

## European Commission HR Excellence in Research Award: University of St Andrews 8-year review report

### 1. General introduction

The University of St Andrews has successfully retained the [HR Excellence in Research Award](#) through each internal and external review process since it was first received from the European Commission in 2012, reflecting the University's commitment to supporting researcher development.

### 2. Internal review process

The internal review was undertaken between October 2018 and August 2020 by the University [HR Excellence in Research Working Group](#), including Research Staff (RS) and Postgraduate Research (PGR) representatives working alongside representatives from [Organisational and Staff Development Services](#) (OSDS) and the [Centre for Educational Enhancement and Development](#) (previously one Unit known as CAPOD), [HR, Equality, Diversity & Inclusion](#) (EDI), [Careers Centre](#) and [Research & Innovation Services](#). Many [HR Excellence in Research Working Group](#) members also sit on other working groups (e.g. [Athena Swan](#), [Wellbeing & Engagement](#), Equality Compliance, [Research Integrity](#), [Research Committee](#)), and always with input from the [Research Staff Forum \(RSF\)](#), ensuring effective communication across the research space. The review process consisted of 4 principal processes:

**Review meetings**, at 6-8 week intervals, were used to monitor progress against the [2018-2020 action plan](#) and to review the plan itself, ensuring that: Actions in progress were regularly updated; Completed actions were marked as complete and/or reformulated as appropriate; Out of date actions were rewritten or removed and new actions were added as required.

**Surveying relevant cohorts** (2017 & 2019 [CROS/PIRLS](#), Longitudinal CROS & PIRLS Review (underway – a [short case study \(excerpt\) is provided](#) alongside this report), People Enabling Strategy, Healthy Working Lives, Local Induction Survey) to validate extant actions, provide evidence of progress and generate new actions.


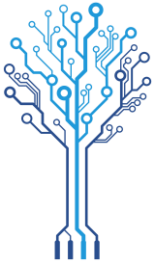
**Regular Consultation with RS** via the [RSF](#) (including RS Reps from 11 Schools, managers of RS and VP Research & Innovation), regular networking events, ‘fast focus groups’ and newsletters.

**Gaining approval and commitment from the Principal's Office**, who have endorsed the [2020-2022 Action Plan](#) ensuring its alignment with the [University Strategy 2018-2023 & People Enabling Strategy 2019-2023](#). The Action Plan includes ongoing actions from previous versions, alongside new actions (\*added from Autumn 2018) and includes provisions put in place in response to the extended period of homeworking associated with the COVID-19 pandemic). All iterations are published on our [HR Excellence webpage](#), along with a [glossary of terms](#).

### 3. Key achievements and progress since the 6 yr. internal review.

This table sets out the key achievements over the 2018-2020 review period in relation to the 7 Principles of the 2008 Concordat and in relation to the [original action plan from 2012](#).

<i>Principle 1 &amp; 2: Recruitment and Selection; Recognition and Value</i>	<i>8 year review key achievements</i>
<p><b>Focus on the recruitment &amp; induction experience</b></p> <p>The recruitment and induction process and accompanying materials / training have improved significantly since 2012. Actions relating to recruitment, selection, contract terms and conditions, equality, diversity, progression, and associated policies and guidelines are progressed via the <a href="#">RSF</a> to ensure that this talented and mobile cohort inform and affect policy and practice. HR Excellence Working Group members are directly involved.</p> <p>The last 2 years has seen St Andrews focus on finding ways to further improve:</p> <p>The online aspects of induction</p> <ol style="list-style-type: none"> <li>1. Launch new <a href="#">Manager Essentials</a>.</li> </ol> <p>Gather institutional &amp; local induction experiences of RS, with an aim to ↑ satisfaction by 10%</p> <ol style="list-style-type: none"> <li>2. Analyse CROS &amp; PIRLS data with a focus on induction.</li> <li>3. Launch RS-focussed local induction survey.</li> </ol>	<ol style="list-style-type: none"> <li>1 <a href="#">Manager Essentials</a> in place, including modules on Equality &amp; Diversity, Unconscious Bias, Recruitment, HR Policies &amp; Mental Health. <a href="#">Homepage</a> so far received 268 unique views; 2 RS, 2 academics &amp; 27 professional staff accessed the modules - also available via <a href="#">Passport to Management Excellence</a> (PME), <b>Ref 2.3 (i)</b>.</li> <li>2 2017 &amp; 2019 CROS: 77.8% &amp; 76.0% of respondents found their departmental / faculty / unit induction useful. 85.7% &amp; 80.6 % found their local, role induction useful.</li> <li>3 A face-to-face and online ‘RS Induction Experience Questionnaire’ was launched alongside a ‘New Starter Survey,’ a new longitudinal review of CROS &amp; PIRLS and new GAP analysis required for the adoption of the 2019 Concordat. <b>Ref 3.6 (f)</b></li> </ol> <p>A *new* ‘<a href="#">HR &amp; Organisational Development</a> (OD) Enhancement Programme’ (HRODEP) (2021-2025) launched. A key part of the programme aims to review and improve the new starter experience and implement ‘Quick wins’ in this area as early as possible, <b>Ref 2.3 (g), 3.6 (i, g)</b>.</p>

<p><b>Principle 3 &amp; 4: Support and Career Development</b></p>	
<p><b>Focus on the Research Staff Forum (RSF)</b></p> <p>The original focus of the <a href="#">RSF</a> was to support the University's commitment to the Concordat and has evolved over the years to become an important space for addressing researcher employability, recognition, and policy development.</p> <p><b>The last 2 years has seen St Andrews focus on</b></p> <ol style="list-style-type: none"> <li>1. A remit and membership refresh; recruiting Reps from 80% eligible Schools; increasing communications with RS and their managers.</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">RSF</a> successfully developed into open forum with 3 meeting per year; 18 RS Reps recruited from 11 Schools; new activities include special focus sessions, Q&amp;A, group exercises; new webpage, communication strategies, e-newsletter &amp; MS Teams Group (27 engaged members), <b>Ref 2.6 (e)</b>.</li> </ol>  <p>The above serve to evidence our commitment to increasing communications with, and including RS and those who manage them, in the review and development of policies, procedures, and continuing professional development (CPD) offerings which support them.</p>
<p><b>Focus on mentoring and coaching</b></p> <p><b>Since 2012, St Andrews has built a reputation as a sector leader in mentoring provision,</b> with it's flagship 'Teaching, Research and Academic Scheme' (<a href="#">TRAMS</a>), founded in partnership with the University of Dundee over 10 years ago. This successful cross-institutional scheme has evolved to now partner with Abertay University, Glasgow School of Art, the James Hutton Institute, and most recently Trinity College Dublin (School of Medicine) making this a unique 6-way international collaboration.</p> <p>OSDS also provides the mentoring aspect of <a href="#">Aurora</a>, and the <a href="#">Coaching service for all staff</a>, a St Andrews – University of Aberdeen collaboration, has supported <b>169 partnerships</b> (professional, academic &amp; RS) since launch in 2014 and continues to develop. <b>The last 2 years has seen St Andrews focus on:</b></p> <p><b>TRAMS</b></p> <ol style="list-style-type: none"> <li>1. Measuring awareness of TRAMS and reviewing feedback; ↑ participation by 20%; ↑ networking; ↑ mentoring skills provision.</li> </ol> <p><b>Aurora</b></p> <ol style="list-style-type: none"> <li>2. ↑ <a href="#">Aurora</a> participation (5 RS applications).</li> </ol> <p><b>Coaching</b></p> <ol style="list-style-type: none"> <li>3. ↑ awareness of <a href="#">Coaching service for all staff</a> amongst RS &amp; academics, recruit 5 new RS participants.</li> </ol> <p><b>Mentoring and Coaching Partnership Matching.</b></p> <ol style="list-style-type: none"> <li>4. Improving the chance of a successful match for all the schemes by ↑ the usability of the <a href="#">SUMAC matching platform</a>.</li> </ol> 	<ol style="list-style-type: none"> <li>1. CROS &amp; PIRLS 2019: 36.5% and 54.5% of respondents aware of <a href="#">TRAMS</a>, respectively, 84.6% of those who provided 2018-19 end of cycle feedback were satisfied, 88.5% would recommend; 2018-19 &amp; 2019-20 cycle = 104 &amp; 100 partnerships (<b>ave 30.5% &gt; AY 2017-18</b>); Highest ever new applications for 2020-21 cycle, 42 partnerships continuing = successful matching; <b>*New*</b> 'Getting Started', 'Networking workshops', 'Info Sessions', 'Summer catch-up'; <b>*New*</b> CPD &amp; '<a href="#">Online Briefing Session</a>' added. <ul style="list-style-type: none"> <li>• Core coordinators trained via <a href="#">Scottish Mentoring Network</a> = improved participant training &amp; overall partnership succes; <a href="#">Russell Trust Development Award</a> invested in scheme with a view to supporting e.g. participant travel; networking events.</li> <li>• James Hutton Institute &amp; Trinity College Dublin joined, serving to ↑: participation; research area diversity; mentor skillsets available; successful matches; = ↑ successful career progression, <b>Ref 3.8 (b, c)</b>.</li> </ul> </li> <li>2. 2017 Funding &amp; endorsement of <a href="#">Aurora</a> = ↑ sponsorship; 2017-18, 18-19 &amp; 19-20 cycles each supported 24 (<b>42% &gt; AY 2016-17</b>) incl. 5 RS = ↑ development and successful career progression for RS, <b>Ref 3.8 (d)</b>.</li> <li>3. Since 2017, <b>7 RS</b> have participated. ↑ <b>capacity and broaden coach skillsets, 17 new coaches</b> (8 St Andrews, 9 Aberdeen) joined an ILM Level 3 Award in Effective Coaching (2020). Once qualified, they will coach 2 h/month, <b>Ref 3.10 (a)</b></li> <li>4. <a href="#">SUMAC matching platform</a> re-written, launched 2020 with improvements to all admin &amp; user facing aspects, <b>Ref 3.8 (e)</b>.</li> </ol> <p>Mentoring is widely recognised as an important professional development opportunity, with the right partnership match serving to provide appropriate support for the mentee alongside opportunities for network building and career progression. The above successes serve to evidence our commitment to ensuring that RS and academics at all levels develop the skills and receive the support they need to acheive their ambitions whilst strengthening cross-institutional collaborations.</p>

<p><b>Focus on RS Development</b></p> <p>The <a href="#">Continuing Professional Development (CPD)</a> provided by St Andrews aims to meet the needs of RS and early career academics in both their current and future career ambitions. New provision is identified via an annual review process, workshop feedback, participant surveys, consultations with the <a href="#">RSF</a>, and in accordance with national initiatives (e.g. Research Concordats, Mental Health and Wellbeing).</p> <p>The University's ILM-recognised <a href="#">Passport to Research Futures (PRF)</a> represents a model RS development programme for the sector. Since launch (2013), 40 participants have graduated. 2017 CROS highlighted PRF as 'phenomenally good' &amp; 'invaluable', offering 'a range of resources'. 2019 CROS: 64% respondents aware of <a href="#">PRF</a>.</p> <p><b>The last 2 years has seen St Andrews focus on:</b></p> <p><b>ILM-recognised Passport to Research Futures (PRF)</b></p> <ol style="list-style-type: none"> <li>1. Reviewing &amp; developing the <a href="#">PRF</a> with aims to ↑ academic-focused activities within the PRF (by 3), and ↑ within / outwith HE activities (by 2).</li> </ol> <p><b>Public Engagement Portfolios (PEPs)</b></p> <ol style="list-style-type: none"> <li>2. Launching *new* <a href="#">PEPs</a>, a new Public Engagement (PE)-related development programme; recruit 15 participants.</li> </ol> <p><b>Employability &amp; entrepreneurship.</b></p> <ol style="list-style-type: none"> <li>3. Explore how employability &amp; entrepreneurship can be embedded.</li> </ol>	<ol style="list-style-type: none"> <li>1. Following a participant review (2018) <a href="#">PRF</a> (currently 33 participants) webpages were updated; programme restructured to include a focus on personal effectiveness and increase career planning activities; registration &amp; progress tracking moved to a *new* '<a href="#">Programmes platform</a>' in the University booking system; a *new*, online PRF participant community launched <b>Ref 3.3 (e). For AY 18-19, 53 RS &amp; 56 academics</b> undertook PRF-associated activities (<b>SIR ave. 90%</b>) serving to evidence the appropriateness of the CPD provision. <a href="#">PRF</a> also opened to professional staff who support research in line with the new <a href="#">Technician Commitment Ref 3.3 (f)</a>.</li> <li>2. <a href="#">PEPs</a> successfully launched, enabling researchers at all levels to develop the skills and knowledge to successfully participate in PE activities, <b>Ref: 3.3 (e)</b>.</li> <li>3. A *new* OSDS-Technology Transfer Centre-Careers Centre-<a href="#">Converge</a> collaboration resulted in a new series of enterprise-associated activities incl. funding competition events resulting in the <a href="#">Kickstart Challenge</a> being *won* by a senior St Andrews research fellow; 4 St Andrews applications subsequently submitted to <a href="#">Converge Challenge (incl. 2 RS semi-finalists!)</a> and 3 for the <a href="#">Creative Challenge (incl. 1 bank worker semi-finalist)</a> who are competing within a record number of submissions (157) from 18 supporting Universities! <b>Ref 4.1 (d)</b>.</li> </ol> <p>The above provide the St Andrews research community with the opportunity to upskill, progress, network build and collaborate. The PEPs aim to positively influence the effectiveness of the exchange between researchers and the public, a process which provides new perspectives, and influences research itself. A focus on RS entrepreneurship aims to contribute to a culture shift towards the University becoming more entrepreneurial.</p>
<p><b>Principle 5: Researcher Responsibilities</b></p>	
<p><b>Focus on personal development</b></p> <p>St Andrews actively supports and encourages RS and those who manage them, to be proactive in their personal development.</p> <p>2017 &amp; 2019 CROS: 85.9% &amp; 84.1% respondents felt encouraged to engage in CPD by their manager; 97.4% &amp; 95.3% agreed they take ownership of career development <b>Ref: 4.1 (c)</b>.</p> <p><b>The last 2 years has seen St Andrews focus on:</b></p> <ol style="list-style-type: none"> <li>1. Improving Head of School (HoS) provision.</li> <li>2. Increasing consultation with and experience sharing of RS managers.</li> <li>3. RS resilience and personal effectiveness.</li> <li>4. Encouraging RS who plan to manage others, to undertake relevant CPD.</li> <li>5. Developing career-themed activities for RS.</li> </ol>	<ol style="list-style-type: none"> <li>1. A *new* online HoS Zone (launched 2019) has so far received 218 unique views; a *new* 'HoS Programme' was developed, is now in its second cycle (and opened to Deputy Heads) and has received positive feedback, <b>Ref 2.3 (m, n)</b>.</li> <li>2. Pls are now included on the <a href="#">RSF</a> and in <a href="#">PRF</a> activities to share their experience as new Pls.</li> <li>3. *New* Researcher Resilience Day well received &amp; personal effectiveness added to <a href="#">PRF</a>.</li> <li>4. For AY 2018-19, 101 RS (<b>66&gt; AY 2017- 18</b>) &amp; 45 academics (10&gt; AY 2017-18) undertook <a href="#">Passport to Management Excellence</a> associated activities, <b>Ref 2.3 (m)</b>.</li> <li>5. *New* 'career planning &amp; management' &amp; 'careers outwith HE-themed' activities introduced &amp; well received, <b>Ref: 4.1 (c)</b>.</li> </ol> <p>The above serve to evidence our commitment to taking a top-down approach ensuring that RS have research leadership styles to aspire to, and feel supported whilst working towards their own ambitions, whether those be within or outwith HE.</p>

<p><b>Focus on Research Integrity</b></p> <p>St Andrews aligns with the principles laid out in the <a href="#">Concordat to Support Research Integrity</a>. <a href="#">Oversight of RI activity</a> is conducted at an institutional level, led by the Vice-Principal, Research and Innovation, and at an operational level, led by RIC, which comprises professional services staff from integrity, ethics, governance, and training/development, 5 academics from the sciences, social sciences, and arts and humanities ensuring that RI training, policies and processes align.</p> <p><b>The last 2 years has seen St Andrews focus on:</b></p> <ol style="list-style-type: none"> <li>1. Developing the RI training, policy, and guidance strategy via the Research Integrity Committee (RIC); awareness raising; webpage development.</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">7 online training</a> modules mandated for PGRs, incl. St Andrew-specific research integrity policies; The responsible and ethical conduct of research; Ethical approval and practice; Collaborative research and data management and integrity; Authorship; Peer review and publication ethic; Plagiarism and recycling of text and research outputs (the latter 6 are licensed from Dundee).</li> </ol> <p>A trial case study workshop, principally for PGRs was introduced with a view to rolling out for academics to deliver in School and tailor to their discipline; RI awareness raining via PGR and staff induction; new webpages; 2 new RI policies developed; new points of contacts in place, <b>Ref 5.1 (d)</b>.</p> <p>St Andrews is committed to supporting researchers in their responsibility to develop their understanding of good research practice and the various standards that govern research and <a href="#">Research Integrity (RI)</a>. 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 was approved in 2017.</p>
<p><b>Principle 6: Diversity and Equality</b></p> <p><b>Focus on Community building &amp; support</b></p> <p><a href="#">Since 2012</a>, Diversity and Equality considerations have become increasingly embedded in our policies and procedures. Our ambition as a world-class, international University, is to be a beacon of inclusivity across our community.</p> <p>93.4% &amp; 90% of 2017 &amp; 2019 CROS respondents and 90% &amp; 87% of 2017 &amp; 2019 PIRLS respondents agreed that St Andrews is committed to Equality, Diversity and Inclusion (EDI).</p> <p><b>The last 2 years has seen St Andrews focus on:</b></p> <ol style="list-style-type: none"> <li>1. Supporting existing community networks.</li> <li>2. Launching new issue-based staff networks.</li> </ol>	<p><b>Supporting existing community networks and launching new ones, Ref 6.11 (a)</b></p> <ol style="list-style-type: none"> <li>1. Our <a href="#">LGBTIQ+ network</a> has become a model for the sector.</li> <li>2. <b>*New*</b> issue-based staff networks launched: <ul style="list-style-type: none"> <li>• <a href="#">Staff BAME Network</a>; <a href="#">Staff Parents and Carers Network</a></li> <li>• RS-led <a href="#">Early Career Women Network (ECWN)</a>, events incl. wellbeing; 'Institutional Policy Q&amp;A with HR,' 'Celebrating the History of St Andrews Feminism,' 'Demystifying REF'</li> <li>• Academic-led <a href="#">Women In Science at St Andrews</a> (WISSA): e-newsletter; events incl. wellbeing; 'Academic promotions,' 'Dual delivery teaching,' 'Managing a team'</li> <li>• Senior Women in St Andrews (SWiStA) supports grade 9+ staff</li> </ul> </li> </ol> <p>The networks (with 60 to &gt;200 members each) provided regular face-to-face meetups prior to COVID-19. Many then moved online where they continue to contribute to a culture shift that will ensure people are supported; issues are addressed; viewpoints inform and affect policy and practice.</p>
<p><b>Focus on Diversity &amp; Equality Awards</b></p> <p>EDI is central to both the <b>*new*</b> <a href="#">University Strategy (2018-2023)</a> &amp; the <b>*new*</b> <a href="#">People Enabling Strategy (2019-2023)</a>, <b>Ref 6.10 (f)</b>.</p> <p>With our <b>*new*</b> Assistant Vice Principal Diversity and an expanded EDI team in place, <b>the last 2 years has seen St Andrews focus on:</b></p> <p><b>Supporting actions arising from the..</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">LGBT Charter</a>,</li> <li>2. Athena Swan (<a href="#">ASWAN</a>),</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">LGBT Charter</a> successfully renewed, <b>Ref 6.10 (f)</b>.</li> <li>2. <a href="#">Institutional ASWAN</a> Bronze successfully retained. 17 out of 19 Academic Schools now hold either Bronze or Silver <b>Ref 6.10 (b)</b>.</li> <li>3. <a href="#">Stonewall Diversity Champion</a> – successfully renewed; Staff Workplace Equality Staff Survey 2017 &amp; 18 completed to ensure workplace is fair in relation to staff gender ID &amp; sexual orientation. HR &amp; student services received Stonewall LGBTIQ+ specialised training to help them better support their cohorts, <b>Ref 6.1 (d)</b>.</li> <li>4. Achieved <a href="#">Carer Positive Employer Award</a> - renewed at highest, 'Exemplary' level; Our <a href="#">COVID-19 guidance for staff</a> was regarded as best practice for carers;</li> </ol>

<ol style="list-style-type: none"> <li>3. And the <a href="#">Stonewall Diversity Champion</a> process..... to help the University develop a develop a strong culture of equality, diversity &amp; inclusion (EDI)</li> <li>4. Supporting carers.</li> <li>5. Developing policies.</li> </ol>	<p><a href="#">Caring fund</a> launched to assist staff with caring responsibilities to attend CPD opportunities, <b>Ref 6.12 (a)</b>.</p> <ol style="list-style-type: none"> <li>5. New Dignity and Respect at Work Policy, <b>Ref 6.9 (a)</b>.  <b>1<sup>st</sup> University</b> to sign up to the Business in the Community Race at Work Charter and <b>1<sup>st</sup> University</b> to become signatory of the <a href="#">Business in the Community Race at Work Charter</a> (2019) <b>Ref 6.15 (a)</b>.</li> </ol>
<p><b>Focus on Wellbeing and Mental Health</b></p> <p><a href="#">Since 2012</a>, St Andrews has become a sector leader in wellbeing provision. We aim to support a healthy workforce by encouraging healthy lifestyle choices and providing the opportunities to participate in a wide range of activities. In return, a healthier, less stressed workforce produces quality work, reduces sick leave, and enhances the University's reputation as an excellent employer. St Andrews also believes that researchers at all levels deserve to work in an institution that supports their mental wellbeing, which is key to their experience as an employee, their job satisfaction, and their ability to lead and support others.</p> <p><b>The last 2 years has seen St Andrews focus on:</b></p> <ol style="list-style-type: none"> <li>1. Obtaining the NHS Scotland <a href="#">Healthy Working Lives (HWL) Gold Award</a>.</li> <li>2. ↑ researcher engagement with wellbeing activities by 20%; ↑ wellbeing events for RS (by 2).</li> <li>3. Mental health provision.</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">HWL Gold Award</a> attained 2018 in recognition of the University's good practice for our health &amp; wellbeing provision, <b>Ref 6.4 (e)</b>.</li> <li>2. For AY 18-19, 34 RS ( ↑ 5 from AY 2017-18) &amp; 108 academics ( ↑ 69 from AY 2017-18) undertook <a href="#">Passport to Health &amp; Wellbeing Excellence</a> - associated activities (mental, physical nutritional &amp; workplace wellbeing) (SIR ave. 91%), <b>Ref 5.5 (c)</b>.</li> <li>3. 2017/2019 CROS &amp; PIRLS: 76.5% &amp; 69.5% and 84.7% &amp; 65.8% respondents agreed that St Andrews promotes better mental health &amp; wellbeing at work, <b>Ref 2.3 (l), 5.5 (d)</b>.</li> <li>4. Aim: ↑ wellbeing events for RS (by 2) - achieved; recruit 2 or more new members of the Wellbeing &amp; Engagement Group - ongoing.</li> <li>5. HR Excellence Reps participated in Mental Health Policy Forum, ran a Resilience Day (SIR 81%), re-structured PRF to focus on personal effectiveness (incl. resilience) &amp; ↑ signposting of wellbeing activities.  <b>*New*</b> Mental Health Strategy developed and an associated Health Task Force formed during the review period, with a view to implementing the strategy <b>Ref 5.5 (d, e, f)</b>.</li> </ol>
<p><b>Principle 7: Implementation and Review</b></p>	
<p>There has been genuine progress in the university's commitment to support RS <a href="#">Since 2012</a>, driven by actions relating to the Concordat to Support Researchers.</p> <p><b>The last 2 years has seen St Andrews focus on:</b></p> <ol style="list-style-type: none"> <li>1. Review governance, data collection and reporting.</li> <li>2. CROS / PIRLS participation and longitudinal analysis.</li> <li>3. Concordat review and consultation process.</li> <li>4. Forming and developing the remit of a <b>*new*</b> Research Culture Group.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>*New*</b> '<a href="#">People Enabling Strategy</a>' developed through consultation with all staff, <b>Ref 2.1 (d)</b>; <b>*New*</b> HRODEP (2021-2025) planned, with a view to streamlining processes, <b>Ref 2.3 (g), 3.6 (i, g)</b>.</li> <li>2. The University took part in the <a href="#">CROS/PIRLS</a> surveys in 2019, which led to HR Excellence actions; and began a longitudinal study of these surveys to analyse changes over time with a view to identifying areas of good practice and new actions <b>Ref 7.7 (b)</b>.</li> <li>3. University &amp; HR Excellence Reps, the <a href="#">RSF</a> and researchers across the institution actively engaged with the <b>Concordat</b> review and consultation process <b>Ref 7.5 (a &amp; b)</b>.</li> <li>4. A <b>*New*</b> Research Culture Group (chaired by VP Research &amp; Innovation) was formed with a view to joining up existing activities related to research culture (collegiality, equality and inclusion, collaboration and interdisciplinarity, career development and work-life balance, integrity, openness, transparency and fairness) to co-ordinate and co-develop cultural change between the University's research community, professional services community and senior management, <b>Ref 7.8 (a)</b>.</li> </ol>

#### 4. Strategy for the next 4 years

This table sets out 12 key areas we wish to progress over the next 4 years as we begin to align with the 2019 Concordat. Please note, this list is not exclusive.

<b>Key aims and actions</b>	<b>Description and Key Performance Indicators (KPIs).</b>
<p><b>Focus on transitioning to align with the 2019 Concordat</b></p> <p>Our main aim for the next review period will be to become a signatory to, and begin work to align with the 2019 Concordat, a substantial piece of work which encompasses all the key areas mentioned below.</p> <ol style="list-style-type: none"> <li>1. Fulfil the responsibilities of a new signatory to the 2019 Concordat.</li> <li>2. Take a lens view on research environment and culture.</li> </ol> <p><b>Focus on the <a href="#">RSF</a> and staff networks</b></p> <ol style="list-style-type: none"> <li>3. Increase awareness of and engage with the RSF and wider research community to embed the principles of the 2019 Concordat.</li> <li>4. Continue to support established staff networks.</li> </ol> <p><b>Focus on Induction</b></p> <p>St Andrews intends to continue developing an inclusive culture of recruiting and retaining researchers with the highest potential to achieve research excellence. Actions relating to this endeavour will continue to be progressed via the <a href="#">RSF</a>.</p> <ol style="list-style-type: none"> <li>5. Improving the induction experience from institutional to local level; e.g. ↑ satisfaction 10%. ↑ 20%, Essential learning for new staff webpage views</li> <li>6. Work towards a role-based curriculum with a view to better aligning the responsibilities of a role with the skills and training required to best support the individual fulfilling a particular role.</li> <li>7. Develop induction and management-related signposting and resources for RS managers to help them better support their research team.</li> </ol>	<ol style="list-style-type: none"> <li>1. St Andrews became a signatory of the updated Concordat in 2020: we now plan to undertake Gap analysis to compare our <a href="#">University Strategy (2018-2023)</a> and <b>*new*</b> '<a href="#">People Enabling Strategy</a>', policies and practice against the Concordat; draft and publish an action plan; participate in CEDARS 2021 and draw on other surveys (e.g Staff Survey, Longitudinal CROS PIRLS analysis; People Strategy data and other internal surveys) to gather the views of researchers at all levels, to inform future actions; produce an annual report explaining our objectives, success measures, implementation plan and progress, <b>Ref 2.1 (d), Ref 7.6 (b), 7.8 (a, b).</b></li> <li>2. A <b>*new*</b> Research Culture Group, formed during the last review period (chaired by VP Research &amp; Innovation), is joining up existing activities related to research culture (collegiality, equality and inclusion, collaboration and interdisciplinarity, career development and work-life balance, integrity, openness, transparency and fairness) to coordinate and co-develop cultural change between the University's research community, professional services community and senior management: mapping and celebrating what we have already achieved, and prioritising the actions we still need to take, <b>Ref 7.8 (a).</b></li> <li>3. <b>2017 &amp; 2019 CROS: 46.2% &amp; 41.7%</b> respondents aware of RSF; <b>2019 CROS: only 36.5%</b> aware who School Rep/s were; <b>2019 PIRLS: 37%</b> respondents aware of RSF, only <b>22%</b> aware who their School Rep/s were. With a view to effectively engaging the RSF and wider research community in embedding the 2019 Concordat we aim to ↑ awareness of RSF, ↑ use of RSF sub-working groups and networking-type events to focus on specific issues. <b>Success</b> can be measured via internal surveys, CEDARS, webpage data; event attendance / evaluation, <b>Ref 4.4 (c).</b></li> <li>4. With a view to gathering the views of researchers at all levels in our aim to align with the 2019 Concordat, and to ensure that networks remain supported and maintain momentum, we intend to ↑ opportunities for networks to inform policy &amp; organisational change, <b>Ref 6.11 (a).</b></li> <li>5. A key aim of the <b>*new*</b> '<a href="#">HR &amp; Organisational Development</a> (OD) Enhancement Programme' (HRODEP) (<b>2021-2025</b>) is to review and improve the new starter experience and implement 'Quick wins' in this area as early as possible. The project is linked to <a href="#">University Strategy (2018-2023)</a> and can draw baseline satisfaction data primarily from a New Starter Survey; The People Strategy Survey, Longitudinal CROS &amp; PIRLS analysis; The Induction experience questionnaire for RS. ↑ overall satisfaction by 10% can be measured via the New Starter Survey; Staff Survey; The induction experience questionnaire for RS; CEDARS; webpage data; event attendance / evaluations (Min. 85% participant satisfaction); ↑ the use of the <b>*new*</b> 'Essential learning for new staff' webpages by 20% can be measured via webpage data and the surveys mentioned above, <b>Ref 3.6 (f, g, h, i), 7.7 (b).</b></li> <li>6. Another key aim (long term) of the <b>*new*</b> HRODEP is to improve processes across HR/OD in relation to a 'New cloud-based HR/OD platform' to integrate training management / records, induction, performance review <b>Ref 3.6 (g).</b> <b>Success</b> can be measured once the platform is in place (2024) via the means mentioned above.</li> <li>7. Consultations with RS and RS managers have highlighted a gap in the provision of materials and signposting that would help them induct a new member of RS to their team. Part of the induction review will see new webpages developed and useful resources (covering e.g CPD, Mentoring, RS communities) that will enable managers to better support RS during induction and beyond <b>Ref 2.3 (g).</b> <b>Success</b> can be measured via the surveys mentioned above and via webpage data.</li> </ol>

### **Focus on Mentoring**

The COVID-19 pandemic has highlighted the importance of mentoring as researchers increasingly turned to TRAMS seeking advice and guidance during an particularly difficult time to both progress research and career ambitions.

8. Review TRAMS provision and further develop with a view to adding value for participants

### **Focus on PI, RS & PGR Development**

9. [RS & PGR managers](#) - leadership and management support and resources;  
[RS](#) - raise profile of PRF;  
[PGRs](#) - continue to develop provision for PGRs.

10. Engage with the **\*new\*** Enterprise support model project which aims to streamline training provision and opportunities in entrepreneurship.

### **Focus on Wellbeing & Mental Health**

Following the COVID-19 pandemic, a focus on wellbeing and mental health must be central to researcher recovery and to the research environment and culture moving forward.

11. Support actions relating to wellbeing and mental health initiatives.

### **Focus on Equality, Diversity & Inclusion (EDI)**

12. Continue to support actions arising from EDI initiatives and encourage best practice sharing across the research space; renew all charters; aim for all Schools to hold ASWAN.

8. We intend to review TRAMS feedback, training, CPD and partnerships; investigate gaining accreditation for TRAMS by **May 2022**, with a view to attaining the highest standards available for mentoring practitioners, and provide participants with reassurance regarding how the scheme maintains professional standards, **Ref 3.8 (g, h, i, k)**.
9. Explore adapting the HoS 'zone' idea for use by other leadership. The aim is twofold, to signpost managers of RS to the training (inc. review and development of leadership and management provision) and 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; 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, **Ref 2.3 (g, l, m), 4.1 (c), 4.6 (b)**; The GRADSkills programme of training for research students has moved from CAPOD and is undergoing development, with support provided by the Careers Centre and marketing provided by St Leonard's Postgraduate college, with a view to creating to create a more unified postgraduate experience – we intend to continue to develop streams of support for PGRs and those who supervise them, **Ref 3.3 (i, j, l)**. Baseline assessments of training needs and **success** can be measured via regular surveying of the relevant cohort (e.g. Staff Survey, CEDARS, PGRS surveys) and event attendance / evaluations.
10. Led by the Quaestor, the **\*new\*** Enterprise Support Model falls into the 'Entrepreneurial' section of the new [University Strategy \(2018-2023\)](#) 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, **Ref 4.1 (d, e)**. **Success** can be measured via programme development progression, initiative launch; publication of support, process, guidance & signposting; webpages data; event attendance / evaluations
11. With a view to ensuring that St Andrews continues to encourage and support its community (especially through the pandemic) and remains a sector leader in wellbeing provision, continue to support wellbeing initiatives including the placement of Wellbeing Officers in Schools / Units. A **\*new\*** Mental Health Strategy was developed during the last review period, and an associated Task Force was formed – support strategy-associated actions and support the Task Force in the development and implementation of a Tiered mental health training programme, **Ref 5.5 (c, d, e, f)**. **Success** can be measured via programme and event attendance / evaluations in addition to internal and external surveys.
12. The University's commitment to EDI is reflected in the '[Diverse St Andrews](#)' section of the [University Strategy \(2018-2023\)](#). For transparency, the Equality Report will provide data on gender and ethnicity pay gaps, and for protected characteristics by grade. The Equality Outcomes Action Plan will list actions across the University from May 2021 to April 2025. Intend to focus on e.g., embedding the new Disability policy and associated training; Advance HE Diversifying Leadership; developing training around pronouns, gendered language and microaggressions **Ref 6.13 (a, b, c), Ref 6.15 (b), Ref 6.14 (a)**. 17 out of 19 Schools currently hold ASWAN, aim for **all** Schools to hold the award, **Ref 6.10 (f)**. Baseline assessments of attitudes towards EDI support can be measured via EDI surveys; Longitudinal CROS PIRLS analysis; People Strategy data; HWL survey data; CEDARS. **Success** can be measured via event attendance / evaluations in addition to the surveys and datasets mentioned above.