective homeworking https://www.st-andrews.ac.uk/osds/my-development/home-working/</p> <p>Safe, social and sustainable resource guide</p> <p>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.</p> <p>'Working effectively from home' online workshops</p> <p>Managing remotely guidance and resources</p> <p>Managing remote teams</p> <p>Productivity hacks for homeworking</p> <p>Building resilience</p> <p>Resilience in the face of change</p> <p>Mindfulness</p>	Regular updates at HR Excellence Meetings	<p>Recognition of the impact to moving to home working for all staff</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Level of engagement and satisfaction compared to in-person courses</p> <p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p> <p>Webpage visits</p>	<p>Input from a number of relevant parts of the University</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Urgent response to pandemic to support sudden change to working practices</p>	<p>Ongoing until in-person events can resume</p>	2 & 4
C14	Support all those research leaders balancing team management, research and online teaching delivery.	Principles Office / Educational and PGR Developer	<p>See C13 plus:</p> <p>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.</p> <p>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</p> <ul style="list-style-type: none"> - List of core, ancillary and peripheral tools detailing the technical and pedagogical training opportunities, and how to access support. - Self-study 'Take 5 in the Hive' resources to guide academics in building interactivity into design of course materials. - 'Live in the Hive' talks to guide academics in building interactivity into design of course materials. - School briefings on how to use Moodle, Panopto and Teams. - Sharing of good practice via the new Education Blog with a series of remote teaching case studies: https://education.wp.st-andrews.ac.uk/ - 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 <p>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:</p> <ul style="list-style-type: none"> - Designing effective open-book exams - Blended synchronous learning: student and teacher experiences - Bringing on-campus and distance students together on the VLE <p>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.</p>	Regular updates at HR Excellence Meetings	<p>Recognition of the impact to moving to home working for those with teaching responsibilities</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p>	<p>Input from PO & CEED</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Urgent response to pandemic to support sudden change to working practices</p>	<p>Ongoing until in-person events can resume</p>	2 & 4

HR Excellence in Research - Action Plan

A. Recruitment & Selection

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

[All actions from Principle 1 are regularly discussed via the Research Staff Forum](#)

[Link to University Strategy 2018-2023](#)

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

[Link to People Enabling Strategy 2019-2023](#)

Key: Green - Completed

Completed Actions							
Progress	Ref	Action	Who's leading	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
<p>Note: The Research Staff Forum has been a long-standing group, chaired by the Vice-Principal for Research and Innovation and attended by research staff reps and PIs from Schools across the University. The original focus of the group was to support the University's commitment to the Concordat to Support the Career Development of Researchers and has evolved over the years to become an important space for addressing researcher employability, recognition and policy development. In 2019, the Forum was reviewed and refreshed with a new focus. The format going forward will be that of an open forum. In addition to forum representatives being welcome to attend, all research staff are welcome to book their place and view agendas beforehand.</p>							
	1.1 (a)	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	HR Director	Ongoing	HR ensures Job Descriptions identify essential criteria for the role of a Researcher	Recruitment is transparent, fair and objective	Annually via CROS survey
	1.2 (a)	As part of on-going development, a review of the Inclusive Recruitment guide will be undertaken in 2012.	HR Director	Sep-12	Work is underway on this. Head of Equality and Diversity has completed his part. HROs now checking over before launch.	Launch of Recruitment Guide	
	1.2 (b)	Develop general statistics on recruitment in terms of applications, and success rates by the protected characteristics. Review annually to ensure no discriminatory practices are being undertaken. Where issues arise, the necessary steps will be taken to identify what remedial action needs to be undertaken.	Head of Equality and Diversity (formerly Head of Equality and Diversity)r	Jul-13	Recruitment data for Gender is being analysed within each School as part of Athena SWAN and Gender Equality Charter Mark on an on-going basis. General recruitment data analysis is conducted in May annually per grouping.	Data reviewed each year	May each year
	1.3 (a)	To ensure the use of Fixed Term Contracts is reviewed on an ongoing basis with annual reporting to the Research Staff Forum (RTSF).	HR Director	For each research staff forum	This is now on the agenda of the Research and Teaching Staff forum. 26.02.19 LM. Changes to the contract for CRS aproved.	On agenda of Research Staff Forum	Bi-annually
	1.4 (a)	Provide ongoing Equality & Diversity training for staff and monitor uptake	Head of Equality and Diversity	ongoing	Completed review of the online training module, provider has made links to the Equality and Harassment & Bullying policy.	Online training regularly advertised. Bespoke workshops take place	June each year

1.4 (b)	Review recruitment and selection training to ensure that recruiters of researchers are familiar with the relevant legislation, good practice and are sufficiently competent to conduct fair and effective recruitment and selection processes.	Director OSDS (formerly Head of Organisational and Staff Development) / HR		25/5/15 New online course covering the procedural and legal aspects of recruitment is due to be launched in July and will cover content thus far included on the face-to-face recruitment workshop. Once this is up and running it will be a prerequisite for all staff on recruitment panels and for attendance on the face-to-face workshop, which will be revised accordingly. OSDS (formerly CAPOD) are also working to develop a specific Academic Recruitment version of the R&S workshop, which will be piloted in August. 21/09/15 This has now been completed and the new R&S workshops are being delivered to the respective cohorts. New online material has been developed and is delivered as a pre-requisite part of the training for those people who are on a recruitment & selection panel. They then must attend classroom event to complete the full recruitment & selection training.	Training provision reviewed and recommendations implemented.	Annually at workshop planning stage May/June
1.4 (c)	R&S workshops are being delivered to the respective cohorts	Director OSDS / HR	Sep-15	New online material has been developed and is delivered as a pre-requisite part of the training for those people who are on a recruitment & selection panel. They then must attend classroom event to complete the full recruitment & selection training.	Training provision reviewed and recommendations implemented.	Annually at workshop planning stage May/June
1.5 (a)	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation	HR Director	Ongoing	HERA ensures the level of pay is determined correctly for the role		Annually

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B. Recognition and Value

<p>PRINCIPLE 2:</p>	<p><i>Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.</i></p>	<p>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.</p>	
<p>Link to University Strategy 2018-2023</p>	<p>OUR SUCCESS - "We will reform our arrangements for the development of our staff in line with our strategy. We recognize that organizationally we need to create opportunities for staff to advance and grow as academics and professionals. We will also review the promotion criteria and process to ensure that the bar remains high, while recognising contributions in research, impact, teaching and service."</p>	<p>Key: Green - Completed Orange - Ongoing - taken forward from previous review cycles White - NEW S - specific M - measurable A - achievable R - relevant T - time-bound</p>	<p>Link to People Enabling Strategy 2019-2023</p>

Live action											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	2.1 (e)	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.	Director OSDS	Discuss strategies for increasing engagement and perceived value prior to the design of the next Staff Survey which should run during the 2020-2022 review period. Ties in with adoption of the New Concordat.	Regular updates at HR Excellence Meetings	Increase the rate of survey engagement by 5% points on the 2017 survey. Specific actions drawn from analysis of results to improve perceptions of recognition and value.	62% of University Staff respond to the survey.	Aiming for 5% increase will be a stretch target, as previous increases have been in the region of 1-3%, however it is not unrealistic and with concerted effect can be delivered.	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.	May-22	1

Ongoing Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	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)	Staff Developer (Research) / Staff Developer (Academic) / Organisational Development Coordinator	<p>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.</p> <p>18/07/2017: New academic starts are contacted to welcome them to the University and provided info regarding relevant toolkits and ASDP. Contact details for new starts provided periodically by HR.</p> <p>24/10/2017: for research staff, 3 new e-mails have been created in Mailchimp: 1) Welcome to St Andrews - new Contract Researchers, 2) Reminder for Research Staff - engage with OSDS (formerly OSDS (formerly CAPOD)) during your time at St Andrews, 3) 'reminder for line managers - what OSDS (formerly OSDS (formerly CAPOD)) can do for your research staff'. No. 1 is regularly updated and sent out monthly. No. 2 and 3 require review by the Master before being sent to Schools in the New Year. The 2017 Staff Survey data showed that 94.5 % of research staff who responded, new where to find information about training and development. CPD discussions are encouraged to take place during induction. The CROS 2017 survey data showed that 86% of respondents felt that they were encouraged to engage in personal and career development and 95% agreed that they take ownership for their career development. Positive response rates for both these questions had increased by > 10% from 2015 and sit above the national average. The aim for 2018-2020 will be to investigate and implement strategies for increasing mail-out engagement (20%), increase School engagement with induction by 10% and begin to review the induction process.</p> <p>10/07/2019 - DM: 10% increase in PIRLS engagement achieved: PILLS 2019 received a response rate of 36% (>13% from 2017). Results will be analysed once benchmarking has been organised by Vitae. CROS received a response rate of 26%.</p> <p>Aims: review induction, review marketing strategies, ↑ mail-out engagement (20%) and ↑ School engagement with induction by 10% - ongoing: 2017 & 2019 CROS: 70.1% & 56.1% of respondents found institutional induction useful. For AY 18-19, 40 RS and 37 academics (and 11 research/academic) attended 'All New Staff Induction' (2 per yr.), satisfaction index rating average (SIR ave). 55 RS and 36 academics (and 21 research/academic) attended 'New Staff Essentials' (monthly) (SIR ave: 81 %).</p> <p>The aims for 2020-2022 will be to monitor engagement and feedback for new online induction events; better signpost RS and managers of RS to "new" 'Essential learning for new staff webpage' from OSDS RS and academic webpages, induction events and e-newsletters (Aspire, Developing News, Research leaders updates) and the new RS Managers online resource when available.</p>	Regular updates at HR Excellence Meetings	<p>Monitor engagement and feedback for new online induction events.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p> <p>Signpost RS and managers of RS to "new" 'Essential learning for new staff webpage'</p> <p>5% improvement in positive response rate for CEDARS (cross reference old CROS/PIRLS if possible).</p>	<p>Attendance SS CEDARS</p> <p>Evaluation report statistics.</p>	<p>This is part of a longer-term and University-wide project that has high-level support.</p> <p>HRODEP Quick wins: 2021</p> <p>HR/OD project: 2022</p> <p>Platform: 2024</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.</p> <p>Induction affects</p> <ul style="list-style-type: none"> * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention 	May-22	1

2.3 (g)	<p>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.</p> <p>*Part of a longer term University-wide review of induction: 3.6 (g)</p>	Staff Developer (Academic)/Staff Developer (Research)	<p>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 to link to the appropriate resources.</p> <p>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.</p> <p>24/10/2017: HR Excellence workgroup members invited to further discuss the local induction process in detail at a meeting on 30/11/2017.</p> <p>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'.</p> <p>There is an appetite in the University to create School Manager positions - these posts could be a good avenue for training and developing good induction practices</p> <p>10/07/2019 - JF vision of induction for all staff in the process: automated process database of resources . System can ID accountabilities, role, responsibilities, skills requirements. Database builds a tailor-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 - BTBO project approved in 2018 next step outline business case. Waiting for BTPO to build the outline business case. Time and resources are needed. Role-based curriculum.</p> <p>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.</p> <p>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.</p>	Regular updates at HR Excellence Meetings	<p>Explore adapting the HoS 'zone' idea for use by other leadership cohorts such as RS managers:</p> <p>Research, develop and potentially launch new resource for RS managers. Aim 2-fold: signpost managers to resources available to them as managers & signpost managers to the resources & support available to RS in their team both during induction and beyond. May be webpage and / or PDF that can be circulated.</p>	<p>New resource development progressed.</p> <p>New Starter Survey SS CEDARS RS Induction experience questionnaire Longitudinal CROS & PIRLS - review perceptions of induction Webpage data</p>	<p>This is part of a longer-term and University-wide project that has high-level support.</p> <p>HRODEP Quick wins: 2021</p> <p>HR/OD project: 2022</p> <p>Platform: 2024</p>	<p>Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.</p> <p>Induction affects</p> <ul style="list-style-type: none"> * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention 	May-21	1 and 2
2.3 (l)	Further develop and launch a developmental programme for research supervisors (PGR supervisors)	Staff Developer (Academic)	<p>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', 'PhD viva examinations: best practice', 'Supervisor update sessions'. The following workshop has been in place since 2016 and will run again in December 2017 - 'Student Mental Health Toolkit for Academic Staff',</p> <p>18/07/2017: regarding online resources, the 'Supervising Doctoral Studies' Epigeum token trial has started - 100 tokens were purchased by OSDS (formerly CAPOD) for dissemination to academic and research staff who apply for access to the online courses which form part of this Epigeum online suite of courses. This trial will end on 31 August 2017, when use of tokens will be reviewed.</p> <p>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.</p> <p>24/10/2017: The Academic Staff Developer has arranged an extension for the use of our remaining Epigeum tokens until the end of 2017. Token use is being advertised and uptake has improved. We have 75 tokens left - these will be advertised to Research Staff and Academics.</p> <p>23/10/2017: 'Supervisor update sessions' last ran in AY 2014/15 (January) with attendance numbers of over 40. The Academic Staff Developer is now in discussion with PGR Pro Dean James Palmer to decide if such sessions should be revitalised and if so, what format they should take. The plan is to run a session in Semester 2 of AY 17/18. Research Integrity will most likely be integrated into these sessions.</p> <p>11/12/2017: Epigeum token use will be opened up to Research Fellows who may also find this resource helpful to their CPD.</p> <p>ASDP was reviewed during the 2018-2020 review period.</p> <p>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.</p>	Regular updates at HR Excellence Meetings	<p>Explore adapting the HoS induction programme and HoS 'zone' idea for use by other leadership cohorts such as PGR Supervisors</p>	<p>New resource development progressed.</p> <p>New Starter Survey SS CEDARS Longitudinal CROS & PIRLS - review perceptions of PGR supervision Webpage data</p>	<p>This is part of a longer-term and University-wide project that has high-level support.</p> <p>HRODEP Quick wins: 2021</p> <p>HR/OD project: 2022</p> <p>Platform: 2024</p>	<p>PGR supervisors should feel confident, equipped and supported in their role. Members of a their team should benefit from the effect of improved supervisory / management techniques, communications, processes and culture.</p>	May-22	2

2.3 (m)	<p>Raise profile of Passport to Research Futures and other appropriate development opportunities within the Research Staff and Early Career Academic Communities.</p>	Staff Developer (Research)	<p>26/02/2019 - 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. 10/07/2019 - DM: Profiles being collected from PRF participants. Welcome e-mail being updated. 18/08/2020 - DM: a number of PRF participant profiles have been collected and will soon be published on the PRF webpages. For A/Y 17-18, 35 RS, 35 academics & 360 professional staff undertook Passport to Management Excellence (PME) - associated activities (SIR 91%). 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/osds/passport-programmes/managementpassport/). For A/Y 18-19, 101 RS (↑66), 45 academics (↑10) & 721 professional staff undertook PME-associated activities (SIR ave. 90.3%). For A/Y 19-20, 68 RS (↓33), 20 academics (↓25) & 443 professional staff undertook PME-associated activities (SIR ave. 87%). Advertising of wellbeing activities, PME, mentoring, coaching, etc increased via the PRF Orientation, e-newsletters, the closed FB group, MS Teams Communities, Staff networks, Research Staff Forum, Induction, training and networking events. Since launch in 2013, 40 participants have graduated from PRF, which is currently supporting 33 participants. 2017 CROS: PRF highlighted as 'phenomenally good' & 'invaluable', offering a 'range of resources'. 2019 CROS: 64% respondents aware of PRF. Could work on increasing this. CROS and PIRLS 2019: 36.5% & 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.</p>	Regular updates at HR Excellence meetings	<p>Continue to advertise PRF, PME & wellbeing activities to RS and those who support them.</p> <p>Publish profiles of PRF participants to help encourage new participants to join.</p> <p>Increase awareness of TRAMS amongst RS & academics.</p>	<p>RS participant profiles for PME & PRF collated and published.</p> <p>Awareness of PRF & TRAMS indicated in CEDARS SS</p> <p>Participation and attendance statistics.</p>	Aiming to raise the profile of PRF and other opportunities in the long term is achievable.	Relevant to RS employability and wellbeing.	May-22	2 & 4
2.3 (n)	<p>Review, develop and run again, the new Head of School (HoS) Programme.</p> <p>Also see Actions 2.3 (k) and 2.3 (m)</p> <p>*Part of a longer term University-wide review of induction: also see Action 3.6 (g)</p>	Staff Developer (Academic) / Staff Development Officer	<p>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.</p> <p>The aim for 2020-21 will be to review and develop the programme, taking into account, the views of part pants and the key staff involved in supporting them. The programme will then run again.</p> <p>26/02/2020 AET & RJ: AET and RJ have received feedback regarding the new 'Incoming Head of School Programme 2019-20'. Positives: Sense of Community with new HoS; Small group; Covered key issues and processes; Chance to ask questions without bothering people; More aware of processes; Very helpful/ very useful/ very satisfied. Suggestions from new HoS: Have Heads of School speak more; Ideally in the summer; Add recruitment; Add How to Chair meetings; Add Budget; Add Strategy. Recommendation to repeat the previous programme with the following changes: Meet with all new HoS for needs; Update HoS website; Add Diversity and Inclusion; Add Strategy formation with VP International; Add Role of Deputies with HoS; Start and schedule earlier if possible; Finance to be a practical, budget session with a HoS; Promote existing recruitment course; Extend HR session. Training Programmes to be extended to other HoS: ARDS - Leadership Cases; Academic Appeals; Continue with Mental Health training for all. 18/08/2020 - 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 Admissions; Diversity; 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 Cases and Managing relationships; ARDS Cases 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)</p> <p>The aims for 2020-2021 will be to review, develop and re-run the HoS programme, monitor webpage data and monitor in the future, how academics and RS feel they are managed by their School via positive response rates in appropriate surveys.</p>	Regular updates at HR Excellence Meetings	<p>Review, develop and re-run the HoS programme.</p> <p>Monitor webpage data</p> <p>Monitor in the future, how academics and RS feel they are managed by their School via positive response rates in appropriate surveys.</p>	<p>Formal and informal feedback from HoS cohort on support and resources.</p> <p>Webpage data collection for HoS development webpages.</p> <p>CEDARS SS</p> <p>CROS & PIRLS longitudinal study - perceptions of School environment and management.</p> <p>Discussions within Research Culture Group / RSF</p>	Aiming to better support HoS in the long term is achievable.	<p>Continue to improve the package of options available, and increasing awareness and engagement of HoS should better prepare new HoS for this role.</p> <p>In turn, those staff and students within the School should benefit from the effect of improved School management structures, processes and culture.</p>	Dec-21	2

2.6 (e)	Increase research staff communications and networking. Also see action 4.4 (b) and 4.4 (c)	Staff Developer (Research)	<p>23/05/2017: 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. 18/07/2017: the launch event on 14/07/2017 encouraged Post-docs to network with the OSDS (formerly OSDS (formerly CAPOD))-associated Careers Advisor, a Public Engagement Officer and two Research Staff Developers.</p> <p>24/2017: the second event focussed on the experiences of special guests: Vice Principal (Research), Director of the Knowledge Transfer Centre, RBDC, Public Engagement Officer. A Post-doc-PGR networking session is planned for 02/11/2017 to increase connections between these cohorts.</p> <p>18/07/2017: 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.</p> <p>11/12/2017: Excellent attendance and reviews for the networking event held on 02/11/12: attendance of 21! Events will continue to develop.</p> <p>St Andrews Community Facebook page - 66 members. Verbal feedback at events has highlighted need for an alternative forum.</p> <p>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. FB group: 70 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and the aim for 2018-2020 will be to launch and review a new forum with the help of a summer intern.</p> <p>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 PDM5. RTSF refresh will be discussed at April forum: with a view to increasing School & RS engagement with the forum and other important University processes; further increase recognition of RS and advocacy for CPD, researcher community and wellbeing. DM and LM to run discussion groups between forums to ensure important issues can be discussed in more detail. Also see action 4.4 (b) and New Action 4.4 (c)</p> <p>18/08/20 - DM: Regular Early Career Academic Networking (ECAN) events took place over AY 2018-19 with an average SIR 89%. 6 events took place with a total attendance of 34: 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.</p> <p>PostDoc Pizza overview A/Y 2017-18: RS = 20, academic = 1, professional staff =7, PGRs = 6 (SIR ave 88.5%). The aims for 2020-2022 will be to revisit ECAN and explore adapting the concept for online delivery; support existing / new RS networks.</p>	Regular updates at HR Excellence meetings	Revisit ECAN and explore adapting the concept for online delivery. Minimum 85% participant satisfaction as recorded on evaluation forms.	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	85% satisfaction is in line with our overall average for all events.	Events relevant to CRS development and community building.	Dec-19		
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Completed Actions												
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme	
	2.3 (i)	Roll out, review and develop new online management resources for all new managers.	Director OSDS	<p>19/03/18: Manager Essentials, a new training resource for those new to management was developed during the 2016-18 review period and will cover 'HR Policies for Managers', 'Recruitment & Selection', 'Equality & Diversity', 'Unconscious Bias' and 'Mentally Healthy Workplaces' - 2.3 (j). The aim for 2018-2020 will be to roll this resource out to all new managers then review usage (collect webpage data) and collect feedback (via survey) to inform further development. Buy in from PO required.</p> <p>26/02/2019 - LN: This new resource is being highlighted to new managers during the induction process via communications from HR. OSDS then receives monthly updates from HR, monitors uptake and sends reminders to new managers to complete the online training. CRS who engage with OSDS activities are being signposted to the Passport to Management Excellence where appropriate.</p> <p>Aim: launch Manager Essentials – achieved 2018, 60% uptake – ongoing</p> <p>29/04/2020 - LN: the new Manager Essentials homepage has so far received 268 unique views since launch in 2018 and the total number of staff who have used Manager Essentials Moodle wrapper to access the package of training courses since launch is 32. These are people who joined the University with management/supervisory responsibility. The breakdown is Professional - 27, Academic - 2 and Research - 3. However, all of the training can be accessed from elsewhere, and the Managers Essentials wrap was created to make it easier for newly joined managers to find the essential training: https://www.st-andrews.ac.uk/osds/essentials/managers-essentials/</p>	Regular updates at HR Excellence Meetings	60% uptake of resource Measure from launch then a year from launch.	Webpage data collection SS	This action is achievable	Achieving engagement with this new resource should better prepare new managers for this role. In turn, all members of a new team should benefit from the effect of improved management techniques, communications, processes and culture.	Dec-19		1, 2, 5

	2.3 (k)	Increase accessibility and awareness of the resources available to Heads of School (HoS). *Part of a longer term University-wide review of induction: also 3.6 (g)	Staff Developer (Academic) / Staff Development Officer	Improve accessibility and awareness of the Head of School (HoS) Toolkit. HoS turnover: 2-5 years. Consult then create a bespoke package of induction and ongoing support resources for incoming Heads of School, in consultation with the Proctor's Office. Academic Staff Developer to contact all new HoS prior to start date. External, executive coach used to come in and do coaching sessions. This opportunity could be reinvestigated. Buy in from PO required. 26/02/2019 - RJ: instead of designing 'training', the most recent idea is to run sessions similar to the ones that have been run with new DOTs - this involves arranging a meet and greet for new HoS with key figures to gain an overview of the help available. Executive coaching takes place and receives excellent feedback. New HoS also have a Mentor assigned to them. Awareness of the toolkit will be raised at these sessions. New action 2.3 (m).	Regular updates at HR Excellence Meetings	Create a bespoke package of induction and ongoing support resources for incoming Heads of School, in consultation with the Proctor's Office. Measure baseline engagement with new 1 st August 2019 influx of HoS Measure again in August 2020 with new cohort.	Webpage data collection for HoS development webpages. Formal and informal feedback from HoS cohort on support and resources.	Aiming to better support HoS in the long term is achievable.	Improving the package of options available, and increasing awareness and engagement of HoS should better prepare new HoS for this role. In turn, those staff and students within the School should benefit from the effect of improved School management structures, processes and culture.	Dec-20		2
	2.3 (m)	Launch and run a Head of School Programme offering development, links with key Units and support for the transition into this role. *Part of a longer term University-wide review of induction: also 3.6 (g)	Staff Developer (Academic) / Staff Development Officer	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. 14/05/2019: Full HoS Programme of activities planned and in place to launch and run from June 2019 to January 2020 and includes - updated HoS Zone webpage goes live June 2019 with official launch to follow (https://www.st-andrews.ac.uk/staff/hos-zone/); Finance and HR training, College Gate Walk around and group meeting with the master; HoS mentoring - webpage updated and sign up form live Aug 2019 (https://www.st-andrews.ac.uk/staff/hos-zone/mentoring/); Mental Health Awareness training with Pinsent Masons; training and discussions around Health and Safety; Compliance, Appeals and Complaints; Meetings with key teams - Planning, Estates, IT, HR, Data security (GDPR). Optional activities to include Leadership Cases, ARDS Cases study practice, International Strategy and Academic Appeals. 10/07/2019 - AET: AET and RJ have talked to HoS interactive tips and tricks / interactive case study based Proposal to have training Self-directed discussion with a HR facilitating. Discussion board on a closed platform invitation only university login Launched last week. July 5th 2020 - HR and Finance Induction 1/2 day event will be first one. For the 2019-20 Programme, HoS for Classics, Physics, Art History and International relations are participating. The new HoS Zone webpage has received 218 unique views since launch in 2019. New action - 2.3 (n)	Regular updates at HR Excellence Meetings	Launch a bespoke package of induction and ongoing support resources for incoming Heads of School, in consultation with the Proctor's Office. Measure baseline engagement with new 1 st August 2019 influx of HoS Measure again in August 2020 with new cohort.	Webpage data collection for HoS development webpages. Formal and informal feedback from HoS cohort on support and resources.	Aiming to better support HoS in the long term is achievable.	Improving the package of options available, and increasing awareness and engagement of HoS should better prepare new HoS for this role. In turn, those staff and students within the School should benefit from the effect of improved School management structures, processes and culture.	Dec-20		2

Closed Actions - overtaken by other provision

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	2.1 (d)	Increase participation of research staff in the 2019 Staff Survey (SS) and analyse results for disparities in levels of satisfaction with different aspects of University life and employment, specifically in relation to recognition and value.	Director OSDS	Discuss strategies for increasing engagement and perceived value prior to the design of the Staff Survey which begins Semester 1, AY. 2018/19. 26/02/2019: Due to continuing uncertainty regarding the timings of a major staff relocation programme and ongoing consultation activity linked to the development of a new University People Enabling Strategy 2019-2023, the biannual Staff Survey has been deferred. 10/07/2019 - JF: Superseding the usual biannual Staff Survey, over the course of 2019, an in-depth all staff survey is being carried out, including the use of focus groups and in-depth data analysis, as part of the development of the new People Enabling Strategy 2019-2023. 18/08/2020 - JF: Over the course of 2019, an in-depth all staff survey was carried out as part of the People Enabling Strategy 2019-2023 programme alongside extensive focus group consultations. The People Enabling Strategy 2019-2023 has now been published and work is underway to implement the associated action plan including staff engagement processes such as regular pulse surveys and regular consultative forum events with a randomly selected group of staff. These processes will continue to gather information and feedback from staff regarding their working environment and University culture. University Strategy: https://www.st-andrews.ac.uk/about/governance/university-strategy/	Regular updates at HR Excellence Meetings	Increase the rate of survey engagement by 5% points on the 2017 survey. Specific actions drawn from analysis of results to improve perceptions of recognition and value.	62% of University Staff respond to the survey.	Aiming for 5% increase will be a stretch target, as previous increases have been in the region of 1-3%, however it is not unrealistic and with concerted effort can be delivered.	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.	Dec-19	1

HR Excellence in Research - Action Plan

C. Support and Career Development

PRINCIPLE 3: *Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment*

[Link to University Strategy 2018-2023](#)

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

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.

<p>Key: Green - Completed Orange - Ongoing - taken forward from previous review cycles White - NEW S - specific M - measurable A - achievable R - relevant T - time-bound</p>	<p>Link to People Enabling Strategy 2019-2023</p>
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Live action											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	3.3 (h)	General overview of developments within Contract Researcher (CoRe) Skills, Passport to Research Futures (PRF) and Lunchtime Legends 2020 - 2022.	Staff Developer (Research Staff)	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 & 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).	Regular updates at HR Excellence Meetings	Provide general overview of the developments made to the Passport to Research Futures Review PRF with a focus on management & leadership Minimum 85% participant satisfaction as recorded on evaluation forms.	Overview provided Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. CEDARS, SS Webpage data	85% satisfaction is in line with our overall average for all events.	Responding to the changing needs of research staff is highly relevant to their CPD and career prospects	May-22	4

	3.3 (i)	General overview of developments within the Public Engagement Portfolios (PEPs) for staff and PGRs, 2020-2022.	Public Engagement with Research (PER) Team / Staff Developer (Research Staff) / Educational and PGR Developer	All activities have been adapted for online delivery for AY 2020-21. The aims for 2020-2022 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	Provide general overview of the developments made to the PEPs Review and develop PEP activities Collect & review participant feedback ↑ awareness of PEPs Minimum 85% participant satisfaction as recorded on evaluation forms.	Overview provided Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. CEDARS, SS Participant feedback Webpage data	The PER-ODSD-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 profile.	May-22	
New	3.3 (j)	General overview of developments within CPD provisions for PGRs (as there is overlap between provisions for RS and PGRs), 2020-2022.	Educational and PGR Developer	In response to feedback from our internal survey of research postgraduate students, the Assistant Vice Principal (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 session with a course instructor. This is open to all research postgraduate students and academic staff, and the new approach greatly increases access to statistics training for all researchers. Also new for AY20-21 is the St Leonard's College Associate Scheme , an honorary status that recognises a student's achievement in completing a doctoral degree at St Andrews, which will provide a continued association with our University. Associates will continue to have access to University services and facilities, including 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 associateship does not constitute a contract of employment or matriculation as a student. The associateship term is also for 12 months. For AY21-22 St Leonard's College is planning to introduce teaching PhD studentships, funded PhD places that would involve a commitment to engage in a certain amount of teaching for the School, alongside a structured programme of teacher development. This scheme is under development and involves collaboration between St Leonard's Postgraduate College and the Centre for Educational Enhancement and Development.	Regular updates at HR Excellence Meetings	Provide general overview of the developments made within CPD provisions for PGRs. Minimum 85% participant satisfaction as recorded on evaluation forms.	Overview provided Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. CEDARS Other relevant surveys	85% satisfaction is in line with our overall average for all events.	RS development and PGR development overlaps, therefore reviewing ODSD and CEED provisions will help to minimise duplication of effort and resources.	May-22	4
New	3.6 (i)	Develop, launch and analyse a 'New Starter Survey' (NSS) to capture the experiences of new staff with a view to improving the induction process and associated resources, signposting and essential training. *Part of a longer term University-wide review of induction: also see Action 3.6 (g)	Director - ODSD Organisational Development Coordinator	As part of a University-wide review of induction, ODSD 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 Survey and the GAP analysis for adopting the 2019 Concordat. 18/08/2020 - KG: Survey design is underway.	Regular updates at HR Excellence Meetings	Develop, launch and analyse a 'New Starter Survey' to capture the experiences of new staff. Review analysis alongside the longitudinal CROS & PIRLS study, the 'Induction experience questionnaire for Research Staff - online' and the 'People Enabling Strategy 2019-2023' survey data	New starter survey completed and analysed	This goal is achievable as we will be working alongside a institution-wide review of induction.	Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively. Induction affects * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention	May-22	1
New	3.8 (h)	Developing mentoring culture to support professional and career development for researchers - Teaching, Research & Academic Mentoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.	Staff Developer (Research Staff) / Staff Developer (Academic)	The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged participants are matched; maintain partnerships at around 100 per cycle; increase awareness of TRAMS amongst RS, mid career & senior academics. As of Sept 2020, 157 new participants have so far signed up for the 2020-21 cycle (37 mentors, 109 mentees, 11 dual role).	Regular updates at HR Excellence Meetings	Database review. Increase awareness of TRAMS amongst RS, mid career & senior academics. ~100 partnerships / cycle	Review complete Marketing CEDARS, SS Mid & end of cycle feedback	TRAMS continually develops as a central part of the research environment. We have the expertise and drive to develop the scheme.	Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.	May-22	3

New	3.8 (i)	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 2020-2021, 2020-22.	Staff Developer (Research Staff)	<p>The Aims for 2020-2022 will be to will be to run the mentoring partnership journey online, adapting Briefing Sessions, CPD and meet-ups for online delivery and monitor the success of this transition; re-visit the 'Scope for TRAMS survey' with a view to scoping the interest in TRAMS participation from other Universities; increase mentor-specific development and experience sharing opportunities</p> <p>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 64 participants. The recorded Online Briefing will be available to all participants.</p>	Regular updates at HR Excellence Meetings	<p>Run mentoring cycles incl. training, CPD & meet-ups.</p> <p>Monitor success of this transition.</p> <p>Re-visit the 'Scope for TRAMS survey'</p> <p>Increase mentor-specific development & experience sharing opportunities.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p> <p>CEDARS, SS</p> <p>Mid & end of cycle feedback.</p>	<p>TRAMS continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>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.</p>	May-22	3
New	3.8 (j)	Developing mentoring culture to support professional and career development for researchers - Aurora & Elizabeth Garrett Schemes - partnership cycles 2020-2021, 2020-22.	Staff Developer (Research Staff) / Staff Developer (Academic) / EDI Team	<p>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.</p> <p>Participants are already signed up for 2020-21 (17 supported), 1 Biology, 2 CEED, 1 History, 1 Library, 2 Management, 3 Medicine, 1 OSDS, 1 PO, 2 Planning, 1 Psychology & Neuro, 1 RIS, 1 Byre Theatre.</p> <p>For 2020-21, the programme is being delivered online (see https://www.advance-he.ac.uk/programmes-events/aurora for full information) and you will be enrolled in the Scotland cohort for which the dates are: Intro Webinar: 3 November 2020 Identity, Impact and Voice: 10 November 2020 Politics and Influence: 1 December 2020 Action Learning Set 1: 12 January 2021 Core Leadership Skills: 2 February 2021 Adaptive Leadership Skills: 2 March 2021 Action Learning Set 2: 23 March 2021</p>	Regular updates at HR Excellence Meetings	<p>Continue to increase awareness of Aurora & encourage RS to participate.</p> <p>Support CPD & networking activities associated with Aurora Elizabeth Garrett Schemes.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Aurora: 5 RS applications over the review period.</p> <p>Numbers in relevant database.</p> <p>Evaluation report statistics.</p>	<p>Interest in Aurora continues to grow. 5 research staff applications should be achievable with effective advertising.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>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.</p>	May-22	3
New	3.8 (k)	Develop the technology and associated support services which underpin the majority of the University's mentoring and coaching schemes, 2020-2022.	Staff Developer (Academic) / Staff Developer (Research) / SUMAC Team	<p>The aim for 2020-2022 will be to continue to develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience.</p>	Annual update	<p>Continue to Develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience.</p>	<p>Updates to SUMAC</p> <p>Improvements in matching and partnership continuation experienced by scheme coordinators.</p> <p>Mid-cycle and end of cycle feedback</p>	<p>TRAMS represents sense checker for this action and continually develops as a central part of the research environment.</p> <p>We have the expertise and drive to ensure that the technology which underpins TRAMS, and scheme developments occur in unison.</p>	<p>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.</p>	May-22	3
New	3.11 (a)	Support all those research leaders balancing team management, research and online teaching delivery.	Staff Developer (Academic) / TEL Team (CEED)	<p>Continuing work started in C13 & C14 to support remote team management and teaching delivery.</p> <p>For Semester 1 AY 2020-21, those who support those who teach, will focus their efforts on supporting online teaching delivery. Integrating Technology Enhanced Learning (TEL) and community building and the two main areas of focus. The ASDP will resume in Sem 2. However, the current situation has opened up an opportunity and need for developing additional workshops.</p> <p>Live from the Hive - https://education.wp.st-andrews.ac.uk/2020/07/31/hive-highlights-july-2020/</p> <p>Effective homeworking support: https://www.st-andrews.ac.uk/osds/my-development/home-working/</p> <p>Support for Dual Delivery: The CEED team are working on a range of initiatives, services and workshops to support staff with preparations for dual delivery teaching: https://www.st-andrews.ac.uk/ceed/</p> <p>Upcoming events at a glance: https://portal.st-andrews.ac.uk/ceed-support/staff-training</p> <p>Training and Support workstream guidance document lays out the work in progress.</p>	Regular updates at HR Excellence Meetings	<p>Support those who teach to deliver their activities online.</p> <p>Focus integrating TEL and community building.</p>	<p>Online platforms, expertise, activities & support in place to underpin successful online teaching delivery</p>	<p>This goal is achievable</p>	<p>Ensuring those who teach are properly supported with regards to transitioning to online teaching delivery is central to their ability to teach effectively and to their mental health.</p>	Dec-20	2

Ongoing Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	3.6 (f)	Review local induction with research staff. Aim to identify good and substandard practice.	Staff Developer (Research) & RS Rep from Physics and Astronomy	<p>25/05/2015 Local induction report circulated but no comments yet. JF to try to obtain and circulate Vitae case study.</p> <p>21/09/2015 Results from CROS survey '13 & '15 have shown a clear improvement in 'local induction'.</p> <p>01/04/2016: Local induction toolkit to be developed. Academic Staff Developer to lead with input from Post-doc rep and Research Staff Developer.</p> <p>17/07/2017: Discussions around previous project highlighted need for this action to be revitalised.</p> <p>24/10/2017: the 2017 CROS results showed that 43.8% of respondents found their departmental / faculty / unit induction programme useful (national average: 45.8%); 62% found their local induction to their role useful (national average: 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 28/11/2017, to be chaired by DM. Invited: JF, SG, KG, EL, LM, DR.</p> <p>11/12/2017: draft questionnaire and outcomes from the discussion on 28/11/2017 to be presented and discussed further.</p> <p>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%.</p> <p>10/07/2019 - DM: 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.</p> <p>29/04/2020 - DM: The 'Induction experience questionnaire for Research Staff - online' was circulated to the research staff cohort in Feb 2020.</p> <p>18/08/2020 - DM: 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.</p> <p>The aims for 2020-2022 will be to complete, analyse and publish the 'Induction experience questionnaire for Research Staff' and review the findings alongside the CROS & PIRLS Longitudinal Study and the 'New Starter Survey; apply the findings to the development of a new resource for RS Managers and actions which involve improving signposting for new RS and those who support them (working towards role-based curriculum).</p>	Regular updates at HR Excellence Meetings	<p>Complete & publish the results of the 'Induction experience questionnaire for Research Staff'.</p> <p>Review findings alongside the CROS & PIRLS Longitudinal Study and the 'New Starter Survey'.</p> <p>Aim: identify good and sub-standard practice with a view to improving the local induction experience for RS.</p>	<p>Findings regarding local induction experience for RS collated and published.</p> <p>'Induction experience questionnaire for Research Staff, CEDARS, SS, CROS & PIRLS Longitudinal study, New Starter Survey.</p> <p>Long term goal: Increase local induction satisfaction by 10% (minimum).</p>	<p>In the long term, this goal is achievable as we will be working alongside a institution-wide review of induction and the survey will form an important part of the review.</p>	<p>Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.</p> <p>Induction affects</p> <ul style="list-style-type: none"> * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention 	May-22	1

3.6 (g)	Review <u>institutional</u> induction at all levels over the next 4 years	Director OSDS/ Staff Developers	<p>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 signposting researchers to career planning and professional development as part of that 'induction process'. Submit Project proposal to the University Business Transformation Board to seek project approval and resources to take this review forward. Subject to BTB approval we will roll out the project to identify good and sub-standard induction practice, and develop a seamless and consistent induction process which can be implemented across the University.</p> <p>20/08/2020 - JF: The original project that framed this piece of work as described above (long term specific goals in column G) was submitted to the Business Transformation Board and approved. This has subsequently been rolled into a larger project called 'The HR and OD Enhancement Programme' (HRODEP). This programme is being managed by the University Business Transformation Portfolio Office (BTPO) and aims to improve a range of processes across the HR / OD domain and is closely tied to the People Enabling Strategy 2019-2023 Action Plan.</p> <p>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 OSDS 'Essential learning for new staff' webpage: https://www.st-andrews.ac.uk/osds/essentials/ New action 3.6 (h)</p> <p>There is a current project which has been approved by the HRODEP programme board as a 'Quick win' to improve the new start online training process including monitoring and reporting of completion. OSDS are also working on interim solutions to enhance the new start experience which will be incorporated into the HRODEP programme in due course. Over the next 2 years substantive development of induction processes will be undertaken as part of HRODEP and the People Enabling Strategy 2019-2023 and HRODEP will ultimately result in the procurement and implementation of a new HR / OD platform which will integrate all functionality currently spread across a range of systems (including training management, training records, onboarding and induction, performance review etc) .</p> <p>Timeline: Quick wins - in the next 12 months; HR OD projects - next 24 months; New platform - next 4 years.</p> <p>The Aims for 2020-2022 will be for HR Excellence Working Group members to actively engage with HRODEP projects with a view to ensuring RS, especially those on short term contracts, are supported effectively within new systems and processes.</p>	Regular updates at HR Excellence Meetings	<p>Long term goal is to improve the induction experience and improve staff retention, satisfaction and performance.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p> <p>To Increase survey ratings for induction.</p>	<p>Submission of Project Proposal to BTB.</p> <p>Long term goal: Achieve 85% satisfaction with institutional induction process.</p> <p>Measured through: CEDARS, SS, Longitudinal CROS & PIRLS study, New Starter Survey.</p> <p>Evaluation report statistics.</p>	<p>This longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Induction is acknowledged as a key component in ensuring that research staff have a positive experience and are able to work effectively.</p> <p>Induction affects</p> <ul style="list-style-type: none"> * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention 	<p>Submission to BTB by December 2018</p> <p>Assuming project approved, initial project outcomes implemented by 01/05/2022</p>	1
3.6 (h)	<p>Develop, launch and monitor new web resources for new staff which supports them during induction and provides signposting to essential training.</p> <p>*Part of a longer term University-wide review of induction: also see Action 3.6 (g)</p>	Director - OSDS Staff Developer (Academic) Staff Developer (Research Staff)	<p>Over the 2018-2020 review period, CAPOD became two new units, OSDS and CEED. All webpages were reviewed and updated. As part of this process and a University-wide review of induction, OSDS improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new OSDS 'Essential learning for new staff' webpage: https://www.st-andrews.ac.uk/osds/essentials/</p> <p>18/08/2020 DM: the 'new' OSDS 'Essential learning for new staff' landing page has received 494 unique views (1901 incl. other pages within the section) since launch in April 2020.</p> <p>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).</p>	Regular updates at HR Excellence Meetings	<p>Increase by 20% webpage views for 'Essential learning for new staff'</p>	<p>Webpage data</p> <p>New Starter Survey SS CEDARS</p>	<p>This goal is achievable as we will be working alongside a institution-wide review of induction and the web resources will be signposted to new starters.</p>		May-22	1

3.8 (f)	<p>Evaluate impact of mentoring on researcher career development.</p> <p>Action 3.7 (e) split again in 2020 to and re-organised to... - focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (now part of 3.8 which focusses on mentoring)</p>	Director OSDS / Staff Developer (Research)	<p>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.</p> <p>Short term goal - 24/10/2017: for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academic's 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.</p> <p>10/07/2019 - JF: challenges difficult to find people. Questionnaire exists to be sent out to all mentees.</p> <p>20/08/2020 - 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.</p>	Regular updates at HR Excellence Meetings	Distribute survey to mentoring programme participants since 2012, analyse results and produce draft interpretative report. follow up with interview with a sample to provide further qualitative data and to generate case studies.	Quantitative and qualitative survey results collected. Draft report process initiated.	This action may take some time in terms of collating data from numerous sources and publishing a meaningful report but it is achievable in the long term.	Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.	May-20	3
3.8 (g)	Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.	Staff Developer (Research Staff)	<p>Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme. Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation.</p> <p>18/08/2020 - DM: DM 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/</p> <p>The scheme is in a position to possibly apply for their gold level accreditation: https://emcc1.app.box.com/s/bqbt6xf9doacazocpjfqwlfscvker</p> <p>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.</p>	Regular updates at HR Excellence Meetings	Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme. Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation.	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
3.9 (b)	Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (where applicable).	HR Business Partner	<p>01/04/2015: New 'Review and Development Scheme' and 'Academic Review and Development Scheme' launched. Schools are expected to complete reviews within a specified timeframe and to confirm completion with HR.</p> <p>18/07/2017: HR Business partner to carry out a formal review of how the process is being implemented in the schools by collecting qualitative and quantitative evidence to be provided by CROS / PIRLS. OSDS (formerly CAPOD) to analyse CROS / Staff Survey with the focus of the new Review and Development Scheme and Academic Review process in mind. Feedback data to group. E.g. How many people undertook their review?</p> <p>24/10/2017: Analysis of the 2017 Staff Survey showed that 62.1% of respondents had received a formal review of their performance and development needs (e.g. 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 issues, focussing on career aspirations and for identifying strengths and achievements, respectively.</p> <p>26/11/2019: The ARDS process and documents for RS will be reviewed and updated via the Research Staff Forum.</p> <p>29/04/2020: Initial discussions took place during the last face-to-face Forum in Feb 2020 and a working group will be formed to work alongside LM. https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/</p> <p>The Aim for 2020-2022 will be to form a virtual working group with Research Staff Forum Reps to review and develop the ARDS remit, form and process.</p>	Regular updates at HR Excellence Meetings	Form a virtual working group incl. Research Staff Forum Reps to progress ARDS review and development. Increase uptake by 10% year on year and to increase the positive attitudes towards the process.	Virtual working group incl. Research Staff Forum Reps complete review and development of ARDS. Monitor uptake via SS CEDARS Review long term perceptions & attitudes via the CROS & PIRLS 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 Reps has formed resulting in the beginnings of a successful collaboration between the RSF support team and the Reps. We therefore believe this action is achievable.	The review and development scheme represents an important process which allows researchers and their manager to reflect on achievements, set new goals and plan for the future in terms of career progression and taking steps towards improving employability.	May-22	2, 4

3.10 (a)	<p>Developing coaching culture to support professional and career development for researchers</p> <p>Original Action split into coaching and mentoring Dec 2017</p> <p>Reorganised in 2020 to allow for future coaching associated actions to fall under 3.10.</p>	Staff Developer (Academic Staff)	<p>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 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.</p> <p>11/12/2017: Opportunity not well known to Research Staff. The aim for 2018-2020 is to explore the possibility of advertising this resource more to this cohort and increasing the uptake by researchers by 5 new coachees.</p> <p>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, 4 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).</p> <p>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.</p> <p>A new marketing campaign is being designed by AET to be circulated around various cohorts and sent out via 'In The Loop' to encourage potential coachees to join.</p> <p>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</p> <p>AET - Coaching Scheme development: 17 new trainee coaches (8 St Andrews, 9 Aberdeen) joined the ILM Level 3 Award in Effective Coaching in March 2020. Once qualified, they will increase scheme capacity by volunteering up to 2 hours per month to coach staff. A number of academics are participating in the training, ensuring that RS and Academic coachees are supported effectively.</p> <p>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.</p>	Regular updates at HR Excellence Meetings	<p>Increase capacity - new qualified coaches.</p> <p>Increase awareness of scheme amongst RS & academics.</p> <p>Advertise the benefits of the coaching scheme to RS.</p> <p>Recruit 5 new RS participants to staff coaching scheme.</p> <p>Review feedback.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Newly qualified coaches actively coaching.</p> <p>Marketing - open rates.</p> <p>Activities in booking system & attendance statistics where appropriate.</p> <p>Number of RS in Scheme database.</p> <p>SS, CEDARS</p> <p>Evaluation report statistics.</p>	<p>RS are more engaged with TRAMS than the coaching scheme but we did see an increase in engagement over the last review period and advertising can continue during induction, PRF and mentoring events.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	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	3
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Completed Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	3.3 (c)	Increase the number of academic route-focused activities for research staff.	Staff Developer (Research)	Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants primarily focused on a career in academia. 26.02.19: 1/2 day, facilitated writing retreats developed for academic and research staff, and PGRs. First one trialled in Jan 2019. Reviews were great so we now have half day retreats available on a monthly basis until July, with Developers on a rota to facilitate. 04.04.19 - DM: New workshop being trialled in Semester 1 AY 2019 - 20 'Attracting your own research funding: writing & applying for fellowships'. 18/08/2020 - Workshop aims mostly achieved *New* 'Planning and managing your research career': total attendance of 17 (3 RS) for instances run in AY2018-19 and 17 (3 RS) so far for instances run in 2019-20. Satisfaction Index Rating (SIR) average 79.1%. *New* 'Attracting your own research funding: writing & applying for fellowships': total attendance of 52 (4 academics, 16 RS, 18 professional, 14 unknown [very likely PGRs]) for instances run in AY2019-20. SIR Average 82%. *New series*: Writing Retreats - half day retreats open to RS, academics, PGRs and professional staff, hosted by members of OSDS and CEED on a rotor system. Started as monthly instances then became more regular and moved online during the COVID-19 associated period of homeworking. 7 face-to-face instances ran in A/Y 2018-19 with 44 attendees in total (17 RS, 5 academic / teaching). SIR Average 99.2%. For A/Y 2019-20, between 01/08/2019 and 20/03/2020, 4 face-to-face instances ran prior to moving online, with a total of 22 participants (9 RS, 1 academic / teaching). SIR Average 88.2%.	Regular updates at meeting	3 new activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of new activities is achievable following the ideas generated by the 2018 review of the PRF programme 85% satisfaction is in line with our overall average for all events.	Increasing programme variety and responding to the changing needs of research staff is highly relevant to their CPD and career prospects	May-20	4
	3.3 (d)	Increase the number of within / outwith HE transition - focused activities for research staff.	Staff Developer (Research)	Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants considering alternative career paths to those offered in academia. 04.04.19 - DM: being trialled in Semester 1 AY 2019 - 20 'Careers beyond research: applying your skills outside academia' 18/08/2020 - DM: a new workshop is being developed around the idea of 'Staying in the bubble' which will focus on the transition between leaving research to take up a professional post within HE. Workshop aims mostly achieved *New* 'Careers beyond research: applying skills outside academia': total attendance of 24 (9 RS) for instances run in AY2018-19 and 22 (7 RS) so far for instances run in 2019-20 (SIR Average 86%). *New* 'Innovation and business insights': total attendance of 12 for workshops run in AY2018-19 and 12 so far for workshops run in 2019-20. SIR Average 86%.	Regular updates at meeting	2 new activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of new activities is achievable following the ideas generated by the 2018 review of the PRF programme 85% satisfaction is in line with our overall average for all events.	Increasing programme variety and responding to the changing needs of research staff is highly relevant to their CPD and career prospects	May-20	4
	3.3 (e)	Propose, develop, launch and review uptake of the Public Engagement Portfolio' (PEP) which packages PE-related development activities into a structured and recognised programme. Moved in 2020, to be alongside other development programmes - was previously 6.11 (c)	Staff Developer (Research) / Head of Public Engagement with Research (PER)	19/03/2018 - DM: OSDS (formerly CAPOD) and the Public Engagement with Research (PER) team are collaborating to develop a Public Engagement Portfolio (PEP) with a view to enabling researchers at all levels to develop the skills and knowledge to successfully participate in PE activities and be recognised for their endeavours. The Portfolio concept is similar to that of the Passport, which will be familiar to many staff, through awareness of the Research Futures programme. Many of the workshops currently reside within ASDP, CoRe Skills or GRADSkills and will be brought together through the portfolio, alongside some new workshops to be developed by the PER Team in collaboration with OSDS (formerly CAPOD). This training portfolio will bring together all the workshops and practical sessions researchers need to cover the practicalities of engagement and develop the personal and professional skills needed to organise, deliver, evaluate and reflect upon activities. 26/02/2019 - DM: proposal for programme, development and launch successfully achieved 3 versions of PEP were launched in a new 'Programmes' platform in PDMS in Autumn 2018: Academic and Research Staff (9), Professional Staff (8) and PGRs (12 participants). 18/08/2020 - DM: PEP participants and graduates update: Academic and Research Staff (14 participants [increased by 5 since last report], 2 graduates), Professional Staff (16 participants [doubled since last report], 2 graduates) and PGRs (22 participants [increased by 10 since last report], 8 graduates). The Programme continues to develop with new workshops, a community of support and certificates awarded to graduates at a Public Engagement Conference held on October 30th 2019. Core courses: Delivery session; Self-reflection Report - prompted by a questionnaire from the PER team; Evaluation of Public Engagement; Finding your (Public Engagement) voice; Getting and staying organised for success; Practical public engagement. Optional activities cover leadership and teamwork; grant writing; managing research information; networking; communicating research; visualising research; making a movie on a mobile phone; designing posters and graphical abstracts; animation; website development; festivals and school-related public engagement; working with broadcast media; stand-up comedy. For AY 19-20, 77 RS, 42 academics, 197 professional staff, 166 students (primarily PGRs) and 7 externals undertook PEP-Academic & RS associated activities with overlapping cohorts for many events. AY2019-20 attendance figures: Academic PEP - student = 166, external = 7, academic = 42, research =77, prof =197 PGR PEP - student = 196, Ext = 1, Academic = 5, research =11, prof = 123 Prof PEP - student = 8, ext. = 1, academic = 5, research =15, prof = 90 All activities have been adapted for online delivery for Semester 2 AY 19-20 (interim) and for AY 2020-21.	Regular updates at HR Excellence Meetings	Submit proposal for approval. Develop programme of activities (3 new activities minimum). Develop webpages, participant sign-up and progress tracking strategy. Launch Oct 2018. 85% participant satisfaction as recorded on evaluation forms for new activities. Recruit 15 participants over review period.	Proposal approved. Number of events and bookings in booking system, and attendance statistics. Programme, webpages, participant sign-up and progress tracking strategy developed. Launch successful. Number of participants in programme. Evaluation report statistics.	Many of the activities are already run within other programmes and the collaborators have the expertise and drive to ensure this programme is developed. There is also high-level support for this project, therefore we believe this goal is 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 profile.	Dec-19	3

3.3 (f)	General overview of developments within Contract Researcher (CoRe) Skills, Passport to Research Futures and Luncheon Legends 2018-2020.	Staff Developer (Research Staff)	<p>Since launch in 2013, 40 participants have graduated from PRF, which is currently supporting 33 participants. 2017 CROS: PRF highlighted as 'phenomenally good' and 'invaluable', offering a 'range of resources'. 2019 CROS: 64% respondents were aware of PRF.</p> <p>Since a participant review took place in 2018, registration & progress tracking moved to a "new" Programmes platform within the University booking system. The new platform launched in September 2018 in readiness for the launch of PRF 2018-19 and the Public Engagement Portfolio (PEP) programmes. PRF opened up to professional staff who support research in line with the "new" Technician Commitment. A "new" PRF 'support for CPD activity' and a "new" online PRF participant community (hosted on MS Teams) were also introduced.</p> <p>Aims: ↑ academic-focused activities within the PRF (by 3) & ↑ within / outwith HE activities (by 2) – achieved: A programme review & re-structure (2019) resulted in a renewed focus on personal effectiveness: "new" activities covering time & project management, resilience, leadership & teamwork were added. A variety of "new" academic-focused & within / outwith HE-focused activities were introduced covering career planning / management, applying skills outside academia, attracting funding (fellowships), transitioning from a Post-doc to a Lecturer, networking, innovation, collaboration, engaging with business and a series of entrepreneurship-associated activities incl. a successful Converge collaboration were introduced Ref 3.3.(c), 3.3 (d), 4.1 (c), 4.1 (d).</p> <p>For AY 18-19, 53 RS & 56 academics undertook PRF-associated activities; overall PRF received an SIR aver 90%. All PRF activities were adapted for online delivery for Semester 2 AY 19-20 (interim) and for AY 20-21. Ref C1 & 2.</p> <p>"New", regular, ½ day writing retreats, open to staff & PGRs have proved popular: For AY 18-19 they attracted a total of 44 attendees (SIR ave: 99.2%) Ref 3.3 (b, c & d). The retreats have moved online & increased in frequency, providing a supportive virtual environment for participants progress writing projects and interact Ref C7. Luncheon Legends activities were reviewed and updated annually, with new speakers invited to take part and panel diversity increased. These events also opened to PGRs & professional staff. "New" focus on the Post-doc to Lecturer transition added for AHSS & Sciences.</p>	May-20	<p>Provide general overview of the developments made to the Passport to Research Futures</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p> <p>CROS/PIRLS</p>	<p>Development of new activities is achievable following the ideas generated by the 2018 review of the PRF programme</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Responding to the changing needs of research staff is highly relevant to their CPD and career prospects</p>	May-20	4
3.3 (g)	General overview of developments within CPD provisions for PGRs (as there is overlap between provisions for RS and PGRs), 2018-2020.	Educational and PGR Developer	<p>In 2020, following extensive consultation, CAPOD was restructured into two new units: Organisational and Staff Development Services (OSDS) and the Centre for Educational Enhancement and Development (CEED). OSDS retains many of the staff development functions previously located in CAPOD, including support for research staff and those who manage researchers.</p> <p>CEED are responsible for learning and teaching training for staff and Postgraduate Research Students (PGRs) who teach, as well as learning support for all students. The GRADskills programme of training for research students previously located in CAPOD, is still organised by CEED Developers but marketed via St Leonard's Postgraduate college, with a view to creating a more unified postgraduate experience.</p> <p>Date - HM: In semester 2 of AY19-20, despite the sudden lockdown due to Covid-19, the vast majority of scheduled GRADskills workshops ran as planned, shifted to an online format. Some workshops were rescheduled to a later date to allow presenters time to make updates. There were two statistics workshops still to run that had to be substantially revised: instead of the normal format of two full days, each workshop was modified to providing substantial pre-work and a series of short Q&A sessions. Only two semester 2 workshops were cancelled due to the shift online.</p> <p>Over the summer of 2020 GRADskills offered a "summer special" series of four online workshops with a particular focus on career planning, as well as the opportunity to apply for a token for free access to Electv's suite of online training for researchers.</p>	Regular updates at HR Excellence Meetings	<p>Provide general overview of the developments made within CPD provisions for PGRs.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>Overview</p> <p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p> <p>CROS/PIRLS</p>	<p>85% satisfaction is in line with our overall average for all events.</p>	<p>RS development and PGR development overlaps, therefore reviewing OSDS and CEED provisions will help to minimise duplication of effort and resources.</p>	May-22	4
3.8 (b)	<p>Developing mentoring culture to support professional and career development for researchers ("action split into coaching and mentoring Dec 2017) - Teaching, Research & Academic Mentoring Scheme (TRAMS) participation, partnership cycles 2017-18, 2018-19, 2019-20.</p> <p>Original action split into coaching and mentoring Dec 2017.</p> <p>Action 3.7 (e) split again in 2020 to and re-organised to... - focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (now part of 3.8 which focusses on mentoring)</p>	Staff Developer (Research)	<p>Developing a mentoring/coaching culture to support professional and career development of RS 18/07/2017 - DM: the 2017-18 cycle of the Teaching, Research and Academic Mentoring Scheme (TRAMS) (formerly the Early Career Academics' Mentoring Scheme) welcomed Abertay University for its 2nd trial cycle and Glasgow School of Art for its 1st. The scheme underwent a major review in 2017 to encourage more potential participants to apply (especially Teaching staff and Post-docs). The benefits of such a scheme, which provides a model for the sector, will be presented to the sector at the Vitae conference in Sept 2017.</p> <p>11/12/2017 - DM: Aim to increase mentors by 20% achieved: we have 152 mentors in the database (31% > 16-17). Aim to increase partnerships by 20%, achieved: the 17-18 cycle is supporting 75 partnerships (31.6% > 16-17). CROS 2017: 75.6% of respondents were aware of the scheme. 70.6% of those who provided feedback for the 16-17 cycle were highly satisfied with their experience; 88.2% would recommend the scheme.</p> <p>The aims for 2018-2020 will be to increase mentoring-related networking to 2 events per year, increase opportunities for mentoring skills to be developed - see action 3.8 (c), and increase participation by 20%.</p> <p>2018-19 cycle - Aim to increase participation 20% achieved. The 18-19 cycle supported 100 partnerships (35% > 18-19) and 15% partnerships continued on from last year which could be due to the improvements made to the Scheme resources, availability of drop-in sessions and /or updates to the matching platform. See Action 3.8 (c) and 3.8 (e)</p> <p>2019-20 cycle - Aim to increase participation by 20% not achieved but the 19-20 cycle is still supporting 104 partnerships (4%>18-19) and 30% partnerships continued on from last year, which could be due to the increase in the 18-19 Briefings, availability of drop-in sessions and / or updates to the matching platform. See Action 3.8 (c) and 3.8 (e)</p> <p>CROS and PIRLS 2019: 36.5% and 54.5% of respondents were aware of the scheme, respectively, 84.6% of those who provided 2018-19 end of cycle feedback were satisfied with their experience, 88.5% would recommend the scheme.</p>	Initial review 01/06/2017 and then every 6 months	<p>Increase participation by 20%.</p> <p>Aim to improve matching and partnership success.</p>	<p>Partnership numbers</p> <p>Partnership continuations</p> <p>Mid-cycle and end of cycle feedback</p> <p>CROS PIRLS</p>	<p>TRAMS continually develops as a central part of the research environment. We have the expertise and drive to develop the scheme.</p>	<p>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.</p>	May-20	3

3.8 (c)	<p>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 and events, partnership cycles 2017-18, 2018-19, 2019-20.</p> <p>Original action split into coaching and mentoring Dec 2017.</p> <p>Action 3.7 (e) split again in 2020 to and re-organised to... - focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (now part of 3.8 which focusses on mentoring)</p>	Staff Developer (Research)	<p>The aims for 2018-2020 will be to increase mentoring-related networking to 2 events per year, increase opportunities for mentoring skills to be developed.</p> <p>St Andrews TRAMS webpage: https://www.st-andrews.ac.uk/osds/my-development/mentoring-coaching/mentoring/research-staff-mentoring/</p> <p>2018-19 New joiners, handbook, resources and events: James Hutton Institute joined us for their first trail cycle. The handbook was refreshed by the Dundee Coordinator.</p> <p>Core coordinators underwent training from Scottish Mentoring Network.</p> <p>Updated TRAMS Briefings increased in frequency and were moved to run prior to matching to capture more participants, help increase crystallise mentee goals and improve matching: total attendance of 76 (21 RS, 22 academics) across 6 instances run in A/Y 2018-19 (SIR average 82.5%).</p> <p>Institution-specific drop-in sessions were also run to support those who could not attend a Briefing. Participants asked to update their profile following the Briefing / drop-in, resulting in a more efficient matching process and less first-round match rejections.</p> <p>Updated 'Getting Started' Networking Sessions moved to the Pettigrew Museum (St Andrews) and the D'Arcy Thompson Zoology Museum (Dundee) to provide conversation starters and a comfortable environment for networking and for partnerships to run their first meeting. 12 attended the St Andrews instance and at least 15 attended the Dundee instance.</p> <p>*New* Professional networking for researchers: strategy and engaging* trialled in May 2019: total attendance of 20 (8 RS) for instances run in A/Y 2018-19 (SIR average 89%).</p> <p>*New* Mentoring partnership meet up trialled in St Andrews Aug 2019 (9 attended).</p> <p>2019-20 New joiners, handbook, resources and events: the hand handbook became generalised with a view to decreasing print and design costs and to ensure the handbook could also be easily utilised by other University Schemes when needed.</p> <p>Briefing Sessions compulsory for mentees - decreased in frequency but took place prior to matching. 17 (3 RS, 5 academics) for St Andrews instance run in 2019-20 (SIR Average 89%).</p> <p>New Information Session held for potential participants to find out more about TRAMS (attendance 5)</p> <p>Institution-specific drop-in sessions supported those who could not attend a Briefing.</p> <p>A new Online Briefing was developed and published for experienced mentors, continuing partnerships and those who could not attend a live Briefing. This resource includes a questionnaire to ensure participants have an understanding of the principles and aims.</p> <p>Participants were asked to update their profile following the live Briefing / drop-in or viewing the new recorded Online Briefing, resulting in more efficient matching and less first round match rejections.</p> <p>A new Mentoring Resources webpage was set up on both the St Andrews and Dundee in 2020 to support current and future participants navigate the mentoring process.</p> <p>Extra developments: DM successfully awarded a grant from The University of St Andrews Russell Trust Awards to scope the potential of TRAMS to develop into a pan-Scotland (possibly international) scheme and to provide further development opportunities and a travel fund for the 2019-20 cycle participants. The 'Scope for TRAMS survey' was developed to help TRAMS Coordinators discover the mentoring opportunities which are currently available and gauge the level of potential interest there may be in UK HE sector, for institutions to join TRAMS: https://standrews.onlinesurveys.ac.uk/the-scope-for-trams-survey. The survey and associated poster were presented at Vitae 2019 and the Researchers Education & Development (REDS) Conference 2019: https://amymbirch.wixsite.com/researcherdeveloper</p> <p>Long-distance partnership travel fund: unfortunately, this could not be utilised due to the pandemic.</p> <p>Expanding TRAMS CPD opportunities - St Andrews opened some events up to TRAMS participants</p> <p>*New* 'Careers beyond research: applying skills outside academia': total attendance of 24 (9 RS) for AY2018-19 instances and 22 (7 RS) for 2019-20 instances (SIR Ave 86%).</p> <p>*New* 'Planning and managing your research career': total attendance of 17 (3 RS) for 2018-19 instances and 17 (3 RS) for 2019-20 instances (SIR Ave 79.1%).</p> <p>*Professional networking for researchers: strategy and engaging': total attendance of 22 (7 RS) for 2019-20 instances (SIR Ave 91%).</p> <p>*New* 'Innovation and business insights': total attendance of 12 for 2019-20 instances (SIR Ave 86%).</p> <p>*New* 'Attracting your own research funding: writing & applying for fellowships': total attendance of 52 (4 academics, 16 RS, 18 professional, 14 unknown [likely PGRs] for 2019-20 instances (SIR Ave 82%).</p> <p>*New* Converge funding competitions and online events opened up to TRAMS participants.</p>	Initial review 01/06/2017 and then every 6 months	<p>Develop compulsory mentoring Briefing Sessions to better help mentees focus on their mentoring partnership goals (to improve matching and partnership success).</p> <p>Increase networking and development opportunities throughout the mentoring cycle.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>TRAMS: Increase briefing sessions from 2 to 4 1 new networking event, 2 new mentoring skills events.</p> <p>Evaluation report statistics.</p> <p>Mid-cycle and end of cycle feedback</p>	<p>TRAMS continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>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.</p>	May-20	
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3.8 (d)	<p>Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017) - Aurora & Elizabeth Garrett Schemes, 2017-2020.</p> <p>Original action split into coaching and mentoring Dec 2017.</p> <p>Action 3.7 (e) split again in 2020 to and re-organised to... - focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (now part of 3.8 which focusses on mentoring)</p>	Staff Developer (Academic)/Staff Developer (Research)	<p>Developing a mentoring/coaching culture to support professional and career development of researchers and those who support them.</p> <p>24/10/2017 - JF: The new Elizabeth Garrett Mentoring programme was launched in Oct 2017. Established by the Principal in collaboration with OSDs (formerly CAPOD), this supports women in senior academia roles within the University, who are in or aspire to fulfil academic leadership roles.</p> <p>Aurora: Since 2014, the number of women supported through has increased 5-fold, with 44 (academic and professional) benefiting so far. The University supports the mentoring aspect of participation.</p> <p>The aim for 2018-2020 will be to encourage RS to apply to the Aurora programme.</p> <p>11/12/2018, Aurora: in November 2017 the University, with funding and support endorsed by the Principal, made a commitment within its Athena SWAN Institutional Action Plan, action 4.2(a) for: Annual participation in the Advance HE (formerly Leadership Foundation in Higher Education) programmes.</p> <p>2017-18 (24 supported) 1 Art History, 4 Biology, 1 Classics, 1 Economics and finance, 2 Geography and Sustainable Development, 2 History, 1 IR, 3 Medicine, 3 Modern Languages, 1 Philosophical, Anthropological and Film Studies, 1 Psychology & Neuroscience, 3 Management, 1 Physics & Astronomy.</p> <p>26/02/2019: Aurora - total of 72 been supported through so far. Cohort for 2018-19 is 23.</p> <p>18/08/2020 - SB: Aurora - 2019/20 (24 supported): 3 Biology, 1 Business Transformation, 1 CAPOD, 1 Computer Science, 1 Corp Comms, 1 English, 1 Environmental Health and Safety Service, 1 Estates, 1 Philosophical, Anthropological and Film Studies, 1 Finance, 1 HR, 2 IT Services, 6 Medicine, 1 Planning, 1 RIS, 1 Saints Sport.</p> <p>Aim: ↑ Aurora participation (5 RS applications) – achieved: In 2017 the University, with funding and endorsement by the Principal, made a commitment within its ASWAN Action Plan for annual participation in the Advance HE programmes. Result = an increase in the sponsorship available to St Andrews participants.</p> <p>The 17-18, 18-19 and 19-20 programmes each supported 24 participants (42%> 16-17) incl. 5 RS. 18-19 = AHSS: 2 RS, 6 academics, 1 professional, Sciences = 1 RS, 5 academics, Service = 9 professional. 19-20 = AHSS: 2 academics, Sciences: 2 RS, 6 academics, 2 professionals, Service: 12 professional.</p> <p>Activities are now also available to support staff who have completed (or are currently doing) the Aurora Leadership Programme (which includes RS) to network. There is an introduction event and mentoring training for the current cohort and an annual meeting (started in 2019) of all Aurorans at St Andrews (total = 115). Annual meeting speakers have included Professor Sally Mapstone (Principal and University's Aurora Champion, >40 attendees) and Professor Clare Peddie (Proctor, and Auroran 2015-16, >60 attendees).</p>	Initial review 01/06/2017 and then every 6 months	Aurora: make potential participants more aware of the development scheme and associate mentoring, encourage RS to participate.	Aurora: 5 research staff applications over the course of the review period. Numbers in relevant database.	Interest in Aurora continues to grow. 5 research staff applications should be achievable with effective advertising.	Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.	May-20	3
3.8 (e)	<p>Develop the technology and associated support services which underpin the majority of the University's mentoring and coaching schemes, 2017-2020.</p> <p>Original action split into coaching and mentoring Dec 2017.</p> <p>Action 3.7 (e) split again in 2020 to and re-organised to... - focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (now part of 3.8 which focusses on mentoring)</p>	Staff Developer (Academic)/Staff Developer (Research)	<p>24/10/2017 - JF: SUMAC forms the database and matching platform for the scheme and continues to be developed - the latest version was launched Oct 2017. SUMAC is used by 27 HE establishments across the UK.</p> <p>18/08/2020 - SB: a lot of changes have been included in the version of SUMAC: 2.0 (which was a total re-write of the platform), launched in March 2020. New features/improvements include a new user interface and simplified Homepage and ...</p> <p>Sign-up forms: more dynamic form builder - allowing the administrator to custom build their own signup forms; new option to add a logo unique to a scheme.</p> <p>Matching: the matching score weighting can, if required be changed from the default settings and altered to suit specific requirements.</p> <p>E-mails: platform e-mails can now be scheduled to be sent at a selected future date and time; option to send emails directly from the Member's Data screen.</p> <p>Reporting: improvements to the Reports function have been made, including more choices of filtering options, so reports can show more specific, refined information; the Members Data screen can have columns added or removed to allow administrators to choose the overviews of member data fields they wish to display.</p> <p>Scheduling and scheme notifications: new schedule function - this provides an overview of all scheduled emails, personal and scheme reminders and scheme notifications and can be viewed as a calendar or schedule format; Match and send (provisional email) functionality for Bulk Matching - clicking the 'Match and Send' button will perform both actions simultaneously;</p> <p>Seeking support: The 'Help' button can now be accessed from anywhere within SUMAC - from here administrators can select the most appropriate help category e.g. technical support, report a bug, suggest a new feature etc;</p> <p>Integrated searchable knowledge base - enter a keyword/s to access articles providing explanations of features and functionality in SUMAC;</p> <p>New blog: A blog containing informative articles and updates.</p>	Initial review 01/06/2017 and then every 6 months	Develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience	Updates to SUMAC Improvements in matching and partnership continuation experienced by scheme coordinators e.g. see 3.8 (b) & 3.8 (c) Mid-cycle and end of cycle feedback	TRAMS represents sense checker for this action and continually develops as a central part of the research environment. We have the expertise and drive to ensure that the technology which underpins TRAMS, and scheme developments occur in unison	Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.	May-20	3

HR Excellence in Research - Action Plan

C. Support and Career Development

PRINCIPLE 4:	<i>The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</i>	Note: All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 2018-2023	OUR TEACHING - "We recognize that learning technologies and resources as well as the physical facilities have to be top class to continue to enable and inspire excellence"	Key: Green - Completed Orange - Ongoing - taken forward from previous review cycles White - NEW S - specific M - measurable A - achievable R - relevant T - time-bound

[Link to People Enabling Strategy 2019-2023](#)

New Actions

Progress	Ref		Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
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'.	Enterprise Support Model group led by the Quaestor / Director - OSDS / Staff Developer (Research) / Staff Developer (Academic)	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	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'. Re-visit the idea of 'Career Mentoring' 85% participant satisfaction as recorded on evaluation forms.	Programme development progressed. Digital front door (webpage) support, process, guidance, expertise & signposting in place. Evaluation report statistics.	85% satisfaction 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.	May-22	2 & 4

Ongoing Actions											
Progress	Ref		Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	4.1 (c)	<p>Improve the information and support around career paths and career planning for researchers across all cohorts.</p> <p>Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'</p>	Staff Developer (Research) / Careers Advisor	<p>Career paths and career planning. Also see actions 3.3 c, d, e</p> <p>26/02/2020 DM & CF (Assistant Director of the Careers Centre) to discuss how RS can better access tailored careers advice and develop a simple process for this cohort to seek out the support they need.</p> <p>18/08/2020: A streamlined process is now in place for RS to access careers advice. RS will be given priority access to careers advice with longer appointments, tailored support, mock interviews and review of CVs if required. To book an appointment with a Careers Adviser, RS should now create a profile in Career Connect then email careers@standrews.ac.uk to request an appointment. RS will be issued with a pre-appointment document to complete in advance. End of contract RS will have access to Careers Guidance support from the Careers Centre whilst they are in employment with the institution. Access to appointments will be prioritised based on contract end-date. This information was circulated in a Developing news special bulletin on 16/08/2020 with an open rate of 45% and a click rate of 3% https://mailchi.mp/st-andrews/dn-bulletin-careerscentre</p> <p>Workshops: Two new workshops have been run by an external presenter since the end of Semester 2 of AY 2018-19</p> <p>*New* 'Careers beyond research: applying skills outside academia': total attendance of 24 (9 RS) for instances run in AY2018-19 and 22 (7 RS) so far for instances run in 2019-20 (SIR Average 86%). This temporarily replaced 'Career paths for research staff'.</p> <p>*New* 'Planning and managing your research career': total attendance of 17 (3 RS) for 2018-19 instances and 17 (3 RS) for 2019-20 instances (SIR Ave 79.1%). This temporarily replaced 'Career planning and self-development'. Through a collaboration with Careers advisors we plan to review and develop the two original workshops and to tailor once again to the RS cohort.</p> <p>*New* external PRF subunit alternatives introduced via 'Career Management for Early Career Academic Researchers'. 2017 & 2019 CROS: 85.9% & 84.1% respondents felt encouraged to engage in CPD by their manager; 97.4% & 95.3% agreed they take ownership of career development.</p> <p>The Aims for 2020-2022 will be to review RS interactions with the Careers Centre; review CoRe Skills / PRF activities and University processes around career development, management and leadership; review uptake of the 'Career Management for Early Career Academic Researchers' online resource.</p>	Regular updates at HR Excellence Meetings	<p>Review RS interactions with the Careers Centre.</p> <p>Review CoRe Skills / PRF activities and University processes around career development, management and leadership.</p> <p>Review uptake of the 'Career Management for Early Career Academic Researchers' online resource.</p> <p>85% participant satisfaction as recorded on evaluation forms.</p>	<p>Review of Careers Centre interactions complete.</p> <p>Review of career development, leadership, management carried out, possibly with new activities developed.</p> <p>Uptake of 'Career Management for Early Career Academic Researchers' online resource reported.</p> <p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p>	<p>Reviewing existing activities and processes, and developing new ones relating to researcher careers is achievable through collaboration with the Careers Centre.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	Central to researcher CPD and career prospects.	May-22	2 & 4

4.1 (d)	<p>improve the information and support around employability and entrepreneurial skills of researchers across all cohorts.</p> <p>Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'</p>	Staff Developer (Research) / Technology Transfer Team / Careers Centre	<p>Employability and entrepreneurial skills - 01/04/2016: enhance the employability and entrepreneurial skills of researchers across all cohorts.</p> <p>23/05/2017: 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.</p> <p>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.</p> <p>24/10/2017: the new stream of workshops will be trialled in November.</p> <p>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.</p> <p>19/03/2018: Although workshop uptake was low, a greater awareness around and integrated teaching of enterprise is being directly addressed through the 2018 Enhancement Theme and the following events 'Academic Forum: Enhancing Effectiveness through Enterprise Education' and 'Academic Forum: Making Things Happen: Enterprise Education and Institutional Change' were attended by 43 and 39 educators, respectively.</p> <p>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.</p> <p>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 preciously 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.</p> <p>18/08/2020 - DM *New* 'Innovation and business insights': total attendance of 12 for workshops run in AY2018-19 and 12 so far for workshops run in 2019-20. SIR Average 86%.</p> <p>Aim: Investigate how employability & entrepreneurship can be embedded – ongoing:</p> <p>The idea of career mentoring (matching RS with mentors from industry / business / St Andrews alumni was explored by an OSDS intern (2018) but the idea required extra resource and could not be pursued. A *new* OSDS-Technology Transfer Centre (formerly known as the Knowledge Transfer Centre)-Careers Centre-Converge collaboration beginning 2019 resulted in a *new* series of entrepreneurship-associated activities incl. funding competition events resulting in the Kickstart Challenge being *won* by a senior research fellow from St Andrews School of Physics and Astronomy; 4 St Andrews applications subsequently submitted to Converge Challenge (incl. 2 RS semi-finalists!) and 3 for the Creative Challenge (incl. 1 bank worker semi-finalist) who are competing within a record number of submissions (157) from 18 supporting Universities!</p> <p>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 OSDS-Technology Transfer Centre (Research & Innovation Services)-Careers Centre-Converge collaboration through running events and supporting Converge competition participants.</p>	Regular updates at HR Excellence Meetings	<p>Work with the Technology Transfer Team to develop new activities for CoRe Skills / PRF and the programme that results from the Enterprise Support Model.</p> <p>Continue the Converge collaboration - host events & support Converge competition participants.</p> <p>85% participant satisfaction as recorded on evaluation forms.</p>	<p>Events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p>	<p>Development of activities relating entrepreneurship are achievable through collaboration with the Technology Transfer Team</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Many researchers 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.</p>	Dec-20	2 & 4
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4.6 (b)	CPD for Academics - improve skills and confidence of PIs in managing people	Staff Developer (Academic) / Staff Developer (Research)	<p>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, 220 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'; 4 RS attended 'Leading a research group', 9 RS attended 'Managing people: motivation & performance'. 2017 PIRLS respondents felt they would benefit from ↑ CPD / support around 'conducting appraisals' (42.2%), 'leading their group' (41.3%), 'managing group/ finances' (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.</p> <p>26.02.19 - DM: PIRLS analysis to be transferred from HR to OSDS (formerly CAPOD).</p> <p>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.</p> <p>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</p> <p>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 other leadership cohorts such as those who manage researchers; continue to circulate 'Bulletins for Research Leader' & RSF updates (monitor open and click rates); work with academics, OSDS Developers and the RSF to review and update the support and resources available to those who manage researchers.</p>	Regular updates at HR Excellence Meetings	<p>Support those having to manage their research team remotely.</p> <p>Work towards a role-based curriculum - consider adapting the HoS 'zone' idea and associated support to those who manage researchers.</p> <p>Monitor marketing - 'Bulletins for Research Leaders' & RSF updates</p> <p>Work with academics & RSF to review & update the support & resources available to those who manage researchers.</p> <p>Minimum 85% participant satisfaction as recorded on evaluation forms.</p>	<p>New resource developed.</p> <p>Webpage views.</p> <p>E-newsletter open and click rates.</p> <p>SS, CEDARS Longitudinal CROS & PIRLS study</p> <p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p>	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.	May-22	2
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Completed Actions											
Progress	Ref	Who's leading	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	4.1 (b)	Review, develop and re-launch webpages relating to CPD following CAPOD becoming two new units: OSDS and CEED Also see action 2.6 (e)	Director OSDS / Director CEED / Staff Developer (Academic) / Staff Developer (Research)	Review, develop and re-launch webpages relating to CPD following CAPOD becoming two new units: OSDS and CEED. 26/11/2019: Unit roles and remits, cohort CPD journeys and webpage developments to be discussed and finalised at last CAPOD away Day in December 2019. 26/02/2020: From April 2020, Organisational and Staff Development Services (OSDS), formerly part of CAPOD, will be the University's central provider of professional development for all University staff, and is also responsible for a wide range of organisational development projects and initiatives. OSDS works as a strategic partner with Human Resources to deliver the University People Enabling Strategy 2019-2023, to create greater efficiency and stronger synergies across each element of the employee journey, and to create the conditions where individuals and the organisation can achieve higher levels of performance. https://www.st-andrews.ac.uk/osds/ From April 2020, the Centre for Educational Enhancement and Development (CEED) formerly part of CAPOD, will provide joined-up learning and teaching support to staff and students, combining educational development, pedagogical workshops, technology enhanced learning and IT skills, and academic and study skills support. CEED will deliver the Professional Skills Curriculum through the Careers Centre, and GRADSkills and MSkills programmes for PGR and PGT students through St Leonard's college. CEED's remit supports the University strategy, and our initiatives feed into the People and Digital enabling strategies. CEED's work has particular alignment to the Education supporting strategy which sets out our aim of providing world-leading teaching and learning. https://www.st-andrews.ac.uk/ceed/ 29/04/2020: the two new units have successfully launched and published updated webpages, contact details etc. The new OSDS webpages refer to the 70/20/10 development model (Lombardo and Eichinger, 1996) which recommends that individuals obtain 70% of their development from job-related experiences like projects, 20% from coaching or mentoring, and 10% from formal training events. The page encourages distinct cohorts to create their own development plan and discuss this with their manager during their RDS / or ARDS. https://www.st-andrews.ac.uk/osds/my-development/	Dec-20	Review, develop and re-launch webpages relating to CPD following CAPOD becoming two new units: OSDS and CEED	Webpage views SS New Starter Survey CEDARS	This essential objective is achievable	University staff and students must easily be able to navigate the online resources that are available to them from the two new Units to ensure they are properly supported	Jun-20	All

4.4 (c)	Research Staff Forum (RSF) Refresh and Re-launch	Staff Developer (Research) / HR Business Partner	<p>10/07/2019 DM: There are plans to refresh the RSF following the creation of a separate Teaching Staff Forum and the arrival of a new Vice-Principal Education (Proctor) and a new Vice Principal (Research and Innovation). This is a great opportunity to review and update the Forum membership, remit and format. DM & LM to draft ideas for refreshing the RSF and present these to VP Research and Innovation in the form of a Briefing Paper.</p> <p>26/11/2019 DM: The RSF will be refreshed on 28/11/2019 following Briefing Paper discussions between VP Research & Innovation, LM, DM and JF on 23.10.19. This Briefing Paper will be taken to the Refresh for discussion with RS. Forum booking has moved to PDMS to increase visibility and improve reporting.</p> <p>26/02/2020 DM: The refresh event was very successful. 23 attended. Since the Refresh the RSF has now grown to an open forum, with many more representatives. The format of the forum is now more activity based with a new email address, new e-newsletter, updated website and Microsoft Office Team group for Reps to connect with each other and the Forum Team. There will now be three RSF meetings per year with small working groups in-between. LM: the ARDS is being worked on through a RSF working group to develop a new policy, form and code of practice. The 12/02/20 Forum focussed on RS-Manager Relationships, Manager Skills and Career Development.</p> <p>29/04/2020 - DM: due to the COVID-19 pandemic, the Research Staff Forum moved online and communication via Teams has increased. A Reps catch-up with VP Research and the Forum Team took place via Teams on 15th April, giving Reps a chance to submit questions regarding funding, contracts, furlough etc (20 attended).</p> <p>18/08/2020 - DM: an Open Forum, hosted via Teams, took place on 3rd June with a focus on updates regarding the period of homeworking and pandemic-related career development issues. 17 attended.</p> <p>Between Forums, updates are circulated to a mailing list which includes RS, and those who support them, including HoS, Directors of Research (DoRs) and key support Units such as Careers, RBDC, CEED, OSDS etc to ensure that RS and those who support them are better informed about topics that have been discussed and Forum actions. A topic summary is provided along with 3 key messages to maintain clarity. All updates, agendas and notes are available via the new Forum homepage: (https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/).</p> <p>Aims: recruit Research & Teaching Staff Forum (RTSF) Reps from 80% eligible Schools, Ref 2.6 (e) - achieved, surpassed even: Remit of the RSF was refreshed following the RTSF split (now we have a support team of 13 and 18 RS Reps from 11 Schools); the new format is that of an open forum with increased meetings (incl. special focus sessions, Q&A, group exercises), a *new* webpage, e-mail address, mailing list, regular e-newsletter and MS Teams Group (27 members).</p> <p>2017 & 2019 CROS: 46.2% & 41.7% respondents were aware of the RSF; 2019 CROS: 36.5% were aware who their School Rep/s were; 2019 PIRLS: 37% respondents aware RSF, 22% were aware who their School Rep/s were.</p>	Regular updates at HR Excellence Meetings	<p>Review and update the remit and format of the Research Staff Forum (RSF)</p> <p>Gather the views of School Reps and support team to refresh and refocus on issues, policies and processes of importance to RS</p>	<p>Reviewed remit and format in place for the RSF</p> <p>Increased School / Rep involvement</p>	<p>A good team including a supportive VP Research and HR representative is in place to drive this action, it is achievable.</p>	<p>The research Staff Forum will provide the following to CRS:</p> <ul style="list-style-type: none"> * peer support * collective voice * representation * sense of community * route for feedback to the University * good source of information. 	May-20	2
4.6 (c)	Monitor CROS & PIRLS regarding strategic theme 2: Improve knowledge (including Equality & Diversity), skills and confidence of PIs in managing people and supporting professional and career development of researchers.	Staff Developer (Research Staff)	<p>Monitor CROS & PIRLS regarding strategic theme 2: Improve knowledge (including EDI), skills and confidence of PIs in managing people and supporting professional and career development of researchers.</p> <p>Aim: monitor CROS & PIRLS regarding this theme – achieved: 2017 & 2019 PIRLS: respondents agreed that providing advice on careers inside (94.4% / 96.0%) and outside Higher Education (73.2% / 80.1%), respectively, was important in being a successful PI/research leader; 97.8% / 97.9% agreed that developing RS constitutes an important part of this role; on a scale of 1-4 (not confident at all to fully confident) the average was 3 for 2017 and 2.9 for 2019; 71.5% & 68% of respondents felt confident in providing advice on a range of careers; 65.9% felt that their contributions to the development of RS were valued by the University. These results were reflected positively by RS. 2017 & 2019 CROS: 85.9% & 84.1% respondents felt encouraged to engage in CPD; 97.4% & 95.3% agreed that they take ownership for their CPD. Also see Actions 4.6 (a) & (b)</p> <p>18/08/2020 - DM: this data will be rolled into a longitudinal study of CROS & PIRLS - Action 7.7 (b)</p>	Dec-19	<p>Monitor CROS & PIRLS regarding strategic theme 2: Improve knowledge (including Equality & Diversity), skills and confidence of PIs in managing people and supporting professional and career development of researchers.</p>	CROS / PIRLS	<p>With the support of VP Research, CROS and PIRLS will run in 2019, therefore this action is achievable.</p>	<p>Highly relevant to reviewing and developing the support RS receive and the support RS managers / research leaders receive.</p>	May-20	2 & 4

Closed Actions - overtaken by other provision

Progress	Ref	Who's leading	Comment	Progress Review Date	Progress Review Date	S	M	A	R	T	Strategic theme
	4.4 (b)	Monitor if RS associations are being established in Schools.	Director OSDS / Staff Developer (Research)	<p>Research Fellow Reps met in 2016 but then nothing followed.</p> <p>24/10/2017: The RS community is growing through an online initiative and face-to-face networking events: The St Andrews RS community is a closed Facebook group (launched in June 2017) which aims to bring together RS from across the University to build a stronger community via networking and socialising. The FB page allows RS from across the University to connect, share their research, view internal and external events of interest (and link straight to the booking system / website), organise and advertise social, professional development and academic activities. There are 61 members so far.</p> <p>RS Pizza events (Post-doc pizza), run by Research Staff Developers DM and MP constitute a friendly, informative and informal networking event for Research Fellows from across the University. They also provide a forum for Continuing Professional Development (CPD) needs, careers and other issues to be discussed. The sessions may include Q&A sessions with special guests or the inclusion of PGRs for example. Each 1 hour lunchtime session includes a facilitated, structured networking activity to enable those who are less confident networkers to come along and join in. Pizza is provided! These events are growing and have received great feedback</p> <p>Aims and objectives: Increasing RS- RS/PGR connections across St Andrews and building a strong research community which fosters collaboration and support. Also see action 2.6 (e)</p> <p>10/07/2019 DM: Vitae rep visited in December 2018 to discuss Research Staff Associations but attendance was low. DM to arrange another date. Research Staff Forum potentially splitting: See new action 4.4 (c).</p> <p>PostDoc Pizza overview A/Y 2017-18: RS = 20, academic = 1, professional staff =7, PGRs = 6 (SIR ave 88.5%).</p>	Regular updates at HR Excellence Meetings	<p>Review the function of the RTSF.</p> <p>Launch of a University-wide Research Staff Association OR... a functioning and engaged network of research staff representatives actively involved in the RTSF.</p>	<p>Review of the RTSF function completed.</p> <p>Functioning group formed, led by representatives who regularly communicate with colleagues about RTSF, CPD and facilitate networking on a local or University-wide level.</p>	<p>Through a review of the RTSF, new staff networks, ECAN and the FB Page, a RS community is building. We therefore believe that a functioning group will form and be well supported by the University.</p>	<p>Research Staff Associations or similar groupings provide the following to CRS:</p> <p>* peer support * collective voice * * representation * sense of community * route for feedback to the University * good source of information.</p>	Dec-19	3 and 4

HR Excellence in Research - Action Plan

D. Researchers' Responsibilities

PRINCIPLE 5:	<i>Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life long learning</i>	Note: All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 2018-2023	OUR TEACHING - "Teaching that is delivered in a world-class learning community, where top-level research influences educational design and practice, remains at the heart of St Andrews".	<p>Key: Green - Completed Orange - Ongoing - taken forward from previous review cycles White - NEW S - specific M - measurable A - achievable R - relevant T - time-bound</p>

[Link to People Enabling Strategy 2019-2023](#)

Ongoing Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	5.1 (d)	Develop a training proposal around new Research Integrity policies.	Senior Research Policy and integrity Manager / Educational and PGR Developer Staff / Staff Developer (Academic) / Staff Developer (Research)	<p>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 and academics has been approved. The aim for the 2018-2020 review period will be to develop a detailed training proposal and begin implementation.</p> <p>26/02/2019: Online training available plus our own strongly encouraged. Going through the process of mandating PGRs complete during their first year. Will ask DoRs for thoughts on mandating training for staff. Maybe add modules to PRF. Parliamentary enquiry took place last year. A consultation has just started for RI concordat deadline in April. Emphasis on training for PhD supervisors - this idea is supported by the Uni and is being explored more. Research councils are encouraging training for supervisors.</p> <p>10/07/2019 RM: Online training is in place: 1 module about St Andrews policy, process and contact points, 6 on issues about research integrity (licensed from Dundee). Starting AY2019-20, it is currently expected that all 7 will be mandated for all PGRs at first matriculation point, and all other researchers are encouraged to do first module. Once run successfully for a year, we will start thinking about enforcing mandated module 1 for staff; will link into core curriculum and induction projects running through BTPO. Also during AY2019-20, we will introduce a case study workshop, principally for PGRs, but with an eye to rolling out for academics to deliver in School tailored to their discipline.</p> <p>11/09/2020 RM: Online training is in place: 1 module about St Andrews policy, process and contact points, 6 on issues about research integrity (licensed from Dundee).</p> <p>Starting AY2019-20, all 7 have been mandated for all PGRs, and we introduced a case study workshop, principally for PGRs, but with an eye to rolling out for academics to deliver in School tailored to their discipline. The aims for 2020-2022 will be to mandate the first online module as part of probation for new staff on research only contracts, and teaching and research contracts; we also plan to develop a technician-specific training workshop; and initiate a University level peer-to-peer discussion and learning event series 'Spotlight on research integrity'.</p>	Regular updates at HR Excellence Meetings	<p>Mandate first online module as part of probation for new staff on research only contracts, and teaching and research contracts.</p> <p>Develop a technician-specific training workshop.</p> <p>Initiate a University level, peer-to-peer discussion and learning event series 'Spotlight on research integrity'.</p> <p>85% participant satisfaction as recorded on evaluation forms.</p>	<p>Online training in place, monitor uptake.</p> <p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p>	<p>As the Research Integrity Committee meets regularly to develop relevant policies, training and support for researchers, and has the full support of the University, we believe this action is achievable.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Research excellence is underpinned by research integrity and St Andrews researchers should be provided with relevant training and support in this area to maintain high standards.</p>	May-22	2
	5.3 (e)	<p>Achieve 50% uptake of the Academic Induction Resource (informative slideshows and videos) by new researchers and PIs during 2016-18 review period.</p> <p>*Part of a longer term University-wide review of induction.</p>	Staff Developer (Academic)	<p>19/03/2018: Aim to achieve 50% uptake of the Academic Induction Resource (informative slideshows and videos) by new researchers and PIs could not be measured via webpage visits due to technical issues. However, this resource, launched in 2015, is updated annually following collation of user feedback.</p> <p>The aim for 2018-2020 is to investigate the data collection aspect of the AIR hosting page and improve the data collection strategy for this resource. Also see action 7.4 (a).</p> <p>Aim: 50% uptake of the Academic Induction Resource (AIR) by new researchers – ongoing: 18/08/2020 - RJ: we have had some issues with an expired license for the software and progress has been slow due to the COVID-19 pandemic. The material is ready to be uploaded, but the issue of measuring remains though.</p> <p>Action rolled in to "new" larger 'HR & Organisational Development (OD) Enhancement Programme' (HRODEP) which encompasses: 'University-wide induction review'; 'Interim solutions' to enhance the new start experience; 'Quick wins' to improve the new start online training processes; 'HR OD projects'; 'New HR/OD platform' to integrate functionality currently spread across diff. systems (e.g. training management / records, induction, performance review). HRODEP (closely linked to the "New" 2018-2023 University Strategy) aims to improve processes across HR/OD. See action 3.6 (g).</p> <p>The aim for 2020-2022 will be to re-assess the reporting mechanism for this resource. The materials are available but uptake cannot be monitored. Could these materials be hosted on a platform from which meaningful data can be collected? Roll into new provisions for new starters / RS managers.</p>	Regular updates at HR Excellence Meetings	<p>Reassess hosting platform for AIR - needs to provide meaningful data (materials have been updated and are ready for launch).</p>	<p>Decision made about hosting platform for AIR, baseline data collected.</p>	<p>It may or may not be possible to change how certain data sets are collected but we can certainly investigate the possibilities.</p>	<p>All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stakeholders and so that appropriate action can be taken to improve resources and processes.</p>	May-20	2

5.5 (c)	<p>Increase participation from Academic/Research cohort for Passport to Health and Wellbeing and other wellbeing initiatives (by 20%).</p> <p>*Split into 2 actions to separate Step Count Challenge from other activities.</p>	<p>Director OSDS / Organisational Development Coordinator / Staff Developer (Academic) / Staff Developer (Research) / Head of Equality and Diversity</p>	<p>01/04/2016: Increased participation across academic cohort to be established. Encouraging more healthy habits and a more active lifestyle is important to achieving a satisfactory work-life balance and this cohort should be specifically targeted and involved.</p> <p>23/05/2017: The University of St Andrews has been recognised as an example of good practice for our health and wellbeing programmes - in November 2016 we achieved the NHS Scotland Healthy Working Lives (HWL) Silver Award. This Scotland-wide award programme helps organisations work towards supporting a healthier, more motivated and productive workforce.</p> <p>11/12/2017: Following improvements in information dissemination and the range of activities promoting health and wellbeing at work (e.g. 'Jump into January' fitness programme, Yoga, Mental Health First Aid, Mindfulness and Building Resilience) the HWL Silver Award was retained in November 2017. The University is currently well-advanced in the process to achieve the HWL Gold Award. Awareness of the HWL Programme has increased since 2015, by 37.7%, among CROS 2017 respondents. Encouragingly, since its launch in 2016, 31 research and 24 academic staff (from 8 and 10 of our 27 Schools, respectively) have undertaken activities associated with the 'Passport to Health and Wellbeing Excellence' which covers mental, physical nutritional and workplace wellbeing. The 2017 Staff Survey results showed that 73.7% of contract researchers know how to find information about wellbeing and advice compared to 48.6% in the most recent THE University Workplace Survey.</p> <p>26/02/2019 - KG: the University was awarded the Gold Healthy Working Lives Award in 2018 at Gold level. The University's initial Gold period will run until 2021, when we will be re-assessed.</p> <p>20/08/2020 - JF: HWL retained in 2019. The HWL annual review has been paused until October next submission has delayed until 2021 by the COVID-19 pandemic and consequent resource issues deferred until 2021 and the award will remain in place until then.</p> <p>2019 PIRLS: 57.6% respondents aware of HWL. 2019 CROS: 58.4% & 72.6% respondents aware (15%> 2017 CROS).</p> <p>Aim: ↑ researcher engagement with wellbeing activities 20% - achieved for academics: ongoing for RS: For AY 17-18, 29 RS (↓2), 39 academics (↑45), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (SIR ave. 93.4%). For AY 18-19, 34 RS (↑5) & 108 academics (↑69) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%). For AY 19-20, 31 RS (↓3) & 132 academics (↑24) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%).</p> <p>Signposting of relevant wellbeing events to academics and RS ↑ via advertising at induction events and e-newsletter circulation, where new links were embedded and wellbeing activities were highlighted.</p> <p>Aim: ↑ wellbeing events for Rs (by 2) – achieved: focus on resilience - Resilience Day & resilience activities added to Passport to Research Futures.</p> <p>Aim: recruit 2 or more new members of the Wellbeing & Engagement Group – ongoing. The aims for 2020-2022 will be to carry on advertising and monitoring attendance for wellbeing events (which are now online), maintain the standards of the events offered (as reflected in evaluation reports), retain HWL Gold; encourage Schools to link directly Wellbeing pages; raise awareness of the wellbeing & Engagement Group to RS.</p>	01/12/2018 then every 6 months	<p>Continue to raise awareness of wellbeing activities (now online) amongst RS and monitor attendance.</p> <p>85% participant satisfaction as recorded on evaluation forms where appropriate.</p> <p>Retain HWL Gold.</p> <p>Encourage Schools to link directly to Wellbeing pages from their School landing pages.</p>	<p>Attendance and evaluation report statistics.</p> <p>85% satisfaction is in line with our overall average for all events.</p> <p>SS: Analyse results by cohort to see if work-life balance results improve over time for researchers and come closer in parity with other staff.</p> <p>CEDARS</p> <p>HWL Gold Award retained.</p>	<p>With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.</p>	<p>To individuals:</p> <ul style="list-style-type: none"> *encouragement and support in making healthy lifestyle choices *the opportunities to participate in a wide range of activities To the University <ul style="list-style-type: none"> * a healthier, less stressed workforce * reduced sick leave/ generally healthier staff * increased staff engagement in the HWL initiative * enhancement of the University's reputation as an excellent employer. 	May-22	5
5.5 (d)	<p>Increase the awareness of and participation in the Paths for All Step Count Challenge, an annual walking challenge open to staff.</p> <p>*Split into 2 actions to separate Step Count Challenge from other activities.</p>	<p>Organisational Development Coordinator / Academic Staff Developer / Research Staff Developer</p>	<p>Increase the awareness of and participation in the Paths for All 'Step Count Challenge', an annual walking challenge coordinated by OSDS and open to all staff.</p> <p>18/07/2017: Uptake in the Paths For All initiative 'Step Count Challenge' (SCC) increased from 33 teams in 2016 to 78 teams (390 individuals) in 2017. St Andrews also saw a 15% increase in uptake from Research Staff for the 2017 challenge and there were more people from Academic Schools taking part in comparison to 2016. St Andrews had the highest level of participation for any University and the second highest for any organisation taking part. Of the total teams taking part (968 nationally), 8% of those were from St Andrews who made up 9.6% of the total steps! St Andrews expected to have 8 teams in the top 100 and <1 in the top 10 but achieved 18 and 2 respectively. The aim for the 2018 challenge is to recruit 100 teams and to actively encourage more Research Staff and Academics to participate.</p> <p>The aim for the 2018 and 2019 SCC is to recruit 100 teams, open the challenge up to PGRs and increase the uptake by Academic Schools and the research community.</p> <p>11/11/2018: 71 teams from across the University took part. Data was not collected regarding cohort or Academic School but the challenge was opened up to participation from PGRs who work in some capacity for the University (as e.g. research assistants, tutors, administrators, cleaners etc) and widely advertised to all cohorts via University memos and e-newsletters.</p> <p>26/11/2019. 68 teams from across the University took part. Data was not collected regarding cohort or Academic School but the challenge was opened up further to allow teams to include 2 non-staff members (as long as they were not team captain). This functioned to open up the challenge to the wider PGR cohort and retired members of staff for example.</p> <p>18/08/2020: SCC ran remotely for 4 weeks in May with 15 teams. We opened up to non-University members and a mixture of Staff and family members took part. Although they were only allowed to go outside for 1 hour a day, participants use different activities e.g. yoga to raise their step count.</p> <p>The aims for 2020-21 will be to run SCC remotely if lockdown measures persist or to aim for 100 teams should we return to some form of normality; collect data regarding cohort and academic school via sign-up forms for improved progress tracking and reporting.</p>	March 2021, July 2021 March 2022	<p>Run SCC remotely if lockdown measures persist or aim to recruit 100 teams if normality returns!</p> <p>Collect data regarding cohort and academic school via sign-up forms for improved progress tracking and reporting.</p>	<p>SCC goes ahead remotely or in the normal way.</p> <p>Reportable data collected.</p>	<p>With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.</p>		May-22	5

5.5 (e)	Focus on the mental health of Research Staff & Academics and those they manage / support.	Director OSDS / Staff Developer (Academic) / Staff Developer (Research) / Organisational Development Coordinator	<p>11/12/2017: Mental health training provision developed to equip those who manage/support staff and/or students e.g.: "Scottish Mental Health First Aid" (2 day event), "New" NHS 'Mentally Healthy Workplace - Training for Managers': "New" 'Student Mental Health Toolkit' workshop.</p> <p>PIRLS 2017: 59.4% of respondents agree that St Andrews promotes better mental health and wellbeing at work. The aim for 2018-2020 will be to increase research staff and academic engagement with the Wellbeing & Engagement group and develop activities which e.g. focus on coping with stress and building resilience for an academic career / transitioning into a role outwith academia.</p> <p>15/05/2019: DM & HMF actively participated in the Researcher Training Sub-Committee (RTSC) Policy Forum - discussing researcher mental health: community of over 80 people working in and with HE institutions. Range of speakers from across Scotland, the UK and Europe; institutions and individuals shared good practice about existing initiatives to support and enhance mental health. We shared Healthy Working Lives Framework and Wellbeing initiatives for staff. We also heard personal accounts of mental health providing insights into the impact it has on individuals. Key voices were heard on the day: researchers, their managers and supervisors, researchers into mental health, clinicians, counselling services and researcher developers. Many things undermine mental wellbeing: workloads; a lack of clarity on expectations; a lack of job security; and, pressure (internal and external) to succeed.</p> <p>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:</p> <ul style="list-style-type: none"> - 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. <p>26/02/2019: DM to attend Resilience Train the Trainer event to enable Developers to adapt an online resilience toolkit developed by University of Dundee, for use by St Andrews staff and PGRs.</p> <p>10/07/2019 - DM: after researching different options, 'Resilience in the face of change' part 1 and 2 have been added under a new section of the Passport to Research Futures during it's 2019 review: 'Personal Effectiveness' - brilliant presenter, content will resonate with research staff.</p> <p>18/08/2020 -</p> <p>For A/Y 17-18, 29 RS (↓2 from last review period), 39 academics (↑45), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (SIR ave. 93.4%).</p> <p>For AY 18-19, 34 RS (↑5) & 108 academics (↑69) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%).</p> <p>For AY 19-20, 31 RS (↓3) & 132 academics (↑24) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%).</p> <p>20/08/2020 - JF: 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 and Units.</p> <p>2017/2019 CROS & PIRLS: 76.5% & 69.5% and 84.7% & 65.8% respondents agreed that St Andrews promotes better mental health and wellbeing at work.</p> <p>The aims for 2020-21 will be to support where appropriate, actions relating to the Mental Health Strategy; support where appropriate and report on progress regarding the comprehensive, tiered training programme and the establishment of Wellbeing Officers / Directors of Wellbeing in Schools & Units.</p>	Regular updates at HR Excellence Meetings	<p>Support where appropriate, actions relating to the Mental Health Strategy.</p> <p>Support where appropriate and report on progress regarding the comprehensive, tiered training programme</p> <p>Support where appropriate and report on progress regarding the establishment of Wellbeing Officers / Directors of Wellbeing in Schools & Units.</p> <p>85% participant satisfaction as recorded on evaluation forms where appropriate.</p> <p>Monitor positive response rate - CEDARS</p>	<p>Number of events and bookings in booking system, and attendance statistics.</p> <p>Evaluation report statistics.</p> <p>SS CEDARS Longitudinal CROS & PIRLS study, People Strategy survey & HWL survey - review perceptions of mental health support.</p>	<p>As St Andrews holds the HWL Gold Award and OSDS are experienced in developing and supporting wellbeing programmes, (including Passport to Wellbeing Excellence), we believe this action is achievable.</p> <p>85% satisfaction is in line with our overall average for all events.</p>	<p>Researchers at all levels deserve to work in an institution which supports their mental wellbeing.</p> <p>Mental wellbeing is key to their experience at an institution, job satisfaction and their ability to lead and support others.</p>	Dec-19	5
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Completed Actions												
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme	
	5.5 (f)	Design and run a Resilience Day for researchers (part of our focus on mental health)	Staff Developer (Research) Staff Developer (Academic)	<p>Design and run a Resilience day for Research Staff, PGRs and Academics.</p> <p>11/12/2018: DM, EL & MP ran a Resilience Day, Summer 2018, supported by the Institute of Physics (IPO).</p> <p>Researcher Resilience</p> <p>Aims and objectives - This interactive, short day event</p> <ul style="list-style-type: none"> - Allowed participants to share in the experiences of senior academics and hear their views on building and maintaining resilience for a successful career - Discuss the idea of a resilience toolkit - Allowed participants to share in the experiences of a senior academic, who, after carving a highly successful academic career, took the decision to change direction and become a Careers Advisor, providing another perspective on resilience - Provided the opportunity for you to consider personal tools, tips and strategies that can be used to increase resilience in the form of a toolkit - Offered the opportunity for participants to apply what they'd learned via interactive activities <p>Activities</p> <ul style="list-style-type: none"> - Lunchtime Café Session: Informal discussions with representatives from The Institute of Physics, The Careers Centre, CAPOD (covering mentoring, wellbeing initiatives, Vitae), Occupational Health, The Sports Centre & Student Services. - Short mindfulness session that can introduce calm and focus into one's day - Resilience toolkit building and reflection of skills developed through interactive activities <p>Researcher Resilience overview: RS = 5, academic = 1, PGRs = 5 (SIR 81%).</p>	Dec-19	85% participant satisfaction as recorded on evaluation forms	Evaluation report statistics.	85% satisfaction is in line with our overall average for all events.	The skills exist within the University to deliver this event, it is achievable.	Researchers at all levels deserve to work in an institution which supports their mental wellbeing.	Dec-19	5

HR Excellence in Research - Action Plan

E: Diversity & Equality

PRINCIPLE 6:	<i>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</i>	Note: All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.	
Link to University Strategy 2018-2023	OUR PEOPLE - "We will work to ensure equal opportunity in all that we do, maintain diversity on committees across the University, remove gender pay gaps, work to redress the gender imbalance at professorial level and develop family friendly policies".	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 People Enabling Strategy 2019-2023

New Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	6.13 (b)	Develop appropriate training and resources which support the new 'St Andrews Staff Disability Policy'	Head of Equality and Diversity	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.	Regular updates at HR Excellence Meetings	Develop and deliver training with regard to the new Dignity and Respect at Work Policy. 85% participant satisfaction as recorded on evaluation forms for new activity	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.	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 & 3
New	6.13 (c)	Work towards the 'Disability Confident Award'	Head of Equality and Diversity	Aim to achieve this Government Award by 2021. 18/08/2020 - SB: This could be achievable but is a large commitment. The new 'St Andrews Staff Disability Policy' will underpin the Award application.	Regular updates at HR Excellence Meetings	Achieve Entry level 'Disability Confident Award' in 2021	Award achieved and subsequently renewed.	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 is committed to embedding policies, processes and guidance regarding disability-related workplace adjustments	Dec-21	1, 2 & 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 Director - CEED 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 proctors office, the purpose of the new training is to develop an inclusive working / studying environment for transgender and gender-queer students and staff. The Pronoun Training Working Group consist of representatives from CEED, ED&I, OSDS, Saints, the Student Association and UCU, and includes input from 1 or more PGRs and Academics. The training video will be presented from the position of treating staff and students with respect and dignity. It will be instructive providing background information for context and useful tools to help viewers develop behaviours. Gender will be discussed as a spectrum and viewers will be sign-posted to relevant policies and 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. 27/08/2020 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 ASDP. 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.	Dec-21	1, 2 & 3
New	6.15 (b)	Support participants through the Advance HE Diversifying Leadership (BAME) programme.	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 6 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. https://www.st-andrews.ac.uk/hr/edi/race/leadership-bame-programme/	Regular updates at HR Excellence Meetings	Support participants through the Advance HE, Diversifying Leadership (BAME) programme 2020-21.	Participants recruited and supported through programme. Feedback reviewed.	This action is achievable is Advance HE persue online delivery 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 & 3
New	6.16 (a)	Develop and deliver training around microaggressions.	Head of Equality and Diversity	Develop and deliver training around microaggressions.		Develop and deliver training with regard to the 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-22	1, 2 & 3

Ongoing Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	6.1 (d)	Work towards maintaining LGBT Stonewall Diversity Champion accreditation	Head of Equality and Diversity	<p>On 19 June 2015 the University became the 77th UK and 4th Scottish university to gain the Stonewall Diversity Champions award after providing evidence of LGBT inclusion and outlining tasks to undertake from July 2015 to June 2016 then annually.</p> <p>24/10/2017: 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.</p> <p>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: http://www.stonewall.org.uk/index-survey-2018.</p> <p>The aim for 2018-2020 is to analyse the results of the survey and identify areas where action is required to implement any improvements.</p> <p>01/09/2018 - SB: external LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 5 minute survey was open to All Staff from 1 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.</p> <p>26/02/2019 - SB: Results of the survey to identify areas where action is required to implement any improvements.</p> <p>10/07/2019 - SB: Stonewall Diversity Award - annual renewal every Sept (next submission Sept 2019)</p> <p>HR and student services staff received LGBTIQ+ specialised training from Stonewall in June / July 2019 to help support those they have contact with.</p> <p>18/08/2020 - 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 plan is to run the LGBTIQ+ specialised training from Stonewall again for staff in 2021.</p> <p>The Aims for 2020-21 will be to renew our accreditation, run and learn from appropriate surveys and re-run the LGBTIQ+ specialised training.</p>	Regular updates at HR Excellence Meetings	<p>Submit renewal 2021.</p> <p>Run and analyse appropriate surveys.</p> <p>Run the LGBTIQ+ specialised training.</p>	<p>Renewal achieved.</p> <p>Survey results analysed and published on appropriate University webpage.</p> <p>Improvements observed in results of the survey.</p> <p>New actions taken forward to working groups / University processes.</p> <p>Training complete</p>	<p>The EDI team is highly involved in driving relevant University processes, therefore we believe this goal is achievable.</p>	<p>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.</p>	Dec-21	1, 2 & 3
	6.3 (a)	All members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	Director of HR / Head of Equality and Diversity / New Research Culture Group	<p>Statistics to be provided via Athena Swan.</p> <p>17/03/16: Focus Groups have been established to elicit feedback from Female Academic/Research who have returned from Maternity Leave in STEM 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%).</p> <p>18/07/2017: This subject is on the agenda and the Dean of Arts will be involved in reviewing training needs and procedures.</p> <p>24/10/2017: group to look through the Athena Swan documents and discuss which actions should be taken through the HR Excellence process.</p> <p>18/08/2020: Action being progressed via the Research Staff Forum (RSF) and EDI and / or ASWAN working Groups. EDI reports (2019): 1st Ethnicity Pay Gap; Gender Pay Gap; Staff & Student diversity & inclusion reports published - monitor progress.</p> <p>Also see New Research Culture Action 7.</p> <p>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.</p>	<p>Bi Annually and via ATHENA SWAN/EDI meetings, RST, Research Culture Group</p> <p>Regular updates at HR Excellence Meetings</p>	<p>Raise discussions around this action at various University forums / working groups.</p>	<p>CEDARS SS RSF Research Culture Group GAP Analysis - New Concordat adoption</p>	<p>A new Research Culture Group has formed, allowing discussions around retention and progression to be raised alongside the adoption of the 2019 Concordat.</p>	<p>The University seeks to ensure that all University staff, are supported in their professional and career development, and that we are providing support and clear pathways to develop and retain talent from within.</p>	Dec-21	1, 2 & 3
	6.5 (a)	Flexible working policy to effectively address requests for changed work patterns.	Director of HR	<p>Assess if / how the Flexible Working policy is being implemented by research staff and identify whether this cohort are satisfied with their working arrangements. Statistics to be provided from HR on Flexible Working requests and any refusals.</p> <p>18/08/2020: DM to speak to LS in HR regarding uptake and use of policy.</p> <p>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.</p>	Annually	<p>Annually review Flexible Working applications and carry out trend analysis.</p> <p>Identify whether or not RS are satisfied with working arrangements, with a view to making improvements in processes / implementation where needed.</p>	<p>% of approvals and refusals for Flexible Working.</p> <p>SS: review of staff survey data in relation to flexibility of working patterns.</p> <p>University forum / working group discussions (RSF).</p>	<p>This action is achievable.</p>	<p>Providing researchers with appropriate flexible working arrangements to carry out their research in balance with other commitments, benefits both the researcher's career and wellbeing, and the quality of research being produced.</p>	Dec-21	1, 2 & 3

6.10 (e)	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	<p>11/12/2017: 51.9% of CROS 2017 respondents stated that they had undertaken equality and diversity training, a significant increase from 26.1% in 2015. An insignificant decrease was observed in those respondents who would like to undertake this type of training at St Andrews: 23.4% in 2017 from 23.9% in 2015. This may be due to the introduction of the online diversity training programme in the intervening period between CROS surveys, offering greater accessibility to this type of training to all staff, including Research Staff, in addition to signposting this training to new members of staff during induction.</p> <p>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.</p> <p>26/02/2019 New administrator started in ED&I two weeks ago. They will be going through the records. 3500 have completed online modules since launch.</p> <p>Aim: ↑ Signposting of induction materials to all Schools - ongoing:</p> <p>18/08/2020 - SB: All School EDI Committees are now managing communications with their staff regarding uptake of the online training and they receive completion reports.</p> <p>Aim: 70% positive response rate for awareness of materials - ongoing: 2017 & 2019 CROS: 51.9% & 50.6% respondents had participated / would like to participate in further E&D training, (ave. 28.5% > 2015 CROS), indicating ↑ awareness, corresponding to ↑ institutional Athena SWAN (ASWAN) activity.</p> <p>The Aim for 2020-21 will again be to observe a 70% positive response rate with regard to awareness of materials.</p>	Regular updates at HR Excellence Meetings	Refresh advertising / remind academic Schools about E&D online training every 6 months.	Observe a 70% positive response rate with regard to awareness of materials via CEDARS / SS	As HR, OSDS (formerly CAPOD) and the EDI team successfully collaborate via the HR Excellence process, we believe that this goal is achievable.	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.	May-22	1, 2 & 3
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	<p>May 2019 - SB: Athena SWAN awards: 13 out of 19 Schools hold an Athena Swan Award (7 May 2019)</p> <p>Institutional, Bronze renewal = Nov 2021; Biology Silver renewal = Nov 2021; Chemistry, Bronze renewal = Apr 2021; Classics, Bronze renewal = Nov 2022; Computer Science, Bronze renewal = Apr 2021</p> <p>Earth and Environmental Sciences, Bronze renewal = TBA; History, Bronze renewal = Apr 2022</p> <p>International Relations, Bronze renewal = Nov 2022; Management, Bronze renewal = Apr 2021</p> <p>Maths & Stats, Bronze renewal = Apr 2022; Medicine, Bronze renewal = Nov 2020; Physics & Astronomy, Silver renewal = Nov 2021; Psychology & Neuroscience, Silver renewal = Nov 2021; IoP Juno: Physics & Astronomy, Champion renewal = Nov 2020.</p> <p>LGBT Charter: we first achieved the LGBT Charter Mark in 2013 and successfully renewed in Oct 2017. , Next renewal = Oct 2021</p> <p>26/02/2020 - SB: Athena SWAN awards</p> <p>Earth and Environmental Sciences, Bronze successfully renewed = Oct 2019; Geography & Sustainable Development, new award - Bronze = Oct 2019; English, new award - Bronze = Dec 2019; Economics & Finance, new award - Bronze = Oct 2019; Art History, new award - Bronze = Oct 2019; Divinity and Modern Languages plan to submit applications for Bronze Awards in 2020; Philosophy, Anthropology and Film are currently being assessed for the Bronze Award.</p> <p>18/08/2020 - SB: 17 out of 19 Schools now hold an Athena Swan Award.</p> <p>Philosophy, Anthropology and Film, new award Bronze = April 2020; Divinity applied in April; Modern Languages plan to submit in Nov 2020.</p> <p>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/</p> <p>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: 93.4% & 90% of 2017 & 2019 CROS respondents and 90% & 87% of 2017 & 2019 PIRLS respondents agreed St Andrews was committed to EDI. Diversity is central to the *New* 2018-2023 University Strategy (2018).</p> <p>The Aims for 2020-21 will be that all Schools hold an Athena Swan Award and that the LGBT Charter is on it's way to being renewed; continue to support actions which arise from LGBT Charter and ASWAN.</p>	Regular updates at HR Excellence Meetings	Work towards all Schools achieving an Athena Swan Award	All Schools hold an Athena Swan Award	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	1, 2 & 3

6.11 (a)	Support the development of new issue-based networks to support research staff and academics	Head of Equality and Diversity / OSDS (formerly CAPOD) Staff Developers	<p>11/12/2017 - DM: In November 2017, the researcher-led Early Career Women Network was launched with a view to providing a space for all early career women within the University (e.g. final year PhD students, research staff, academic and professional staff) to network and discuss the many-faceted working lives of women and topics of mutual interest in a supportive environment. Members of the HR Excellence group are working to support this network by working closely with those researchers running it.</p> <p>19/03/2018: 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 all staff: Staff BAME Network / Staff Carers Network / Staff Disability Network / Staff Parents Network. An active LGBTIQ+ network already provides a supportive, open environment for LGBTIQ+ staff at the University of St Andrews to network with LGBTIQ+ colleagues. Members of the HR Excellence group will work with the leaders of the new networks to ensure they function to inform policy and help maintain an environment that ensures equality and diversity are respected.</p> <p>The aim for 2018-2020 will be to officially launch active networks and put activities in place.</p> <p>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.</p> <p>29/04/2020 DM: In response to the period of home-working induced by the COVID-19 Pandemic, the WISSA community moved online. The WISSA Champions have a new 365 Team, as does the Network as a whole - WISSA online. Monthly meetings will continue via Teams.</p> <p>18/08/2020 - DM:</p> <p>Aims: Launch new issue-based networks and ↑ associated activities (4 per AY) - achieved: *New*staff networks launched 2019: Staff BAME Network / Staff Parents and Carers Network (>60 members) / LGBTIQ+ network - provides a model for the sector.</p> <p>RS/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'</p> <p>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!</p> <p>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.</p> <p>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.</p>	Regular updates at HR Excellence Meetings	<p>Continue to support staff networks by working with those running the networks.</p> <p>Provide advertising and logistical support for activities.</p> <p>Provide more opportunities for networks to inform policy & organisational change</p>	Staff networks feel supported and are given opportunities to inform policy through interactions with University processes.	The EDI team and OSDS (formerly CAPOD) work to support the development of staff networks.	<p>Successfully active staff groupings provide the following:</p> <ul style="list-style-type: none"> * peer support * collective voice representation * sense of community * route for feedback to the University * good source of information. 	May-22	3 & 6
6.13 (a)	Develop, launch and review a new 'St Andrews Staff Disability Policy'	Head of Equality and Diversity	<p>26.02.2019 - SB: Development of the new Staff Disability Initiative occurred over the course of 2018 and will continue over the course of 2019, with consultation with the 3 trade unions through focus groups. The overall aim is to develop a new staff-specific policy which assists staff through the process of applying for and receiving appropriate reasonable adjustments within their workplace, and to provide guidance to managers on disability inclusion in the workplace.</p> <p>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.</p> <p>18/08/2020 - 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/eia/engagement/staff-disability/</p> <p>The Aim for 2020-2022 will be to publish the final, approved version of the policy and process, following an extensive consultation.</p>	Jul-20	Develop, launch and review a new 'St Andrews Staff Disability Policy'	Policy and process successfully launched	The EDI team is highly involved in driving relevant University processes, therefore we believe this goal is achievable.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and is committed to embedding policies, processes and guidance regarding disability-related workplace adjustments	Dec-21	5

Completed Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	6.4 (e)	Work towards Healthy Working Lives Gold Award	Director OSDS / Organisational Development Coordinator	The University retained its Silver Healthy Working Lives Award in late 2017, and submitted an application to be awarded Gold in spring 2018. 26/02/2019 - KG: Following the visit by the National Assessor in June 2018, the University was awarded the Gold Healthy Working Lives Award. At Gold level institutions must not only maintain the offerings which meet the Bronze and Silver level awards, but also switch from retrospectively assessing wellbeing, health and safety frameworks, policies, procedures and activities, to developing a forward-looking plan for the next 3 years. In order to attain Gold organisations must have a wellbeing strategy (signed off by VP Gov in January 2018), a working group (the University's Wellbeing & Engagement Group), benchmark its performance in this area both internally and externally, and define which wellbeing criteria the organisation will focus on to address health inequalities within the organisation. The University's initial Gold period will run until 2021, when we will be re-assessed. 20/08/2020 - JF: retained in 2019. The HWL annual review has been paused until October next submission has delayed until 2021 by the COVID-19 pandemic and consequent resource issues deferred until 2021 and the award will remain in place until then.	Regular updates at HR Excellence Meetings	Achieve and retain HWL Gold Award from NHS Scotland.	Award achieved and subsequently retained under each annual review.	St Andrews has successfully achieved and retained the HWL Bronze and Silver Awards. The processes and actions required to achieve Gold are therefore in place, alongside the momentum and ambition of those involved in driving this project.	The HWL framework is key to our staff wellbeing programme, which has the following benefits.. *a healthier, less stressed workforce * reduced sick leave/ generally healthier staff	Dec-18	5
	6.9 (a)	Review and update the 'Harassment & Bullying Policy' to ensure it is inclusive of the EHRC Equality Act Statutory Code of Practice for Employment.	Head of Equality and Diversity/ Director of HR	Conducting a second EIA on existing policy for completion. 17/03/2016: Review of Harassment and Bullying Policy: a new Dignity and Respect at Work Policy has been drafted and is currently undergoing an equality impact assessment. 26/03/2018: Development of a new Dignity and Respect at Work Policy, successful. The new staff Dignity and Respect at Work Policy has been published (https://www.st-andrews.ac.uk/media/human-resources/new-policy-section-documents/dignityandrespectatwork/Dignity_and_Respect_at_Work_Policy.pdf). Develop training around policy - New Action 6.9 (b)	Dec-18	Develop new Dignity and Respect at Work Policy.	New policy published and put into practice.	Policy review and development are a regular priority for HR.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of respect through the implementation of fair policies and practices.	Dec-18	1, 2 & 3
	6.9 (b)	Develop and run staff training with regard to the new Dignity and Respect at Work Policy.	Head of Equality and Diversity/ Director of HR	Develop and run staff training with regard to the new Dignity and Respect at Work Policy. The old 'Harassment & Bullying Policy' is being reviewed to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment. 18/08/2020 - SB: Training around the policy has now been co-delivered 3 times by SB, LN and the Deputy Director of HR. The plan is to review policy in April 2022. AY 2019-20 attendance figures: Academics =5, research = 0, prof= 26, SIR=81.55%	Regular updates at HR Excellence Meetings	Develop and deliver training with regard to the new Dignity and Respect at Work Policy. 85% participant satisfaction as recorded on evaluation forms for new activity	New training activity developed and delivered.	85% satisfaction is in line with our overall average for all events.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices.	Dec-18	1, 2 & 3

	6.12 (a)	Work towards the 'Carer Positive Employer Award'	Head of Equality and Diversity	<p>The long term goal is to achieve Exemplary Level of the Carer Positive Employer award (Scotland-wide Award). The award is renewed every year.</p> <p>http://www.carerpositive.org/carers-positive-employers/</p> <p>11/11/2018: The University achieved 'Engaged' status in July 2017, then 'Established' in July 2018 through policy development, providing support for Staff with caring responsibilities.</p> <p>The University Supporting Carers statement for Staff was reviewed August 2018: https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/carers/Supporting-Carers-Statement-for-Staff-2018.pdf</p> <p>Definition of a carer - a carer can be a partner, parent, sibling, child or other dependant and could be living in the same home as the person being cared for or further away.</p> <p>25/11/2019: The Caring Fund was set up over A/Y 2018-19 to assist employees who are usually unable to attend training and conferences in the UK or overseas, due to carer commitments which would require additional financial support. The overall aim of the event should be to support the employee's career/professional development needs associated with their role at the University. The fund offers the financial assistance needed to cover childcare or other caring expenses associated with attending pre-approved work-related events.</p> <p>Caring fund: https://www.st-andrews.ac.uk/policy/staff-annual-leave-and-other-absence-family-friendly-leave/caring-fund-procedure.pdf</p> <p>18/08/2020 - SB: The award was successfully renewed at the highest, 'Exemplary' level, in April 2020. The University's COVID-19 guidance for staff was viewed as best practice with regard to carers.</p> <p>http://www.carerpositive.org/carers-positive-employers/</p>		Achieve 'Engaged' by July 2017, 'Established' by July 2018, and retain 'Established' status in 2019 and 2020	Engaged' by July 2017, 'Established' by July 2018, and 'Established' maintained in 2019 and 2020 'Exemplary' achieved	The processes and actions required to achieve work through the award levels are in place alongside the momentum and ambition of those involved in driving this project.	The University is committed to supporting consistent support for carers so that they can continue to care and achieve fulfillment in their work life	Jul-20		5
	6.15 (a)	Become a signatory of the 'Business in the Community Race at Work' Charter.	Head of Equality and Diversity	<p>Become 1st University to sign up to the Business in the Community Race at Work Charter. Gather and submit relevant data.</p> <p>Achieved</p> <p>18/08/20 - First University to become signatory of the Business in the Community Race at Work Charter (2019).</p> <p>The University provided data around Staff Grade and collated Ethnicity:</p> <p>The University's 5.9% BME staff population is more than double the local county Fife BME population, 2.4%, which includes University staff and students resident in Fife, and is higher than the 4% BME Scottish national percentage (data source: Scottish Census 2011).</p> <p>The proportion of BME staff at St Andrews has increased over the three year period from 5.5% to 5.9%. Grade 6 has the highest proportion of BME staff at 11.9%, whilst Grade 8 has seen the largest increase in the % of BME staff, from 3.3% to 5.3%.</p> <p>The proportion of BME professors has also increased slightly over the time period, but this only equates to one more BME professor in 2018, compared with 2016.</p> <p>Over a quarter of our staff have a non-UK nationality, with the largest non-UK countries represented being the United States, Germany, Italy, and Ireland. The highest proportions of non-UK staff are found at AOX (off-scale) and Grade 7, whilst the lowest proportions of non-UK staff are found in Grades 2 and 3. - https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/race/BitC-Race-at-Work-Charter-Staff-Data.pdf</p>	Regular updates at HR Excellence Meetings	Become 1st University to sign up to the Business in the Community Race at Work Charter.	Confirmation of commitment to the charter	This action is achievable	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-19		1, 2 & 3
Closed Actions - overtaken by other provision												
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme	
	6.10 (c)	Cross-cultural competence - important aspect of working with research students and staff is cross-cultural awareness. Provision needs to be made to ensure that academic staff are more cross-culturally competent.	Director OSDS	<p>25/05/15: OSDS (formerly CAPOD) staff attended a session run by an external provider as part of investigation. External provider engaged to run one pilot session for Academic Staff and an additional 'train-the-trainer' session. The intention is to now develop our own in-house provision based on these events.</p> <p>23/11/2015: The pilot session for academic staff and the train the trainer session were delivered. In-house sessions for academic staff were subsequently scheduled. The first session in Semester 1 was cancelled due to poor uptake. The next session is scheduled in April. It was noted that the sessions for professional staff has a more engaging title and it was suggested that the title of the academic event be renamed "Working with students and staff in a multicultural environment".</p> <p>18/07/2017: workshop was scheduled to run once per semester. Material is ready to go! Due to poor uptake and presenter availability the workshop did not take place. Erwin is happy to try again this year but needs presenters to contribute.</p> <p>24/10/2017: one of the presenters has left the University. New presenter to be sought. Aiming to run a workshop in Semester 2 (2018).</p> <p>20/08/2020 - JF: action closed. Overtaken by other provision.</p>	Dec-18	Organise suitable training for staff.	Suitable provision investigated, organised, evaluated and embedded into scheduled development programmes.	85% satisfaction is in line with our overall average for all events.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of respect through the implementation of fair policies and practices.	Dec-19		1 & 2

HR Excellence in Research - Action Plan

F: Implementation and Review

PRINCIPLE 7:	<i>The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK</i>	Note: All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.	
Link to University Strategy 2018-2023	OUR SUCCESS - "We will also review the promotion criteria and process to ensure that the bar remains high, while recognising contributions in research, impact, teaching and service".	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 People Enabling Strategy 2019-2023

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	7.1 (j)	Continue to review HR Excellence in Research and provide submission for 10 yr. review in May 2022.	Head of Organisational and Staff Development / Staff Developer (Research)	All members of the working group provide input to the submission.	Regular updates at HR Excellence Meetings	Review meetings: every 6-8 week. Monitor progress against the 2020-2022 action plan, re-formulate the plan as necessary. Use data from relevant cohort surveys (e.g. PRF CEDARS, Longitudinal CROS & PIRLS Review etc) to validate, progress and generate new actions. Consult RS via the RTF, networking events, newsletters.	10 yr. review submission on time.	The HR Excellence Working Group meet and review actions regularly, collaborate effectively and receive high level support.	St Andrews would like to ensure that a supportive working environment continues to be provided for researchers - especially those on short term contracts. The HR Excellence process brings researchers and relevant support units together to: * Drive forward actions that are relevant to researchers * Inform CPD provisions * Inform policy * Facilitate cross-University communication	May-22	ALL
New	7.6 (b)	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.	OSDS Director / Staff Developer (Research) / HR Business Partner	Work towards becoming a signatory of the 2019 Researcher Development Concordat with a view to carrying out GAP analysis over the next HR Excellence review period. 26/02/2020 - DM: following discussion between those leading this action and VP Research & Innovation, the University plans to become a signatory to the 2019 Researcher Development Concordat after the 8-year HR Excellence Review is submitted in 2020.	Regular updates at HR Excellence Meetings	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.	St Andrews officially a signatory. GAP analysis carried out.	The Research Culture Group and Engaged Reps from across the University will be involved and the process will have full support of PO, therefore this action is achievable.	St Andrews would like to ensure that a supportive research environment is provided and is committed to embedding a culture of equality and respect through fair practices.	May-22	All

Ongoing Actions												
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme	
	7.4 (a)	Review governance and strategies for collecting and reporting data for University processes.	Director of HR/Head of Equality and Diversity/Staff Developers	<p>19/03/18. The 6 year review process raised awareness around a lack of governance and monitoring of mandatory training, and gaps in availability of data against which goals can be measured. The aim for 2018-20 is to review our reporting systems.</p> <p>18/08/2020 - SB: Schools now manage communications with their staff regarding Unconscious Bias and Diversity in the Workplace. Once staff have completed these online training modules their HR Staff Record in Resource Link is updated by HR. This does not link to PDMS.</p> <p>The aim for 2020-2022 is to work on reviewing our reporting systems within the HRODEP programme.</p> <p>Timeline: Quick wins - in the next 12 months; HR OD projects - next 24 months; New platform - next 4 years.</p>	Regular updates at HR Excellence Meetings	<p>Review how data for the HR Excellence report is collected, especially from webpage.</p> <p>Update systems where possible, in collaboration with those who provide relevant data.</p>	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 datasets for the 2018	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.	May-22	ALL	
	7.7 (b)	Carry out a longitudinal, in-depth study of CROS and PIRLS. Also see action 7.7 (a). Related to 7.6 actions	Planning Manager / Staff Developer (Research) / HR Business Partner	<p>Carry out and publish a longitudinal, in-depth study of CROS and PIRLS data in collaboration with the Planning & Analysis Team.</p> <p>08/07/2020 - DM, MP and JMB met to discuss two forms of the longitudinal study, a sample Case Study for inclusion in the 8-year HR Excellence Review and the longer term, larger report which will inform the GAP analysis for the new Concordat. Also see action 7.7 (a)</p> <p>The aim for 2020-2022 is to complete the longitudinal, in-depth study of CROS and PIRLS and review the findings alongside other relevant questionnaires and reports with a view to adopting the new Concordat and informing the progression of actions relating to the support available to RS and those who manage / support them.</p>	Regular updates at HR Excellence Meetings	<p>Carry out a longitudinal, in-depth study of CROS and PIRLS.</p> <p>Use study to inform the GAP analysis for adopting the 2019 Concordat.</p>	Study published and discussed via HR Excellence & Research Culture Group	The Planning & Analysis Team will actively support the HR Excellence Working Group to progress this action, it is achievable.	This action will be particularly relevant to the GAP analysis that will be required when the University becomes a signatory to the 2019 Concordat.	May-22	All	
	7.8 (a)	Form a new Research Culture Group to with a view to addressing interconnected issues (e.g. research integrity, open research, leadership, researcher support and development, equality, diversity and inclusion, and bullying, harassment and discrimination) and themes (e.g. workload and wellbeing, reward and recognition, visibility and trust in policies and procedures, incentives and motivation) that relate to and define the culture in which researchers operate.	Head of Research Policy, Integrity & Governance / Staff Developer (RS)	<p>20/12/2019: Idea to form a new Research Culture Group to with a view to addressing interconnected issues and themes that relate to and define the culture in which researchers operate. Research culture refers to interconnected issues (e.g. research integrity, open research, leadership, researcher support and development, equality, diversity and inclusion, and bullying, harassment and discrimination) and themes (e.g. workload and wellbeing, reward and recognition, visibility and trust in policies and procedures, incentives and motivation) that relate to and define the culture in which researchers operate. Across the sector, issues and themes that have been approached in a somewhat 'modular' fashion, and addressed by different means including different Concordats, are increasingly being seen in a more joined-up manner. A University Research Culture group has been formed to co-ordinate this work between the wider research community, professional services community and senior management. This group will report to the University's Research, Impact and Innovation Committee (RIIC), which will provide academic input into its work by receiving, discussing and approving its proposals and thus steering its work. This group will strategically co-ordinate relevant operational activities across and between existing committees (Research Integrity Committee, Central Equality, Diversity and Inclusion Group), working groups (Open Research Working Group, Responsible Metrics implementation group, HR Excellence in Research Working Group) and professional service units (RIS, OSDS, HR), to minimise any duplication of effort between them and leverage their value.</p> <p>The RIIC has agreed to the formation of this group, and for the group to aim to meet the following ambitions and actions: develop a research culture vision statement, map current activity against that vision, produce an action plan, implement the action plan, and widely publicise all of the above.</p> <p>18/08/20: Regular meeting are taking place via Teams; the remit of group has been finalised; the action plan is coming together.</p> <p>The aims for 2020-2022 are to develop a research culture vision statement, map current activity against that vision, produce an action plan, implement the action plan, and widely publicise all of the above alongside adopting the principles of the new Concordat,</p>	Regular updates at HR Excellence Meetings	<p>Form a new Research Culture Group which reaches across University working Groups and Committees to address interconnected issues and themes.</p> <p>Develop remit & action plan which takes into account, the University Strategy and the 2019 Concordat.</p>	Group forms and meets regularly.	Remit and action plan developed and published.	Engaged Reps from across the University will be involved and the group will have full support of PO, therefore this action is achievable.	St Andrews would like to ensure that a supportive research environment is provided and is committed to embedding a culture of equality and respect through fair practices.	May-22	All

Completed Actions											
Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	7.1 (i)	Continue to review HR Excellence in Research and provide submission for 8 yr. review in May 2020.	Head of Organisational and Staff Development / Staff Developer (Research)	All members of the working group provide input to the submission. Panel members agreed for institutional call. 10/07/2019 - DM: CROS & PIRLS successfully ran in May 2019 Qualitative questions in People Enabling Strategy 2019-2023 questionnaire Staff circumstances survey Independence questionnaire	Regular updates at HR Excellence Meetings	Review meetings: every 6-8 week. Monitor progress against the 2018-2020 action plan, re-formulate the plan as necessary. Use data from relevant cohort surveys (e.g. PRF /CROS/PIRLS, SS) to validate, progress and generate new actions. Consult RS via the RTSF, networking events, newsletters.	8 yr. review submission on time.	The HR Excellence Working Group meet and review actions regularly, collaborate effectively and receive high level support.	St Andrews would like to ensure that a supportive working environment continues to be provided for researchers - especially those on short term contracts. The HR Excellence process brings researchers and relevant support units together to: * Drive forward actions that are relevant to researchers * Inform CPD provisions * Inform policy * Facilitate cross-University communication	May-20	ALL
	7.5 (a)	Members of the HR Excellence Group to actively participate in the 10 year review of the Concordat to Support the Career Development of Researchers.	Staff Developer (Research)	Members of the HR Excellence Group to actively participate in the 10 year review of the Concordat to Support the Career Development of Researchers. 11/12/2018: DM actively participated in Concordat review discussions as part of Universities Scotland Research and Knowledge Exchange Committee, Research Training Sub-Committee (RDTC) on 25/06/2018. DM & MP attended the Vitae 2018 Conference (17-18 Sep 2018) where the outcomes of the 2017 review and the response of the Concordat Strategy Group was shared. DM & MP actively participated in discussions around the Concordat review and the proposed changes to the Concordat. The next phase of engagement will take the form of a sector wide consultation.	Regular updates at HR Excellence Meetings	Working group representatives to attend relevant sector-wide meetings / conferences to share best practice and participate in discussions regarding the 10 year Concordat Review.	Meetings / Conference attended Information shared	Working group representatives are active members of the ScotHERD, RDTC and Vitae and regularly contribute to meeting / conferences so this action is achievable.	St Andrews would like to ensure that they are actively involved in national, UK-wide and sector-wide discussions around the 10-year Concordat Review, with a view to improving the research environment and career prospects of researchers - especially those on short term contracts.	Jan-19	ALL
	7.5 (b)	Actively participate as an institution in the sector-wide Concordat Consultation as part of the development of an updated Concordat to Support the Career Development of Researchers	Staff Developer (Research)	Actively participate as HR Excellence Working Group representatives and as an institution, in the sector-wide Concordat Consultation as part of the development of an updated Concordat to Support the Career Development of Researchers. Gather the views of Schools and researchers with a view to submitting an Institutional response to the Concordat Consultation. The Concordat online consultation was launched on 30/10/2018. Survey deadline 07/01/2019. 11/12/2018 - DM: Much information has been gathered and circulated since the consultation launch! This meeting was spent drafting the institutional response to Concordat Consultation. A 'call for input' was circulated to the Research Staff Forum Reps prior to the Forum meeting on 15/11/2018 which served as great discussion space in which to gather their views around the proposed updates to the Concordat. Hot topics were focussed upon (e.g. proposed 20% increase in time to focus on development and independent research) and anonymous views were gathered through discussion exercises. The views of the HR Excellence Working Group, the Forum Reps (RS and Academics), the Forum Team (VP Research & Innovation, HR, RI etc) were reviewed and compiled. 26/02/2019 - DM: HMF attended the Scotland and Northern Ireland researcher developer practitioner group (ScotHERD) on 17/12/2018 and actively participated in discussions around the Concordat Consultation and the proposed updates to the Concordat. Heads of School were invited to provide their views as part of the Institutional Response to the Concordat Consultation by 09/12/2018. Head of Chemistry and Head of History replied with their views and these were added into the response. Drafts were circulated for final review by the HR Excellence Working Group and the final institutional response was submitted on 20/12/2018 following approval by VP Research & Innovation. In addition to the Institutional response, researchers were also asked to submit their individual responses. A Developing News Special edition was circulated on 22nd Nov 2018: https://mailchi.mp/st-andrews/softwarecarpentrybusinessengagementbxinfo-1606277	Regular updates at HR Excellence Meetings	Provide information to and gather the views of researchers and Schools as part of the institutional response. Ensure researchers are aware that can also respond individually Working group representatives to attend relevant sector-wide meetings / conferences to share best practice and participate in discussions.	Successfully submit a measured and informed institutional response to the Concordat Consultation. Researchers invited to also respond individually.	Working group representatives are active members of the ScotHERD, RDTC and Vitae and regularly contribute to meetings / conferences so have the correct information to relay to University stakeholders. Despite the extremely tight turnaround the working group are confident that an institutional response can be submitted before the Christmas break.	St Andrews would like to ensure that they are actively involved in the Concordat Consultation, with a view to improving the research environment and career prospects of researchers - especially those on short term contracts.	Jan-19	ALL

7.6 (a)	Gather information regarding the 2019 Researcher Development Concordat and how the new principles and responsibilities align with our University strategy and available resources.	OSDS Director / Staff Developer (Research) / HR Business Partner	<p>26/11/2019 - DM: the new Concordat to Support the Career Development of Researchers was launched in September 2019. A Briefing paper was discussed with JF, LM and VP Research & Innovation in November 2019 outlining the similarities and differences between the 2008 and the 2019 Concordat, alongside the potential benefits, risks and resource implications associated with becoming a signatory to the new Concordat.</p> <p>26/02/2020 - DM: a paper regarding the new Concordat was presented to VP Research & Innovation and Head of Strategy & Policy on 17th Feb 2020. Both were supportive of adopting the new concordat and passed the paper to the Principal who agreed that the University should adopt it. The University will sign up to the new Concordat following the submission of the HR Excellence 8 year external review. Once signed, the Working Group will have a year to carry out GAP analysis and develop a new action plan.</p>	Regular updates at HR Excellence Meetings	Gather information regarding the 2019 Researcher Development Concordat and how the new principles and responsibilities align with our University strategy and available resources. Provide VP Research & Innovation with a Briefing and discuss findings.	2008 - 2019 Concordat comparison, benefits and risks associated with 2019 Concordat presented to and discussed with VP Research and other key figures.	The Concordat provides a central framework for progressing actions associated with supporting researchers and the process of ensuring that the new Concordat aligns with University strategies, policies and processes will have full support of PO, therefore this action is achievable.	St Andrews would like to ensure that a supportive research environment is provided and is committed to embedding a culture of equality and respect through fair practices.	May-20	All
7.7 (a)	Gather information regarding the work involved in carrying out a longitudinal study of CROS and PIRLS to inform HR Excellence and the GAP analysis required for embedding the New Concordat. Related to actions 7.1 (i) and 7.6 actions	Planning Manager / Staff Developer (Research)	<p>Gather information regarding the suitability of and the work involved in carrying out a longitudinal study of CROS and PIRLS (2013 to 2019 data available) with a view to better informing the HR Excellence action plan and the GAP analysis required for embedding the New Concordat.</p> <p>26/11/2019 - DM: Initial idea discussed with HR Excellence Working Group. LM and DM to compile data for analysis. DM to contact a suitable analyst and discuss the project further.</p> <p>26/02/2020 - DM: Following initial discussions with the Planning Team, a dedicated Microsoft Team was set up in December 2019 and all CROS and PIRLS data was exported from Online Surveys for access and initial assessment by Planning Manager JMB. The HR Excellence Working Group was also converted to a Team for improved communication and 8-year report data gathering. To steer the focus of the longitudinal study, we are currently basing our analysis on our strategic themes from the 6-year HR Excellence report or themes which run through the surveys, which are split into sections: Section 1 - About your research career, Section 2 - Recognition and value' Section 3 - Recruitment and selection, Section 4 - Support and career development, Section 5 - Equality and diversity. JMB first focussed their analysis on the theme of 'Management' - how well research staff think they are managed / how equipped managers feel to manage research staff - Strategic theme 2 and tie this in with Strategic Theme 4: information and support around career paths and career planning. JMB introduced to the HR Excellence Working Group and discussed their initial findings. The Working Group decided from the data presented, that a longitudinal study would help inform the GAP analysis for the new Concordat and serve as an example of best practice for the HR Excellence 8-year Review. JMB concluded that a full analysis and report could be published during the 2020-22 HR Excellence Review period.</p>	Regular updates at HR Excellence Meetings	Gather information regarding the work involved in carrying out a longitudinal study of CROS and PIRLS to inform HR Excellence and the GAP analysis required for embedding the New Concordat.	Information and relevant data gathered for going forward with study. Study commenced	The Planning & Analysis Team will actively support the HR Excellence Working Group to progress this action, it is achievable.	This action will be particularly relevant to the GAP analysis that will be required when the University becomes a signatory to the 2019 Concordat.	May-20	