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

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".

Key:
Green - Completed

Completed Actions

Progress	Ref	Action	Who's leading	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
	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 and Teaching 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 approved.	On agenda of Research and Teaching 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

	Ref	Action	Responsibility	Date	Progress	Success measure	Review date
	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.	Head of Organisational and Staff Development (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	Head of Organisational and Staff Development / 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

HR Excellence in Research - Action Plan
B. Recognition and Value

PRINCIPLE 2:	*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.*	**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 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."*	**Key:** **Green - Completed** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW (A/Y 2018-19)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

Live action

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	2.3 (m)	Raise profile of Passport to Research Futures and other appropriate development opportunities within the Research Staff and Early Career Academic Communities.	Staff Developer (Research)	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.	Regular updates at HR Excellence meetings	**Increase advertising of PRF, PME & wellbeing activities etc to RS.** **Collect profiles of PRF participants to help encourage new participants to join**	**RS participant profiles for PME & PRF collated and published.** **Attendance statistics.** **CROS / PIRLS SS**	**Aiming to raise the profile of PRF and other opportunities in the long term is achievable.**	**Relevant to CRS employability and wellbeing.**	**May-20**	2 & 4
New	2.3 (n)	Develop, 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 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.(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 signup 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.	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 1st 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

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.	Head of Organisational and Staff Development	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 Strategy**, 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 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 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.	Dec-19	1
	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 (Academic)/Staff Developer (Research Staff)	New starters are signposted to various resources to support the commencement of their role at the appropriate time prior to and after appointment. This may be done proactively by triggering pre-written emails at certain points during the induction period, so that new researchers are not overloaded during the first week, but get the right information and resources at the right time. **18/07/2017:** New academic starts are contacted to welcome them to the University and provide information regarding relevant toolkits and ASDP. Contact details for new starts provided periodically by HR. **24/10/2017:** for research staff, 3 new e-mails have been created in Mailchimp: 1) Welcome to St Andrews - new Contract Researchers, 2) Reminder for Research Staff - engage with OSDS (formerly CAPOD) during your time at St Andrews, 3) 'reminder for line managers - what 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. **10/07/2019 - DM:** 10% increase in PIRLS engagement achieved: PIILS 2019 received a response rate of 36% (>13% from 2017). Results will be analysed once benchmarking heads been organised by Vitae. CROS received a response rate of 26%.	Regular updates at HR Excellence Meetings	Measure baseline of Induction event attendance (New Staff Essentials and Induction Day for all new staff) from Sept 2018 then look for changes over the next AY. Minimum 85% participant satisfaction as recorded on evaluation forms. 10% improvement in CROS/PIRLS	Attendance SS Improvement in CROS/PIRLS Evaluation report statistics.	This is part of a longer-term and University-wide project that has high-level support. 85% satisfaction is in line with our overall average for all events.	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-20	1

	Action	Responsibility	Progress	Reporting					Date	
2.3 (g)	Develop a simple and clear 'Induction Toolkit' for PIs and Research Leaders to ensure that they are guided through the process of inducting new researchers. *Part of a longer term University-wide review of induction: 3.6 (g)	Staff Developer (Academic)/Staff Developer (Research Staff)	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. **18/07/2017:** the CROS 2017 survey results highlighted areas for improvement in the induction process at the institutional, departmental and local level for research staff. **24/10/2017:** HR Excellence workgroup members invited to further discuss the local induction process in detail at a meeting on 30/11/2017. **11/12/2017:** actions arising from the above meeting discussed along with a selection questions which will form the basis of a local induction survey designed to inform the group in more detail, about the School level induction experience for research staff. Induction as a whole, will be reviewed in 2018 and the local induction project will form part of the review process which will inform the development of an 'Induction toolkit'. There is an appetite in the University to create School Manager positions - these posts could be a good avenue for training and developing good induction practices **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.	Initial discussion Nov 2017 then at each working group meeting up to June 18	**This action has now been subsumed into a University-wide review of induction, which is seen as a significant institutional project, and will be subject to a submission to the University's Business Transformation Board (BTB), to acquire the necessary resources. In the meantime, work will still continue within the HR Excellence working group to gather information and to undertake groundwork that will inform this aspect of the institutional project.**	**More effective induction for new staff measured via CROS** **Greater consistency on approaches to induction across research groups and schools**	**This is part of a longer-term and University-wide project that has high-level support.**		**May-21**	**1 and 2**
2.3 (i)	Roll out, review and develop new online management resources for all <u>new</u> managers.	Head of Organisational and Staff Development	**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 Bia' 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. **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.	Regular updates at HR Excellence Meetings	**60% uptake of resource Measure from launch then a year from launch.**	**Webpage data collection SS**	**As we are starting to measure metrics from launch then a year later we can see how many new managers have completed the courses. Given that this will be a new programme which will require new protocols to ensure that the requirement is communicated, and completion monitored and followed up, 100% would be unrealistic. 60% 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) and Wellbeing**

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 (n)**	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 1st 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 (l)	Further develop and launch a developmental programme for research supervisors	Staff Developer (Academic)	The following workshops/sessions have been in place since 2015 and are regularly run as part of the Academic Staff Development Programme (ASDP) - 'Managing people in research teams', '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', **18/07/2017:** regarding online recourses, the 'Supervising Doctoral Studies' Epigeum token trial has started - 100 tokens were purchased by 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. **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. **24/10/2017:** The Academic Staff Developer has arranged an extension for the use of our remaining Epigeum tokens until the end of 2017. Token use is being advertised and uptake has improved. We have 75 tokens left - these will be advertised to Research Staff and Academics. **23/10/2017:** 'Supervisor update sessions" last ran in 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. **11/12/2017:** Epigeum token use will be opened up to Research Fellows who may also find this resource helpful to their CPD.	Regular updates at HR Excellence Meetings	**CAPOD will collaborate with the proctor's Office to conduct a strategic review of ASDP, including all provision for research supervisors.** **A case study approach will be taken.**	**Terms of reference for the review will be drafted and agreed. The review will then be conducted over the 2018-19 AY, with the results being submitted to the Proctor's Office for approval by end 2018-19 AY, from implementation during the 2019-20 AY.** **20+ research supervisors engaging with ASDP.**	**The expertise and high-level support are in place for this long-term, University-wide project.**	**Research 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.**	**May-20**	**2**

| 2.6 (e) | Increase research staff communications and networking. | Staff Developer (Research Staff) | 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 CAPOD)-associated Careers Advisor, a Public Engagement Officer and two Research Staff Developers.
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. 11/12/2017: Excellent attendance and reviews for the event held on 02/11/12: attendance of 21! Events will continue to develop.
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.
11/12/2017: 66 members. Verbal feedback at events has highlighted need for an alternative forum.
19/03/18: 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 OSDS (formerly CAPOD) summer intern.
26/02/2019 - DM: ECAN going well with small, diverse groups meeting. SG: networks are up and running at School level. Find out if these need any support. 2018 CRS survey concluded online forum was not required. Instead, clearer webpages were developed and work is ongoing to increase usability of PDMS. 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. | Regular updates at HR Excellence meetings | Increase opportunities to 1 event per month with an average attendance of 10.

Minimum 85% participant satisfaction as recorded on evaluation forms. | Number of events and bookings in booking system, and attendance statistics.

Evaluation report statistics. | 1 event per month is definitely achievable as these are short events informed by CRS.

Average attendance currently varies but 10 is seen as a realistic target.

85% satisfaction is in line with our overall average for all events. | Events relevant to CRS development and community building. | Dec-19 | New theme - Community & engagement |

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*	**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 2018-2023	*OUR RESEARCH - "We will continue to prize individual research and scholarship but recognize that as a small university in a very competitive world we must be prepared to concentrate efforts and provide suitable frameworks for individual researchers through Centres and Institutes."*	**Key:** Green - Completed Orange - Ongoing - taken forward from previous review cycles White - NEW (A/Y 2018-19) S - specific M - measurable A - achievable R - relevant T - time-bound

Ongoing 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 Staff)	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'.	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.	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	Sep-19	4
	3.3 (d)	Increase the number of within / outwith HE transition - focused activities for research staff	Staff Developer (Research Staff)	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'	Regular updates at meeting	2 new activities (minimum)				Sep-19	4
	3.6 (f)	Review local induction with research staff. Aim to identify good and substandard practice.	Staff Developer (Research Staff) & RS Rep from Physics and Astronomy	**25/05/2015** Local induction report circulated but no comments yet. JF to try to obtain and circulate Vitae case study. **21/09/2015** Results from CROS survey '13 & '15 have shown a clear improvement in 'local induction'. **01/04/2016:** Local induction toolkit to be developed. Academic Staff Developer to lead with input from Post-doc rep and Research Staff Developer. **17/07/2017:** Discussions around previous project highlighted need for this action to be revitalised. **24/10/2017:** the 2017 CROS results showed that 43.8% 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. **11/12/2017:** draft questionnaire and outcomes from the discussion on 28/11/2017 to be presented and discussed further. **19/03/2018:** an anonymous online / interview-style survey aimed at new starters whose contract start date fell between 01/12/16 and 01/12/2017 has been created and approved by the HR Excellence group. The results of this survey will form an important part of a University-wide induction review with a view to increasing satisfaction with local induction by 10%. **The aim for 2018-19** is to conduct and analyse results from local induction survey with a view to identifying good and sub-standard practice and work towards increasing satisfaction by 10%. **10/07/2019 -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.	17/07/2017 then regular updates at HR Excellence meetings	Create a report from a local induction survey filled in by new starters whose contract start date fell between 01/12/16 and 01/12/2017. Aim: identify good and sub-standard practice.	Long term goal: Increase local induction satisfaction by 10% (minimum) SS CROS	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.	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	Dec-19	1

	3.6 (g)	Review institutional induction at all levels over the next 4 years	Head of Organisational and Staff Development/ Staff Developers	To implement a systematic review of all induction across the institution. Ensure 'researchers' and contract research staff have appropriate induction at local and institutional level and to review the support given for signposting researchers to career planning and professional development as part of that 'induction process'.	Initial review 01/06/2017 and then every 6 months	**Submit Project proposal to the University Business Transformation Board (BTB) to seek project approval and resources to take this review forward.** **Identify good and sub-standard induction practice; develop seamless and consistent process which can be implemented University-wide.** **Purpose - improve the induction experience of new staff and in the long term to improve staff retention, satisfaction and performance.**	**Submission of Project Proposal to BTB.** **Long term goal: Achieve 85% satisfaction with institutional induction process.** **Measured through: SS CROS PIRLS Evaluation report statistics.**	**This longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable.** **85% satisfaction is in line with our overall average for all events.**	**Induction is acknowledged as a key component 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**	**Submission to BTB by December 2018** **Assuming project approved, initial project outcomes implemented by 01/05/2022**	1
	3.7 (d)	Developing coaching culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017).	Staff Developer (Academic Staff)	**18/07/2017:** coaching - a collaboration between St Andrews and Aberdeen, the coaching programme 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 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. **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 this cohort and increasing the uptake by researchers by 5 new coachees.	Initial review 01/06/2017 and then every 6 months	**Advertise the benefits of the coaching scheme to research staff.** **Recruit 5 new RS participants to staff coaching scheme.**	**Number of research staff in Scheme database.** **SS**	**Research staff are more engaged with the mentoring scheme than the coaching scheme. However, advertising can take place during induction, PRF and mentoring events. It may be difficult to recruit 5 new participants in the short term but as awareness increases, hopefully more Research staff will benefit from the coaching process.**	**The coaching process would benefit those CRS who are at a crossroads in their career and help them make better career choices which suit their personal circumstances.**	**May-20**	3

	Ref	Action	Responsibility	Progress/Notes	Review					Date	
	3.7 (e)	Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017).	Staff Developer (Academic)/Staff Developer (Research Staff)	Developing a mentoring culture to support professional and career development for researchers, such as more sophisticated matching in existing schemes to address specific career development issues, new issue-based networks and integration with induction processes. **18/07/2017 - DM:** the 2017-18 cycle of the Teaching, Research and Academic Mentoring Scheme (TRAM) (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. **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. The new Elizabeth Garrett Mentoring programme was launched in Oct 2017. Established by the Principal in collaboration with , this supports women in senior academia roles within the University, who are in or aspire to fulfil academic leadership roles. **11/12/2017 - DM: TRAM: 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.** 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 and increase participation by 20%. **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. **The aim for 2018-2020 will be to encourage RS to apply to the Aurora programme.** **26/02/2019.** Total of 72 been supported through. Cohort this year is 23. *SB to provide cohort numbers.	Initial review 01/06/2017 and then every 6 months	**Develop compulsory mentoring Briefing Sessions to better help mentees focus on their mentoring partnership goals (to improve matching and partnership success).** **Increase networking and development opportunities throughout the mentoring cycle.** **Minimum 85% participant satisfaction as recorded on evaluation forms.**	**TRAM:** **Increase briefing sessions from 2 to 4** **1 new networking event,** **2 new mentoring skills events.** **Increase participation by 20%.** **Evaluation report statistics.** **Aurora:** **5 research staff applications over the course of the review period.** **Numbers in relevant database.**	**TRAM continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme.** **85% satisfaction is in line with our overall average for all events.** **Aurora:** **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.** **Reviewing the longer term impact of the scheme will help better inform future developments.**	**May-20**	
	3.7 (e)	Evaluate impact of mentoring on researcher career development.	Head of Organisational and Staff Development / Staff Developer (Research Staff)	**Long term goal:** Conduct a second longitudinal study of participants in the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics' Mentoring Scheme) to add to the existing evidence for positive outcomes from mentoring partnerships and a measurable positive impact on career development. Short term goal - 24/10/2017: for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career 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. 10/07/2019 - JF: challenges difficult to find people. Questionnaire exists to be sent our to all mentees.	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.**	**Bearing in mind that this is a long term, cross-institutional study, we believe that reaching the point of survey return by May 2020 is reasonable.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.** **Reviewing the longer term impact of the scheme will help better inform future developments.**	**May-20**	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	**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. **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. 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? **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.	Regular updates at HR Excellence Meetings	**Increase uptake by 10% year on year and to increase the positive attitudes towards the process.**	**Monitor uptake and attitudes as reported in the SS and CROS** **Aim of 10% increase in engagement can be measured between each iteration of the surveys.** **Qualitative feedback on implementation across different cohorts and Academic Schools.**	**The aim of increasing uptake by 10% is in line with related actions such as Induction.**	**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-20**	2 and 4

HR Excellence in Research - Action Plan

C. Support and Career Development

PRINCIPLE 4:	*The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career*	**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 (A/Y 2018-19)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref		Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	4.6 (b)	CPD for Academics - improve skills and confidence of PIs in managing people	Staff Developer (Academic) / Staff Developer (Research)	**24/10/2017 DM:** 2017 PIRLS: 90% of respondents agreed they had access to CPD; 56.6% undertook 1-5 CPD days in the last 12 months. For AY 16-17, 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. **26.02.19 - DM:** PIRLS analysis to be transferred from HR to CAPOD.	Regular updates at HR Excellence Meetings	Strategic review of ASDP. 3 new pilot activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.	Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of 3 new pilot activities is achievable following the ideas generated by the 2018 review of the ASDP programme. 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.	Dec-20	2
New	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)	**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.**	Dec-19	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.	CROS / PIRLS	With the support of VP Research, CROS and PIRLS will run in 2019, therefore this action is achievable.	Highly relevant to reviewing and developing the support RS receive and the support RS managers / research leaders receive.	May-20	2 & 4

Progress	Ref		Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	4.1 (c)	Improve the information and support around career paths and career planning and enhance the employability and entrepreneurial skills of researchers across all cohorts.	Staff Developer (Research Staff) / Careers Advisor	Employability and entrepreneurial skills - 1/4/16: Improve the information and support around career paths and career planning and enhance the employability and entrepreneurial skills of researchers across all cohorts. 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. 18/07/2017: The 'Entrepreneurship and Enterprise' stream within the PRF programme was reviewed and developed for AY 2017-18 resulting in 6 new or restructured workshops being offered. 24/10/2017: the new stream of workshops will be trialled in November. 11/12/2017: workshop uptake was low, despite thorough advertising and links to Converge Challenge. CPD strategies around the subject of enterprise and innovation will be discussed at future meetings. 19/03/2018: Although workshop uptake was low, a greater awareness around and integrated teaching of enterprise 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. The aim for the 2018-2020 is to investigate how employability and entrepreneurship can be institutionally embedded e.g. via activities such as a mentoring programme & engagement with local business networks: the plan is to form a working group (to include Careers Service, Impact Team, Knowledge Transfer and other interested parties) and meet with other Universities. 10/07/2019 - DM: Major changes within the Knowledge transfer team have lead to a significant decrease in training offerings within the Passport to Research Futures (7 opportunities were 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.	Regular updates at HR Excellence Meetings	Form a working group and review the career-focussed activities and entrepreneurship activities in PRF. 2 new pilot activities (minimum). 85% participant satisfaction as recorded on evaluation forms.	Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of existing activities and creation of 2 new activities relating to careers and entrepreneurship are achievable through collaboration with the Careers Centre and the Knowledge Transfer Team. 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.	Dec-20	2 and 4
	4.4 (b)	Monitor if RS associations are being established in Schools.	Head of Organisational and Staff Development / Staff Developer (Research Staff)	Research Fellow Reps met in 2016 but then nothing followed. 24/10/2017: The RS community is growing through an online initiative and face-to-face networking events: The St Andrews RS community is a closed Facebook group (launched in June 2017) which aims to bring together RS from across the University to build a stronger community via networking and socialising. The FB page allows RS from across the University to connect, share their research, view internal and external events of interest (and link straight to the booking system / website), organise and advertise social, professional development and academic activities. There are 61 members so far. RS Pizza events (Post-doc pizza), run by Research Staff Developers DM and 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 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) 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 and Teaching Staff Forum potentially splitting: See new action ()	Regular updates at HR Excellence Meetings	Review the function of the RTSF. Launch of a University-wide Research Staff Association OR... a functioning and engaged network of research staff representatives actively involved in the RTSF.	Review of the RTSF function completed. Functioning group formed, led by representatives who regularly communicate with colleagues about RTSF, CPD and facilitate networking on a local or University-wide level.	Through a review of the RTSF, the formation of new staff networks, Early Career Academic Networking sessions and the Facebook Page, a research staff community is building. We therefore believe that a functioning group will form and be well supported by the University.	Research Staff Associations or similar groupings provide the following to CRS: * peer support * collective voice * representation * sense of community * route for feedback to the University * good source of information.	Dec-19	3 and 4
	4.6 (b)	CPD for Academics - improve skills and confidence of PIs in managing people	Staff Developer (Academic Staff)	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. 26.02.19 - DM: PIRLS analysis to be transferred from HR to CAPOD . 10/07/2019 - DM: CROS and PIRLS ran in May 2019, with a response rate of 27% (> 4% from 2017) and 36% (>13% from 2017), respectively - discuss anonymised responses	Regular updates at HR Excellence Meetings	Strategic review of ASDP. 3 new pilot activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.	Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of 3 new pilot activities is achievable following the ideas generated by the 2018 review of the ASDP programme. 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.	Dec-20	2

HR Excellence in Research - Action Plan
D. Researchers' Responsibilities

PRINCIPLE 5:	*Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life long learning*	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".*	Key: **Green - Completed** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW (A/Y 2018-19)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T
New	5.5 (f)	Design and run a Resilience Day for researchers (part of our focus on mental health)	Staff Developer (Research) Staff Developer (Academic)	Design and run a Resilience day for Research Staff, PGRs and Academics. **11/12/2018:** DM, EL & MP ran a Resilience Day, Summer 2018, supported by the Institute of Physics (IPO). **Researcher Resilience** **Aims and objectives** - This interactive, short day event - Allowed participants to share in the experiences of senior academics and hear their views on building and maintaining resilience for a successful career - Discuss the idea of a resilience toolkit - Allowed participants, who, after carving a highly successful academic career, took the decision to change direction and become a Careers Advisor, providing another perspective on resilience - Provided the opportunity for you to consider personal tools, tips and strategies that can be used to increase resilience in the form of a toolkit - Offered the opportunity for participants to apply what they'd learned via interactive activities **Activities** - Lunchtime Café Session: informal discussions with representatives from The Institute of Physics, The Careers Centre, CAPOD (covering mentoring, wellbeing initiatives, Vitae), Occupational Health, The Sports Centre & 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	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. Mental wellbeing is key to their experience at an institution, job satisfaction and their ability to lead and support others.	Dec-19 New theme-Wellbeing

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 / Research Staff Developer	**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 ad academics has been approved. The aim for the 2018-2020 review period will be to develop a detailed training proposal and begin implementation. **26/02/2019:** Online training ava 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. **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.	01/12/2018 then regular updates at HR Excellence Meetings	Submit training proposal to CAPOD Co-director and relevant University committees.	Proposal submitted and approved.	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.	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.	September 2019 for PGRs. September 2020 for staff.	
	5.3 (e)	Achieve 50% uptake of the Academic Induction Resource (informative slideshow and videos) by new researchers and PIs during 2016-18 review period. *Part of a longer term University-wide review of induction.	Academic Staff Developer	**19/03/2018:** Aim to achieve 50% uptake of the Academic Induction Resource (informative slideshow and videos) by new researchers and PIs could not be measured via webpage hits due to technical issues. However, this resource, launched in 2015, is updated annually following collation of user feedback. **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 recourse. Also see action 7.4 (a).	Regular updates at HR Excellence Meetings	Improve AIR data collection strategy 50% uptake of AIR.	Data presented in HR Excellence Review Report.	It may or may not be possible to change how certain data sets are collected but we can certainly investigate the possibilities with those who provided the datasets for the 2018 Review Report.	All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stake-holders and so that appropriate action can be taken to improve recourses and processes.	May-20	

	Ref	Action	Responsibility	Progress / Updates	Success Measure	Reporting	Achievability	Benefits	Date	Theme
	5.5 (c)	Increase participation from Academic/Research cohort for Passport to Health and Wellbeing and other wellbeing initiatives (by 20%). *Split into 2 actions to separate Step Count Challenge from other activities.	Head of Organisational and Staff Development / Academic Staff Developer / Research Staff Developer / Head of Equality and Diversity	**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. **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. **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 tacking 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. **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. **26/02/2019 - KG: the University was awarded the Gold Healthy Working Lives Award in 2018.**	01/12/2018 then every 6 months	**20% increase in attendance of research and academic staff at wellbeing activities.** **85% participant satisfaction as recorded on evaluation forms where appropriate.** **Obtain HWL Gold award.** **Encourage Schools to link directly to Wellbeing pages from their School landing pages (increase number of links by 20 % over a 2 year project period).**	**Attendance statistics can be reported via PDMS or QlikView reporting system.** **Evaluation report statistics.** **85% satisfaction is in line with our overall average for all events.** **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.** **HWL Gold award obtained.**	**With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.**	**To individuals:** *encouragement and support in making healthy lifestyle choices *the opportunities to participate in a wide range of activities **To the University** * 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-20	New theme-Wellbeing
	5.5 (d)	Increase the awareness of and participation in the Paths for All Step Count Challenge, an annual walking challenge open to staff. *Split into 2 actions to separate Step Count Challenge from other activities.	Organisational Development Coordinator / Academic Staff Developer / Research Staff Developer	Increase the awareness of and participation in the Paths for All 'Step Count Challenge', an annual walking challenge coordinated by OSDS and open to all staff. **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 tacking 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. **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. **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.	01/12/2018 then every 6 months	**Develop and open up SCC as appropriate, aim for 100 teams participating.**	**Number of teams recorded, developments made**	**With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.**		May-20	New theme-Wellbeing
	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	**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. **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. **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. The group was challenged to come up with solutions. A large number of ideas were discussed and will be explored further by the Universities Scotland RTSC: - **Lobbying** research funders to include wellbeing requirements in funding requirements or a new quality mark initiative; - **Ensuring services to support researcher wellbeing** are accessible and clearly signposted, particularly to support prevention of mental ill-health and crisis interventions - **Embedding wellbeing** in all training provided to research students and supervisors; - **All staff and students taking personal responsibility t**o model healthy and balanced behaviours and promoting the importance of sleep, having creative outlets, getting outside, and exercising to support wellbeing - toolkit. **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.	Regular updates at HR Excellence Meetings	**Mental health training provided for HoS, Staff and PGRs who teach to help them respond appropriately to staff/students presenting mental health concerns.** **Maintain current mental health offerings in line with HWL Award and increase variety and cohort specificity.** **Recruit 2 new members of research staff to Wellbeing & Engagement Group.**	**Number of mental health- related offerings increased by 2 minimum.** **85% participant satisfaction as recorded on evaluation forms.**	**As St Andrews works towards achieving HWL Gold, maintaining previous awards and developing the wellbeing programme (including Passport to Wellbeing Excellence), we believe this action is achievable.**	**Researchers at all levels deserve to work in an institution which supports their mental wellbeing.** **Mental wellbeing is key to their experience at an institution, job satisfaction and their ability to lead and support others.**	Dec-19	New theme-Wellbeing

HR Excellence in Research - Action Plan
E: Diversity & Equality

PRINCIPLE 6:	*Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers*	**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 (A/Y 2018-19)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	6.11 (c)	Propose, develop, launch and review uptake of the Public Engagement Portfolio' (PEP) which packages PE-related development activities into a structured and recognised programme.	Staff Developer (Research Staff) / Head of Public Engagement with Research	19/03/2018 - DM: 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 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).	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 in 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**
New	6.12 (a)	Work towards the 'Carer Positive Employer Award'	Head of Equality and Diversity	The long term goalis to achieve Exemplary Level of the Carer Positive Employer award (Scotland-wide Award). The award is renewed every year. http://www.carerpositive.org/carer-positive-employers/ **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. 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 **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. **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. **Caring fund:** https://www.st-andrews.ac.uk/policy/staff-annual-leave-and-other-absence-family-friendly-leave/caring-fund-procedure.pdf	Jul-20	**Achieve 'Engaged' by July 2017,'Estblished' by July 2018, and retain 'Established' status in 2019 and 2020**	**Engaged' by July 2017,'Estblished' 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 consistant support for carers so that they can continue to care and achieve fulfiment in their work life**	**Jul-20**	**Researcher Wellbeing**

	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	6.13 (a)	Develop, launch and review a new 'St Andrews Staff Disability Policy'	Head of Equality and Diversity	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.	Dec-20	Achieve Launch spring/summer 2020	Policy and process successfully launched	The EDI team is receiving further resource and 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 policioes, processes and guidance regarding disability-related workplace adjustments	Sep-20	Researcher Wellbeing

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	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. 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. 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. The aim for 2018-2020 is to analyse the results of the survey and identify areas where action is required to implement any improvements. 01/09/2018 - SB: external LGBT Stonewall Staff Workplace Equality Staff Survey: A brief external 5 minute survey was open to All Staff from 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. 26/02/2019 - SB: Results of the survey to identify areas where action is required to implement any improvements. 10/07/2019 - SB: Stonewall Diversity Award - annual renewal every Sept (next submission Spt 2019) HR and student services staff received LGBTIQ+ specialised training from Stonewall in June / July 2019 to help support those they have contact with.	Regular updates at HR Excellence Meetings	Launch anonymous staff survey and analyse feedback. Identify areas for improvement and take these forward into appropriate working groups / University processes for discussion and implementation.	Survey results analysed and published on appropriate University webpage. New actions taken forward to working groups / University processes. Improvements observed in results of the next survey.	The EDI team is receiving further resource and 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 students, and is committed to embedding a culture of equality and respect through fair practices.	Dec-19	1 & 2
	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 /	Statistics to be provided via Athena Swan. 17/03/16: Focus Groups have been established to elicit feedback from Female Academic/Research who have returned from Maternity Leave in STEMM Schools/Depts. since 2013. The feedback is being discussed at the University Athena SWAN Committee. Impressively out of the 17 target audience 13 took part (76%). 18/07/2017: This subject is on the agenda and the Dean of Arts will be involved in reviewing training needs and procedures. 24/10/2017: group to look through the Athena Swan documents and discuss which actions should be taken through the HR Excellence process.	Bi Annually and via ATHENA SWAN/E&D meetings and RTSF Regular updates at HR Excellence Meetings	Raise discussions around this action at various University forums / working groups.	CROS PIRLS SS	We are at a point where a new University People Strategy is going to be developed, providing an opportunity for discussions around this subject to be discussed and resulting actions taken forward.	As the new 'People Strategy' develops, we will seek to ensure that all University staff, no matter what the basis of their contract, are supported in their professional and career development, and that we are providing support and clear pathways to develop and retain talent from within.	Dec-19	1 & 2

	Ref	Action	Responsibility	Progress / Update	Timescale	Success Measure	Success Measure	Success Measure	Rationale	Date	Theme
	6.4 (e)	Work towards Healthy Working Lives Gold Award	Head of Organisational and Staff Development / 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.	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**	**Researcher Wellbeing**
	6.5 (a)	Flexible working policy to effectively address requests for changed work patterns.	Director of HR	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.	Dec-18	**Annually review Flexible Working applications and carry out trend analysis.** **Identify whether or not this cohort are satisfied with their working arrangements, with a view to making improvements in processes / implementation where needed.**	**% of approvals and refusals for Flexible Working.** **SS: review of staff survey data in relation to flexibility of working patterns.** **University forum / working group discussions**		**Providing researchers with appropriate flexible working arrangements to carry out their research in balance with other commitments, benefits both the researcher's career and wellbeing, and the quality of research being produced.**	**Sep-16**	**1 & 2**
	6.9 (a)	The current 'Harassment & Bullying Policy' is being reviewed to be 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).	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**
	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.	Head of Organisational and Staff Development	**25/05/15:** 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. **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"'. **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. **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).	Dec-18	**Organise suitable training for staff.** **85% participant satisfaction as recorded on evaluation forms for new activities.**	**Suitable provision investigated, organised, evaluated and embedded into scheduled development programmes.** **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 respect through the implementation of fair policies and practices.**	**Dec-19** **1 & 2**	

	Ref	Action	Responsibility	Progress / Update	Monitoring					Target Date	Ref

	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	**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. To ensure that new and long-standing staff members continue to be aware of the equality and diversity culture being developed at St Andrews, the aim for 2018-2020 will be to regularly refresh the signposting of 'Equality & Diversity' and 'Unconscious Bias' online materials to all research staff and academics and review the governance of these activities. **26/02/2019** New administrator started in ED&I two weeks ago. They will be going through the records. 3500 have completed online modules since launch.	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 CROS/PIRLS.	As HR, 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-20	1&2
	6.10 (f)	Support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of E&D	Director of HR/Head of Equality and Diversity / Staff Developers	**May 2019 - SB:** Athena SWAN awards: 13 out of 19 Schools hold an Athena Swan Award (7 May 2019) Institutional, Bronze renewal = Nov 2021; Biology Silver renewal = Nov 2021; Chemistry, Bronze renewal = Apr 2021; Classics, Bronze renewal = Nov 2022; Computer Science, Bronze renewal = Apr 2021 Earth and Environmental Sciences, Bronze renewal = TBA; History, Bronze renewal = Apr 2022 International Relations, Bronze renewal = Nov 2022; Management, Bronze renewal = Apr 2021 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. **LGBT Charter: we first achieved the LGBT Charter Mark in 2013 and successfully renewed in Oct 2017.** , Next renewal = Oct 2021	Regular updates at HR Excellence Meetings	Actively participate in relevant University forums / working groups to assist in formulating actions which arise from the LGBT charter and the Athena Swan process.	SS	The EDI team is receiving further resource and is highly involved in relevant University processes, as are HR and CAPOD . We therefore believe this goal is achievable.		Dec-19	3
	6.11 (a)	Support the development of new issue-based networks to support research staff and academics	Head of Equality and Diversity / CAPOD Staff Developers	**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. **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. **The aim for 2018-2020 will be** to officially launch active networks and put activities in place.	Regular updates at HR Excellence Meetings	Support launch and establishment of a new range of staff networks by working with those running the networks. Provide advertising and logistical support for activities.	New staff networks develop into active groups which support members and function to inform policy through interactions with University processes.	The EDI team is receiving further resource and continues to drive the establishment of their new networks for staff whilst also supporting networks which have been launched by researchers. CAPOD also works to support the development of staff networks.	Successfully active staff groupings provide the following: * peer support * collective voice representation * sense of community * route for feedback to the University * good source of information.	Dec-19	3

HR Excellence in Research - Action Plan
F: Implementation and Review

PRINCIPLE 7:	*The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK*	**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 (A/Y 2018-19)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	7.5 (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 Staff)	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. **See action**	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
New	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 Staff)	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 and Teaching 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/softwarecarpentrybusinessengagementbrxitinfo-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 rsearchers are aware that can also repond individually Working group representatives to attend relavent sector-wide meetings / conferences to share best practice and partiipate 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 regulary 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 befroe 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

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 Staff)	**The final versions of the 6-year HR Excellence Review documents were signed off on 06/11/2018.** **2018-2020 review period:** 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 Strategy 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
	7.4 (a)	Review governance and strategies for collecting and reporting data for University processes.	Director of HR/Head of Equality and Diversity/Staff Developers	**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.**	Regular updates at HR Excellence Meetings	Review how data for the HR Excellence report is collected, especially from webpage. Update systems where possible, in collaboration with those who provide relevant source of data.	Systems in place to support accurate and efficient reporting	It may or may not be possible to change how certain data sets are collected for the review report but we can certainly investigate the possibilities with those who provided the datasets for the 2018 report.	All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stake-holders.	Dec-19	ALL