HR Excellence in Research - Action Plan

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

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	C1	Design and publish an interim programme of CPD for research and Academic Staff	Staff Developer (Academic) / Staff Developer (Research)	Where possible in-person workshops will be moved online as quickly as possible after the implementation of home working due to Covid-19. Additional CPD opportunities will be added to the programme e.g. - Fortnightly half-day writing retreats. - Credit for PRF and PEP subunit equivalents available to help PRF participants continue their development. - *New* Career Management for Early Career Academic Researchers aims to support researchers to explore their career options and make career plans. This external online offering is a collaboration between the University of Glasgow, University of Edinburgh, and the University of Sheffield. - *New* Converge funding competitions and online events. - *New* Research Staff Online Community – hosted on Teams. The St Andrews Postdoc Community - closed Facebook group signposted. Other online communities based in Teams: WISSA online - Women in Science at St Andrews; Staff Parents and Carers Network signposted. OSDS interim programme: https://www.st-andrews.ac.uk/osds/ RS interim programme: https://www.st-andrews.ac.uk/osds/my-development/research-staff/interim-programme/ This stream of interim Continuing Professional Development (CPD) activities has been put in place to support research staff during the current home working period. The aim is to provide a community of support, some sense of normality, continuity of learning and time and space to focus on those areas of research which can be continued whilst working from home. - Some changes were made in response to Covid-19, such as running additional workshops over the summer break, adding additional writing retreats and providing extra newsletters to support communication.	October 2020 March 2021 May 22	The Covid-19 programme mirrors the in-person programme as closely as possible to ensure it aligns with the needs of the research staff. Minimum 85% participant satisfaction as recorded on evaluation forms.	Level of engagement and satisfaction compared to in-person courses Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Workshops will be re-designed to match the environment of the online platforms being used (Teams and Zoom) to offer a learning environment as close to in-person as possible. 85% satisfaction is in line with our overall average for all events.	Extra support is needed for the research community during this period of homeworking, to help staff work from home, help them stay connected with their teams and colleagues, and help them progress their projects and CPD	Ongoing until full in-person programme can be resumed.	2 & 4

	C2	Progress a full schedule of Passport to Research Futures (PRF) programme and PEP programme for 2020/21, to be delivered online	Staff Developer (Research) / PER Team	Semester 1 of 2020/21 - All PRF and PEP courses will be delivered online with the potential for this to continue for Semester 2 if required. Changes to delivery such as shorter courses with short breaks are being made to ensure the content is delivered in an engaging way in the online format. Attendance rates ranged between 30-65% depending on course and falling short of desired levels of engagement	Mar-21	The plan for Semester 1 is to run all of the regular workshops in online form, adapting them where required to deliver a good online experience. Minimum 85% participant satisfaction as recorded on evaluation forms.	Level of engagement and satisfaction compared to in-person courses Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Now that presenters have run some courses online and feedback received, any areas that required adaptation can be adjusted accordingly to improve the online experience. 85% satisfaction is in line with our overall average for all events.	The ability to continue to provide training in the skills required for Research Staff Development is essential and converting to online delivery has allowed this to continue.	Ongoing until full in-person programme can be resumed.	4
	C3	Design and publish a programme of CPD for Research Staff coming to the end of their contract before 31st December 2020.	Staff Developer (Research) / Careers Advisor	Courses currently available to Research Staff have been opened up for Research Staff leavers. An online document and form have been developed to identify the staff involved in order to continue to engage with and support them after their leaving date.	Apr-20	Suitable courses have been identified to support leavers with their career development	Level of engagement by leavers	The courses are running and it is possible to allow external applicants to attend.	Leavers continue to require development when looking for a new position.	Available for staff leaving up to end Dec 2020	4
	C4	Design and publish a process for Research Staff leavers to access Careers Centre support prior to their leaving date.	Staff Developer (Research) / Careers Advisor	Research staff leavers have been prioritised for career advice appointments. Research Staff will be issued with a pre-appointment document to complete in advance. Access to appointments is prioritised based on contract end-date. Workshops focussed on career development are also being delivered and are opened to research staff leavers.	October 2020 March 2021 June 2021	Career support specifically for leavers has been agreed	Level of engagement by leavers	Appointments have been agreed with the Careers Centre	Staff coming to the end of their contract during the pandemic face a difficult challenge and will require access to	Available for staff leaving up to end Dec 2020	4
	C5	Move Research Staff Forum activities online to ensure communications are clear throughout the COVID-19 homeworking period	Staff Developer (Research) / RSF Support Team	The Research Staff Forum was re-focused in February 2020 to focus purely on Research Staff. Since homeworking commenced the Research Staff Forums have run via Teams. All documents are published on the Research Staff Forum webpage and an update is sent to all Research Staff covering the main discussion points and including follow up actions.	October 2020 January 2021 Returned to in-peron at the	The Research Staff Forum will continue online for the foreseeable future.	Level of engagement by research staff. Opening of newsletter with update.	Successful online Forum has been tested.	Agenda items suggested by both management and research staff	Resumed as in-person when safe to do so at the end of 2022	6
	C6	Moved the (2019-20, 2020-21 and 2021-22 mentoring partnership cycle of the Teaching, Research and Academic Mentoring Scheme (TRAMS) online with relevant support and resources in place to support remote mentoring	Staff Developer (Research)	Early career research staff mentees are paired with more experienced mentors for a one year partnership. Six institutions take part in the scheme allowing cross institution partnerships. This is also open to research staff leavers for the full year long cycle.	October 2020 March 2021 May2022	Mentoring programme continuing as previous years except online rather than in-person	Number of partnerships established increased year on year from 161 in 2022 to 197 in 2022	Work is underway and builds on previous years. Leavers have been invited to apply	Successful programme is well established.	Online for 2020/21/22	3
	C7	Move writing retreats online and increase frequency to support writing projects - facilitated sessions run via Teams.	Staff Developer (Research)	The half-day, virtual writing retreats support staff to set aside some focused time for writing.	August 2020 March 2021	Staff are able to book onto the writing retreats which support focused research writing	Number of attendees and level of satisfaction	Simple to set up and run via Teams	Supports research writing by providing a structure for focused writing	Online until in-person workshops can resume	4
	C8	The University has set up a comprehensive Coronavirus information page and list of Frequently Asked Questions for all staff to get fast and accurate access to up to date information.	AVP Diversity / Corp Comms	The University has set up a comprehensive list of Frequently Asked Questions for all staff to get fast and accurate access to up to date information. St Andrews Covid Helpdesk set up with phone number and e-mail address. https://www.st-andrews.ac.uk/coronavirus/ Current students General information Prospective students Research information Staff New staff Wellbeing - focus on staying mentally and physically healthy, as well as cultural and community based initiatives to keep connected.	Regular updates at HR Excellence Meetings	Questions asked by staff are answered and available for all	Number of webpage visits	Maintained by University department	Responses are to questions asked by staff	Until pandemic is over	5 & 6

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

	C13	**Develop and publish training and advice for homeworking**	OSDS Developers	OSDS are working to provide a programme of professional development activities in which University staff can participate while working from home. Homeworking toolkit Effective home working Safe, social and sustainable (SSS): healthy habits for effective homeworking https://www.st-andrews.ac.uk/osds/my-development/home-working/ Safe, social and sustainable resource guide This part of our 'Interim Programme' is specifically designed to support healthy and productive home working and includes a short online guide and a series of bookable online workshops. 'Working effectively from home' online workshops Managing remotely guidance and resources Managing remote teams Productivity hacks for homeworking Building resilience Resilience in the face of change Mindfulness	Regular updates at HR Excellence Meetings	Recognition of the impact to moving to home working for all staff Minimum 85% participant satisfaction as recorded on evaluation forms.	Level of engagement and satisfaction compared to in-person courses Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. Webpage visits	Input from a number of relevant parts of the University 85% satisfaction is in line with our overall average for all events.	Urgent response to pandemic to support sudden change to working practices	Ongoing until in-person events can resume	**2 & 4**
	C14	**Support all those research leaders balancing team management, research and online teaching delivery.**	Principles Office / Educational and PGR Developer	See C13 plus: **The Principal's Office initiated a series of workstreams over the summer to ensure that the University was prepared for the new academic year:** Teaching and student experience – led by VP Education (Proctor); Research; Infrastructure; Student and staff wellbeing; Epidemiology; Community; External relations; Communications. **The Teaching and student experience workstream was divided into 9 sub-streams**. As part of the Training and Support workstream, CEED provided the following support for academic and other teaching staff to prepare them for dual delivery teaching: https://portal.st-andrews.ac.uk/ceed-support/staff-training - List of core, ancillary and peripheral tools detailing the technical and pedagogical training opportunities, and how to access support. - Self-study 'Take 5 in the Hive' resources to guide academics in building interactivity into design of course materials. - 'Live in the Hive' talks to guide academics in building interactivity into design of course materials. - School briefings on how to use Moodle, Panopto and Teams. - Sharing of good practice via the new Education Blog with a series of remote teaching case studies: https://education.wp.st-andrews.ac.uk/ - Redesign of mandatory workshops for PGRs from synchronous in-person to a blend of synchronous live workshops and asynchronous self-study online courses. - Redesign of Introduction to University Teaching Modules to role model effective dual delivery **HMF organised three live Teaching Practice Forum events** to address issues related to online teaching and model how Teams can be used for interactive teaching: - Designing effective open-book exams - Blended synchronous learning: student and teacher experiences - Bringing on-campus and distance students together on the VLE Each Forum was attended by at least 20 participants, and sessions were recorded to provide a lasting resource. After 20-30 minutes of presentation by two speakers, there was a period of Q&A and then participants went into breakout groups to discuss set questions, then reconvened to share thoughts and ask any final questions.	Regular updates at HR Excellence Meetings	Recognition of the impact to moving to home working for those with teaching responsibilities Minimum 85% participant satisfaction as recorded on evaluation forms.	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Input from PO & CEED 85% satisfaction is in line with our overall average for all events.	Urgent response to pandemic to support sudden change to working practices	Ongoing until in-person events can resume	**2 & 4**

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

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** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
		Note: The Research Staff Forum has been a long-standing group, chaired by the Vice-Principal for Research and Innovation and attended by research staff reps and PIs from Schools across the University. The original focus of the group was to support the University's commitment to the Concordat to Support the Career Development of Researchers and has evolved over the years to become an important space for addressing researcher employability, recognition and policy development. In 2019, the Forum was reviewed and refreshed with a new focus. The format going forward will be that of an open forum. In addition to forum representatives being welcome to attend, all research staff are welcome to book their place and view agendas beforehand.								
completed	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	Staff survey run in December 2021. Overall response rate was down from previous SS (57% for 2017 survey). Those respondents who self-identified as research staff constituted 7% of all respondents (reseearch staff are approximately 12% of all salaried staff). However, approximately a quarter of respondents did not give their job role.	Regular updates at HR Excellence Meetings	**Increase the rate of survey engagement by 5% points on the 2017 survey.** **Specific actions drawn from analysis of results to improve perceptions of recognition and value.**	**62% of University Staff respond to the survey.**	**Aiming for 5% increase will be a stretch target, as previous increases have been in the region of 1-3%, however it is not unrealistic and with concerted effort can be delivered.**	**Increasing survey engagement, in turn, better informs the changes that need to be made within the University to better support researchers and managers, and is in itself an indicator of institutional engagement.**	**May-22**	1
	1.2 (a)	As part of on-going development, a review of the Inclusive Recruitment guide will be undertaken in 2012.	HR Director	Work is underway on this. Head of Equality and Diversity has completed his part. HROs now checking over before launch.	Work is underway on this. Head of Equality and Diversity has completed his part. HROs now checking over before launch.	**Guidance alines with required standards of practice**	**Athena Swan Award achieved**	**Athena Swan Award achieved**	**Extension of principals to other staff guides,policy and practices ongoing.**	**Dec-22**	
	1.2 (b)	As part of on-going development, a review of the Inclusive Recruitment guide will be undertaken in 2012.	Head of Equality and and Diversity	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.	HROSDS enhancement project has developed specifications and will implement new IT system to support people analytics	**Ability to see success rate of protected chareteristcs**	**longtitudinal monitoring with consultaion on process with staff to improve process**	**Sytem implementation wont happen until 2025 but period will still be drawn off 2 a year**	**Monitor use of guide**	**Dec-22**	

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** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

Live action

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	2.1 (e)	Increase participation of research staff in the next Staff Survey (SS) and analyse results for disparities in levels of satisfaction with different aspects of University life and employment, specifically in relation to recognition and value.	Director OSDS	Discuss strategies for increasing engagement and perceived value prior to the design of the next Staff Survey which should run during the 2020-2022 review period. Ties in with adoption of the New Concordat. **21/12/2022** - staff survey run in December 2021. Overall response rate was down from previous SS (57% for 2017 survey). Those respondents who self-identified as research staff constituted 7% of all respondents (reseearch staff are approximately 12% of all salaried staff). However, approximately a quarter of respondents did not give their job role.	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.	60% of University Research Staff respond to the survey.	Aiming for 5% increase will be a stretch target, as previous increases have been in the region of 1-3%, however it is not unrealistic and with concerted effect can be delivered.	Increasing survey engagement, in turn, better informs the changes that need to be made within the University to better support researchers and managers, and is in itself an indicator of institutional engagement.	May-22	1

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	2.3 (f)	Increase engagement with induction events available, 'new starter' information and resources for all Research Staff. *Part of a longer term University-wide review of induction: 3.6 (g)	Staff Developer (Research) / Staff Developer (Academic) / Organisational Development Coordinator	New starters are signposted to various resources to support the commencement of their role at the appropriate time prior to and after appointment. This may be done proactively by triggering pre-written emails at certain points during the induction period, so that new researchers are not overloaded during the first week, but get the right information and resources at the right time. **18/07/2017:** New academic starts are contacted to welcome them to the University and provided info regarding relevant toolkits and 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 OSDS (formerly CAPOD)) during your time at St Andrews, 3) 'reminder for line managers - what OSDS (formerly OSDS (formerly CAPOD)) can do for your research staff'. No. 1 is regularly updated and sent out monthly. No. 2 and 3 require review by the Master before being sent to Schools in the New Year. The 2017 Staff Survey data showed that 94.5 % of research staff who responded, new where to find information about training and development. CPD discussions are encouraged to take place during induction. The CROS 2017 survey data showed that 86% of respondents felt that they were encouraged to engage in personal and career development and 95% agreed that they take ownership for their career development. Positive response rates for both these questions had increased by > 10% from 2015 and sit above the national average. **The aim for 2018-2020 will be to investigate and implement strategies for increasing mail-out engagement (20%), increase School engagement with induction by 10% and begin to review the induction process.** **10/07/2019 - DM:** 10% increase in PIRLS engagement achieved: PIILS 2019 received a response rate of 36% (>13% from 2017). Results will be analysed once benchmarking has been organised by Vitae. CROS received a response rate of 26%. **Aims: review induction, review marketing strategies, ↑ mail-out engagement (20%) and ↑ School engagement with induction by 10% - ongoing: 2017 & 2019** CROS: **70.1%** & **56.1%** of respondents found institutional induction useful. For AY 18-19, 40 RS and 37 academics (and 11 research/academic) attended 'All New Staff Induction' (2 per yr.), satisfaction index rating average (SIR ave). 55 RS and 36 academics (and 21 research/academic) attended 'New Staff Essentials' (monthly) **(SIR ave: 81 %)**. **The aims for 2020-2022 will be to monitor engagement and feedback for new online induction events; better signpost RS and managers of RS to *new* 'Essential learning for new staff webpage' from OSDS RS and academic webpages, induction events and e-newsletters (Aspire, Developing News, Research leaders updates) and the new RS Managers online resource when available.**	Regular updates at HR Excellence Meetings	Monitor engagement and feedback for new online induction events. Minimum 85% participant satisfaction as recorded on evaluation forms. Signpost RS and managers of RS to *new* 'Essential learning for new staff webpage' 5% improvement in positive response rate for CEDARS (cross reference old CROS/PIRLS if possible).	Attendance SS CEDARS Evaluation report statistics.	This is part of a longer-term and University-wide project that has high-level support. HRODEP Quick wins: 2021 HR/OD project: 2022 Platform: 2024 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	Dec-22	1

	Ref	Action	Responsible	Progress/Notes		Explore	New resource	Longer-term	Impact	Date		Priority
	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)	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. **18/08/2020:** following the 2019 Research Staff Forum refresh and subsequent meetings with Reps and RS since Nov 2019, it has been decided that an online resource for managers of RS should be created. The aim is twofold, to signpost managers of RS to the resources that are available to them as managers and to signpost managers to the resources and support available to the RS in their team both during induction and beyond. This may take the form of a webpage and / or PDF that can be circulated to managers of RS. **The aim for 2020-2021 will be to explore adapting the HoS 'zone' idea for use by other leadership cohorts such as managers of RS. The aim is twofold, to signpost managers of RS to the resources that are available to them as managers and to signpost managers to the resources and support available to the RS in their team both during induction and beyond. This may take the form of a webpage and / or PDF that can be circulated to managers of RS.**	Regular updates at HR Excellence Meetings	Explore adapting the HoS 'zone' idea for use by other leadership cohorts such as RS managers: Research, develop and potentially launch new resource for RS managers. Aim 2-fold: signpost managers to resources available to them as managers & signpost managers to the resources & support available to RS in their team both during induction and beyond. May be webpage and / or PDF that can be circulated.	New resource development progressed. New Starter Survey SS CEDARS RS Induction experience questionnaire Longitudinal CROS & PIRLS - review perceptions of induction Webpage data	This is part of a longer-term and University-wide project that has high-level support. HRODEP Quick wins: 2021 HR/OD project: 2022 Platform: 2024	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-21		1 and 2
	2.3 (l)	Further develop and launch a developmental programme for research supervisors (PGR supervisors)	Staff Developer (Academic)	The following workshops/sessions have been in place since 2015 and are regularly run as part of the Academic Staff Development Programme (ASDP) - 'Managing people in research teams', 'PGR Supervisor Training', '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 resources, the 'Supervising Doctoral Studies' Epigeum token trial has started - 100 tokens were purchased by OSDS (formerly CAPOD) for dissemination to academic and research staff who apply for access to the online courses which form part of this Epigeum online suite of courses. This trial will end on 31 August 2017, when use of tokens will be reviewed. 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 Pro 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. **Since** **2019**, the PGR supervisor training has included a dedicated talk on research integrity, ethics and governance ASDP was reviewed during the 2018-2020 review period. ASDP was refreshed in June 2022 **The aim for 2020-2021 will be to explore adapting the HoS induction programme and HoS 'zone' idea for use by other leadership cohorts such as PGR Supervisors.**	Regular updates at HR Excellence Meetings	Explore adapting the HoS induction programme and HoS 'zone' idea for use by other leadership cohorts such as PGR Supervisors	New resource development progressed. New Starter Survey SS CEDARS Longitudinal CROS & PIRLS - review perceptions of PGR supervision Webpage data	This is part of a longer-term and University-wide project that has high-level support. HRODEP Quick wins: 2021 HR/OD project: 2022 Platform: 2024	PGR supervisors should feel confident, equipped and supported in their role. Members of a their team should benefit from the effect of improved supervisory / management techniques, communications, processes and culture.	May-22		2

| | 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. **10/07/2019 - DM:** Profiles being collected from PRF participants. Welcome e-mail being updated. **18/08/2020 - DM:** a number of PRF participant profiles have been collected and will soon be published on the PRF webpages. **For A/Y 17-18, 35 RS, 35 academics & 360 professional staff undertook Passport to Management Excellence (PME) - associated activities (SIR 91%).** **For A/Y 18-19, advertising of PME - associated activities to RS was increased** with a view to encouraging this cohort to develop the management skills they may need in the future should they wish to manage a research or any other type of team as their career progresses (https://www.st-andrews.ac.uk/osds/passport-programmes/managementpassport/). **For A/Y 18-19, 101 RS (↑66), 45 academics (↑10) & 721 professional staff undertook PME-associated activities (SIR ave. 90.3%).** **For A/Y 19-20, 68 RS (↓33), 20 academics (↓25) & 443 professional staff undertook PME-associated activities (SIR ave. 87%).** Advertising of wellbeing activities, PME, mentoring, coaching, etc increased via the PRF Orientation, e-newsletters, the closed FB group, MS Teams Communities, Staff networks, Research Staff Forum, Induction, training and networking events. **Since launch in 2013,** 40 participants have graduated from PRF, which is currently supporting 33 participants. **2017 CROS:** PRF highlighted as 'phenomenally good' & 'invaluable', offering a 'range of resources'. **2019 CROS: 64% respondents aware of PRF.** Could work on increasing this. **CROS and PIRLS 2019: 36.5% & 54.5% respondents aware of TRAMS - need to work on increasing this.** The aims for 2020-2021 will be to continue to regularly advertise PRF, PME & wellbeing activities etc to RS and going forward, those who support them incl. managers; Publish profiles of PRF participants to help encourage new participants to join; Increase awareness of TRAMS amongst RS & academics. | Regular updates at HR Excellence meetings | Continue to advertise PRF, PME & wellbeing activities to RS and those who support them. Publish profiles of PRF participants to help encourage new participants to join. Increase awareness of TRAMS amongst RS & academics. | RS participant profiles for PME & PRF collated and published. Awareness of PRF & TRAMS indicated in CEDARS SS Participation and attendance statistics. | Aiming to raise the profile of PRF and other opportunities in the long term is achievable. | Relevant to RS employability and wellbeing. | May-22 | 2 & 4 |
| | 2.3 (n) | Review, develop and run again, the new Head of School (HoS) Programme. Also see Actions 2.3 (k) and 2.3 (m) *Part of a longer term University-wide review of induction: also see Action 3.6 (g) | Staff Developer (Academic) / Staff Development Officer | The new Head of School Programme launched in 2019 and has completed it's first cycle. By better supporting HoS as they transition into this leadership role, all those whom they lead and manage should also benefit from the skills of a confident and supported leader. **The aim for 2020-21 will be** to review and develop the programme, taking into account, the views of part pants and the key staff involved in supporting them. The programme will then run again. **26/02/2020 AET & RJ:** AET and RJ have received feedback regarding the new 'Incoming Head of School Programme 2019-20'. **Positives:** Sense of Community with new HoS; Small group; Covered key issues and processes; Chance to ask questions without bothering people; More aware of processes; Very helpful/ very useful/ very satisfied. **Suggestions from new HoS:** Have Heads of School speak more; Ideally in the summer; Add recruitment; Add How to Chair meetings; Add Budget; Add Strategy. **Recommendation to repeat the previous programme with the following changes:** Meet with all new HoS for needs; Update HoS website; Add Diversity and Inclusion; Add Strategy formation with VP International; Add Role of Deputies with HoS; Start and schedule earlier if possible; Finance to be a practical, budget session with a HoS; Promote existing recruitment course; Extend HR session. Training Programmes to be extended to other HoS: ARDS - Leadership Cases; Academic Appeals; Continue with Mental Health training for all. **18/08/2020 - EAT: The 20-21 HoS Programme is underway with 3 HoS plus 5 deputies** participating from the School of Management, School of Earth and Environmental science and the School of English. The HoS Zone has been updated (https://www.st-andrews.ac.uk/staff/hos-zone/). The programme has been updated and opened up to Deputies. The programme includes an induction, discussions, training, mentoring and one-to-one follow-ups. Areas covered include Admissions; Diversity; Procurement - Processes; Health and Safety; International Strategy and External Relations; HR self service; HR introductions are followed up by an HR Business Partners who meet with each new Head of School; Finance training is followed up with Budget Training on an individual level with a member of the FAS team; discussions take place with members of PO, the Planning Team, Estates, IT and Information security. Workshops: HoS Mental Health Awareness training; Leadership Cases and Managing relationships; ARDS Cases study practice updated process; Academic Recruitment; Academic Appeals; Reflections from a new HoS. The new HoS Zone webpage has received 218 unique views since launch in 2019. **Also see Actions 2.3 (k) and 2.3 (m)** The aims for 2020-2021 will be to review, develop and re-run the HoS programme, monitor webpage data and monitor in the future, how academics and RS feel they are managed by their School via positive response rates in appropriate surveys. | Regular updates at HR Excellence Meetings | Review, develop and re-run the HoS programme. Monitor webpage data Monitor in the future, how academics and RS feel they are managed by their School via positive response rates in appropriate surveys. | Formal and informal feedback from HoS cohort on support and resources. Webpage data collection for HoS development webpages. CEDARS SS CROS & PIRLS longitudinal study - perceptions of School environment and management. Discussions within Research Culture Group / RSF | Aiming to better support HoS in the long term is achievable. | Continue to improve 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-21 | 2 |

| 2.6 (e) | Increase research staff communications and networking.

Also see action 4.4 (b) and 4.4 (c) | Staff Developer (Research) | 23/05/2017: Idea - Post-doc Pizza - events through which different cohorts/special guests are invited to network/discuss career development with Post-docs. Designed to increase Post-doc connections across St Andrews and build a community which fosters collaboration and support. 18/07/2017: the launch event on 14/07/2017 encouraged Post-docs to network with the OSDS (formerly OSDS (formerly CAPOD))-associated Careers Advisor, a Public Engagement Officer and two Research Staff Developers.
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.
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: Excellent attendance and reviews for the networking event held on 02/11/12: attendance of 21! Events will continue to develop.
St Andrews Community Facebook page - 66 members. Verbal feedback at events has highlighted need for an alternative forum.
19/03/2018: Early Career Academic Networking (ECAN) launched in March 2018 - 1 hour events with invited speakers / topics of interest and activity ideas informed by research staff and academics. FB group: 70 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and **the aim for 2018-2020 will be to launch and review a new forum with the help of a summer intern.**
26/02/2019 - DM: ECAN going well with small, diverse groups meeting. SG: networks are up and running at School level. Find out if these need any support. **2018 CRS survey carried out by summer intern concluded online forum for RS was not required. Instead, clearer webpages were developed and work is ongoing to increase usability of PDMS.** RTSF refresh will be discussed at April forum: with a view to increasing School & RS engagement with the forum and other important University processes; further increase recognition of RS and advocacy for CPD, researcher community and wellbeing. DM and LM to run discussion groups between forums to ensure important issues can be discussed in more detail. Also see action 4.4 (b) and New Action 4.4 (c)
18/08/20 - DM: Regular **Early Career Academic Networking** (ECAN) events took place over AY 2018-19 with an average **SIR 89%**. 6 events took place with a total attendance of **34: 18 RS, 7 Academics** plus professional staff and PGRs; Topics e.g. Top Teaching Tips with Paula Miles!; Love your professional development!; Pre-Christmas Pizza, catch-up, networking, informal discussions - Research Staff Associations. Extra CPD opportunities were added for 2019-20 and a few ECAN events were cancelled due to low booking numbers so ECAN was paused for AY2019-20. Re-visit for AY 20-21.
PostDoc Pizza overview A/Y 2017-18: RS = 20, academic = 1, professional staff =7, PGRs = 6 (SIR ave 88.5%).
The aims for 2020-2022 will be to revisit ECAN and explore adapting the concept for online delivery; support existing / new RS networks. | Regular updates at HR Excellence meetings | Revisit ECAN and explore adapting the concept for online delivery.

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

Evaluation report statistics. | 85% satisfaction is in line with our overall average for all events. | Events relevant to CRS development and community building. | Dec-19 | 6 |

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** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

Live action

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	3.3 (h)	General overview of developments within Contract Researcher (CoRe) Skills, Passport to Research Futures (PRF) and Lunchtime Legends 2020 - 2022.	Staff Developer (Research Staff)	All activities have been adapted for online delivery for AY 2020-21. The aims for 2020-2022 will be to review online delivery success and update activities as required; increase support for PRF participants; increase the use of Vitae's RDF Planner in RS development planning; special focus on leadership & management - link into University promotion processes around career development; develop new workshops with the new Technology Transfer Team; introduce the new external 'Online Training School'; revisit developing the PRF collaboration with the University of Dundee (OPD).	Regular updates at HR Excellence Meetings	Provide general overview of the developments made to the Passport to Research Futures Review PRF with a focus on management & leadership Minimum 85% participant satisfaction as recorded on evaluation forms.	Overview provided Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. CEDARS, SS Webpage data	85% satisfaction is in line with our overall average for all events.	Responding to the changing needs of research staff is highly relevant to their CPD and career prospects	May-22	4

	3.3 (i)	General overview of developments within the Public Engagement Portfolios (PEPs) for staff and PGRs, 2020-2022.	Public Engagement with Research (PER) Team / Staff Developer (Research Staff) / Educational and PGR Developer	All activities have been adapted for online delivery for AY 2020-21. The aims for 2020-2022 will be to review and develop the PEPs, collect and review participant feedback and increase awareness of the PEPs amongst staff cohorts and PGRs.	Regular updates at HR Excellence Meetings	**Provide general overview of the developments made to the PEPs** **Review and develop PEP activities** **Collect & review participant feedback** **↑ awareness of PEPs** **Minimum 85% participant satisfaction as recorded on evaluation forms.**	**Overview provided** **Number of events and bookings in booking system, and attendance statistics.** **Evaluation report statistics.** **CEDARS, SS Participant feedback** **Webpage data**	**The PER-ODSD-CEED collaboration is going well and PEP has proved popular, therefore developments should be achievable.** **85% satisfaction is in line with our overall average for all events.**	**Engaging with non-academic audiences can strengthen core skills such as project, grant, and budget management, alongside presentation skills and research profile.**	**May-22**	
New	3.3 (j)	General overview of developments within CPD provisions for PGRs (as there is overlap between provisions for RS and PGRs), 2020-2022.	Educational and PGR Developer	In response to feedback from our internal survey of research postgraduate students, the Assistant Vice Principal (Provost) decided to streamline provision for AY20-21 by dropping a small number of workshops that covered similar content to others. In light of restrictions due to Covid19, the GRADSkills Programme will continue online in semester 1 and likely in semester 2 as well. The mandatory training for doctoral students who teach has been substantially revised to a blend of self-study online courses and live workshops. **In another significant change for AY20-21**, the suite of five, 2-day statistics workshops delivered by external presenters (BioSS) through GRADSkills has been replaced by in-house statistical training offered by Centre for Research into Ecological and Environmental Modelling (CREEM), comprised of self-study online materials supplemented by weekly two hour face-to-face help session with a course instructor. This is open to all research postgraduate students and academic staff, and the new approach greatly increases access to statistics training for all researchers. **Also new for AY20-21 is the St Leonard's College Associate Scheme**, an honorary status that recognises a student's achievement in completing a doctoral degree at St Andrews, which will provide a continued association with our University. Associates will continue to have access to University services and facilities, including a University email address and access to specified University Library facilities and resources. This will include access to training courses via CEED, GRADSkills and the Careers Centre. While St Leonard's Associates are members of the University, the associateship does not constitute a contract of employment or matriculation as a student. The associateship term is also for 12 months. **For AY21-22 St Leonard's College** is planning to introduce teaching PhD studentships, funded PhD places that would involve a commitment to engage in a certain amount of teaching for the School, alongside a structured programme of teacher development. This scheme is under development and involves collaboration between St Leonard's Postgraduate College and the Centre for Educational Enhancement and Development.	Regular updates at HR Excellence Meetings	**Provide general overview of the developments made within CPD provisions for PGRs.** **Minimum 85% participant satisfaction as recorded on evaluation forms.**	**Overview provided** **Number of events and bookings in booking system, and attendance statistics.** **Evaluation report statistics.** **CEDARS Other relevant surveys**	**85% satisfaction is in line with our overall average for all events.**	**RS development and PGR development overlaps, therefore reviewing OSDS and CEED provisions will help to minimise duplication of effort and resources.**	**May-22**	4
New	3.6 (i)	Develop, launch and analyse a 'New Starter Survey' (NSS) to capture the experiences of new staff with a view to improving the induction process and associated resources, signposting and essential training. ***Part of a longer term University-wide review of induction: also see Action 3.6 (g)**	Director - OSDS Organisational Development Coordinator	As part of a University-wide review of induction, OSDS plans to develop, launch and analyse a 'New Starter Survey' (NSS) to capture the experiences of new staff with a view to improving the induction process and associated resources, signposting and essential training. Review the analysis alongside the longitudinal CROS & PIRLS study, People Enabling Strategy 2019-2023 Survey and the GAP analysis for adopting the 2019 Concordat. **18/08/2020** - KG: Survey design is underway.	Regular updates at HR Excellence Meetings	**Develop, launch and analyse a 'New Starter Survey' to capture the experiences of new staff.**	**New starter survey completed and analysed** **Review analysis alongside the longitudinal CROS & PIRLS study, the 'Induction experience questionnaire for Research Staff - online' and the 'People Enabling Strategy 2019-2023' survey data**	**This goal is achievable as we will be working alongside a institution-wide review of induction.**	**Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.** **Induction affects** *** wellbeing** *** perception of the University and local environment** *** time to competence** *** productivity** *** motivation** *** workforce retention**	**May-22**	1
New	3.8 (h)	Developing mentoring culture to support professional and career development for researchers - **Teaching, Research & Academic Mentoring Scheme (TRAMS) - participation, partnership cycles 2020-21, 2021-22.**	Staff Developer (Research Staff) / Staff Developer (Academic)	**The Aims for 2020-2022 review the database with regard to membership to ensure only actively engaged participants are matched; maintain partnerships at around 100 per cycle; increase awareness of TRAMS amongst RS, mid career & senior academics.** **As of Sept 2020,** 157 new participants have so far signed up for the 2020-21 cycle (37 mentors, 109 mentees, 11 dual role).	Regular updates at HR Excellence Meetings	**Database review.** **Increase awareness of TRAMS amongst RS, mid career & senior academics.** **~100 partnerships / cycle**	**Review complete** **Marketing** **CEDARS, SS Mid & end of cycle feedback**	**TRAMS continually develops as a central part of the research environment. We have the expertise and drive to develop the scheme.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.**	**May-22**	3

New	3.8 (i)	Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017) - **Teaching, Research & Academic Mentoring Scheme (TRAMS) - New joiners, handbook, resources, events, partnership cycles 2020-2021, 2020-22.**	Staff Developer (Research Staff)	**The Aims for 2020-2022 will be to will be to run the mentoring partnership journey online, adapting Briefing Sessions, CPD and meet-ups for online delivery and monitor the success of this transition; re-visit the 'Scope for TRAMS survey' with a view to scoping the interest in TRAMS participation from other Universities; increase mentor-specific development and experience sharing opportunities** **2020-21 New joiners, handbook, resources and events:** Trinity College Dublin have joined us for their first trial cycle. Everything has moved online and participants will be supported to move their partnership meetings online. Two, short, live online Briefings took place in August and early September with a total of 64 participants. The recorded Online Briefing will be available to all participants.	Regular updates at HR Excellence Meetings	**Run mentoring cycles incl. training, CPD & meet-ups.** **Monitor success of this transition.** **Re-visit the 'Scope for TRAMS survey'** **Increase mentor-specific development & experience sharing opportunities.** **Minimum 85% participant satisfaction as recorded on evaluation forms.**	**Number of events and bookings in booking system, and attendance statistics.** **Evaluation report statistics.** **CEDARS, SS** **Mid & end of cycle feedback.**	**TRAMS continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme.** **85% satisfaction is in line with our overall average for all events.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.**	**May-22**	**3**
New	3.8 (j)	Developing mentoring culture to support professional and career development for researchers - **Aurora & Elizabeth Garrett Schemes - partnership cycles 2020-2021, 2020-22.**	Staff Developer (Research Staff) / Staff Developer (Academic) / EDI Team	**The Aims for 2020-2022 will be to continue to encourage RS to participate in Aurora - increase by 5 again; continue to support Aurora & Elizabeth Garrett associated activities.** **Participants are already signed up for 2020-21** (17 supported), 1 Biology, 2 CEED, 1 History, 1 Library, 2 Management, 3 Medicine, 1 OSDS, 1 PO, 2 Planning, 1 Psychology & Neuro, 1 RIS, 1 Byre Theatre. **21/12/2022 -** Advance HE now deliver Aurora programme online (since 2020). The university has supported 37 women staff to take the programme in 2021-22 and 18 in 2022-23 (including 12 research staff within these two cohorts).	Regular updates at HR Excellence Meetings	**Continue to increase awareness of Aurora & encourage RS to participate.** **Support CPD & networking activities associated with Aurora Elizabeth Garrett Schemes.** **Minimum 85% participant satisfaction as recorded on evaluation forms.**	**Aurora: 5 RS applications over the review period.** **Numbers in relevant database.** **Evaluation report statistics.**	**Interest in Aurora continues to grow. 5 research staff applications should be achievable with effective advertising.** **85% satisfaction is in line with our overall average for all events.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.**	**May-22**	**3**
New	3.8 (k)	Develop the **technology and associated support services** which underpin the majority of the University's mentoring and coaching schemes, **2020-2022.**	Staff Developer (Academic) / Staff Developer (Research) / SUMAC Team	**The aim for 2020-2022 will be to continue to develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience.**	Annual update	**Continue to Develop the platform (SUMAC) which underpins the mentoring schemes with a view to increasing matching success, improving the mentoring scheme participation experience and the administrator experience.**	**Updates to SUMAC** **Improvements in matching and partnership continuation experienced by scheme coordinators.** **Mid-cycle and end of cycle feedback**	**TRAMS represents sense checker for this action and continually develops as a central part of the research environment.** **We have the expertise and drive to ensure that the technology which underpins TRAMS, and scheme developments occur in unison.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.**	**May-22**	**3**
New	3.11 (a)	Support all those research leaders balancing team management, research and online teaching delivery.	Staff Developer (Academic) / TEL Team (CEED)	**Continuing work started in C13 & C14 to support remote team management and teaching delivery.** For Semester 1 AY 2020-21, those who support those who teach, will focus their efforts on supporting online teaching delivery. Integrating Technology Enhanced Learning (TEL) and community building and the two main areas of focus. The ASDP will resume in Sem 2. However, the current situation has opened up an opportunity and need for developing additional workshops. **Live from the Hive** - https://education.wp.st-andrews.ac.uk/2020/07/31/hive-highlights-july-2020/ **Effective homeworking support:** https://www.st-andrews.ac.uk/osds/my-development/home-working/ **Support for Dual Delivery:** The CEED team are working on a range of initiatives, services and workshops to support staff with preparations for dual delivery teaching: https://www.st-andrews.ac.uk/ceed/ Upcoming events at a glance: https://portal.st-andrews.ac.uk/ceed-support/staff-training Training and Support workstream guidance document lays out the work in progress.	Regular updates at HR Excellence Meetings	**Support those who teach to deliver their activities online.** **Focus integrating TEL and community building.**	**Online platforms, expertise, activities & support in place to underpin successful online teaching delivery**	**This goal is achievable**	**Ensuring those who teach are properly supported with regards to transitioning to online teaching delivery is central to their ability to teach effectively and to their mental health.**	**Dec-20**	**2**

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	3.6 (f)	Review local induction with research staff. Aim to identify good and substandard practice.	Staff Developer (Research) & RS Rep from Physics and Astronomy	**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. **29/04/2020 - DM:** The 'Induction experience questionnaire for Research Staff - online' was circulated to the research staff cohort in Feb 2020. **18/08/2020 - DM:** with 6 responses to the new 'Induction experience questionnaire for Research Staff - online' so far, a reminder was circulated to the Research Staff Forum mailing list in Aug 2020. **The aims for 2020-2022 will be to complete, analyse and publish the 'Induction experience questionnaire for Research Staff' and review the findings alongside the CROS & PIRLS Longitudinal Study and the 'New Starter Survey; apply the findings to the development of a new resource for RS Managers and actions which involve improving signposting for new RS and those who support them (working towards role-based curriculum).**	Regular updates at HR Excellence Meetings	Complete & publish the results of the 'Induction experience questionnaire for Research Staff . Review findings alongside the CROS & PIRLS Longitudinal Study and the 'New Starter Survey. Aim: identify good and sub-standard practice with a view to improving the local induction experience for RS.	Findings regarding local induction experience for RS collated and published. 'Induction experience questionnaire for Research Staff, CEDARS, SS, CROS & PIRLS Longitudinal study, New Starter Survey. Long term goal: Increase local induction satisfaction by 10% (minimum).	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	May-22	1

3.6 (g)	Review <u>institutional</u> induction at all levels over the next 4 years	Director OSDS/ Staff Developers	To implement a systematic review of all induction across the institution. Ensure 'researchers' and contract research staff have appropriate induction at local and institutional level and to review the support given for signposting researchers to career planning and professional development as part of that 'induction process'. Submit Project proposal to the University Business Transformation Board to seek project approval and resources to take this review forward. Subject to BTB approval we will roll out the project to identify good and sub-standard induction practice, and develop a seamless and consistent induction process which can be implemented across the University. **20/08/2020 - JF**: The original project that framed this piece of work as described above (long term specific goals in column G) was submitted to the Business Transformation Board and approved. This has subsequently been rolled into a larger project called 'The HR and OD Enhancement Programme' (HRODEP). This programme is being manged by the University Business Transformation Portfolio Office (BTPO) and aims to improve a range of processes across the HR / OD domain and is closely tied to the People Enabling Strategy 2019-2023 Action Plan. Over the last year we have improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new OSDS 'Essential learning for new staff' webpage: https://www.st-andrews.ac.uk/osds/essentials/ New action 3.6 (h) **There is a current project which has been approved by the HRODEP programme board as a 'Quick win'** to improve the new start online training process including monitory and reporting of completion. OSDS are also working on interim solutions to enhance the new start experience which will be incorporated into the HRODEP programme in due course. Over the next 2 years substantive development of induction processes will be undertaken as part of HRODEP and the People Enabling Strategy 2019-2023 and HRODEP will ultimately result in the procurement and implementation of a new HR / OD platform which will integrate all functionality currently spread across a range of systems (including training management, training records, onboarding and induction, performance review etc) . **Timeline: Quick wins - in the next 12 months; HR OD projects - next 24 months; New platform - next 4 years.** **The Aims for 2020-2022 will be for HR Excellence Working Group members to actively engage with HRODEP projects with a view to ensuring RS, especially those on short term contracts, are supported effectively within new systems and processes.**	Regular updates at HR Excellence Meetings	Long term goal is to improve the induction experience and improve staff retention, satisfaction and performance. Minimum 85% participant satisfaction as recorded on evaluation forms. To Increase survey ratings for induction.	Submission of Project Proposal to BTB. Long term goal: Achieve 85% satisfaction with institutional induction process. Measured through: CEDARS, SS,Longitudiinal CROS & PIRLS study, New Starter Survey. Evaluation report statistics.	This longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable. 85% satisfaction is in line with our overall average for all events.	Induction is acknowledged as a key component 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
3.6 (h)	Develop, launch and monitor new web resources for new staff which supports them during induction and provides signposting to essential training. ***Part of a longer term University-wide review of induction: also see Action 3.6 (g)**	Director - OSDS Staff Developer (Academic) Staff Developer (Research Staff)	Over the 2018-2020 review period, CAPOD became two new units, OSDS and CEED. All webpages were reviewed and updated. As part of this process and a University-wide review of induction, OSDS improved the web resources and guidance for new staff including mandatory training for new starters which is hosted on the new OSDS 'Essential learning for new staff' webpage: https://www.st-andrews.ac.uk/osds/essentials/ **18/08/2020 DM**: the *new* OSDS 'Essential learning for new staff' landing page has received 494 unique views (1901 incl. other pages within the section) since launch in April 2020. **The aim for 2020-2022 will be to increase signposting to the 'Essential learning for new staff' with a view to increasing webpage views by 20% (see baseline above).**	Regular updates at HR Excellence Meetings	Increase by 20% webpage views for 'Essential learning for new staff'	Webpage data New Starter Survey SS CEDARS	This goal is achievable as we will be working alongside a institution-wide review of induction and the web resources will be signposted to new starters.		May-22	1

	Ref	Action	Responsibility	Progress / Commentary					Target Date	Priority
	3.8 (f)	Evaluate impact of mentoring on researcher career development. **Action 3.7 (e) split again in 2020 to and re-organised to...** - focus on different mentoring schemes and separately focus on updates to the technology which supports a number of University mentoring schemes (now part of 3.8 which focusses on mentoring)	Director OSDS / Staff Developer (Research)	**Long term goal:** Conduct a second longitudinal study of participants in the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics' Mentoring Scheme) to add to the existing evidence for positive outcomes from mentoring partnerships and a measurable positive impact on career development. Short term goal - 24/10/2017: for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career 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. 20/08/2020 - JF: this action has been halted for now but we will continue to collect data from mid-cycle and end of cycle feedback questionnaires associated with various University mentoring schemes.	Regular updates at HR Excellence Meetings	**Distribute survey to mentoring programme participants since 2012, analyse results and produce draft interpretative report. follow up with interview with a sample to provide further qualitative data and to generate case studies.**	**Quantitative and qualitative survey results collected. Draft report process initiated.**	**This action may take some time in terms of collating data from numerous sources and publishing a meaningful report but it is achievable in the long term.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.** **Reviewing the longer term impact of the scheme will help better inform future developments.**	**May-20**	3
	3.8 (g)	Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.	Staff Developer (Research Staff)	Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme. Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation. 18/08/2020 - DM: DM and EG, the core coordinators for TRAMS, have explored the accreditation process with the European Mentoring and Coaching Council (EMCC) - one of the best known mentoring and coaching bodies: https://www.emccouncil.org/accreditation/ The scheme is in a position to possibly apply for their gold level accreditation: https://emcc1.app.box.com/s/bqbt6xfs9doacazocpjfcqwlf5cvkjer **The Aim for 2020-2022 will be to revisit this action and start the accreditation process should this be a viable option for raising the profile of TRAMS.**	Regular updates at HR Excellence Meetings	**Look into gaining accreditation for the Teaching, Research and Academic Mentoring Scheme.** **Explore options, costs, process etc to see if this is a viable strategy for further developing the scheme, raising it's profile and increasing participation.**	**Options explored and reported.** **Decision made about pursuing accreditation.**	**This goal is achievable.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.**	**May-22**	3
	3.9 (b)	Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (where applicable).	HR Business Partner	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. OSDS (formerly CAPOD) to analyse CROS / Staff Survey with the focus of the new Review and Development Scheme and Academic Review process in mind. Feedback data to group. E.g. How many people undertook their review? 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. 26/11/2019: The ARDS process and documents for RS will be reviewed and updated via the Research Staff Forum. 29/04/2020: Initial discussions took place during the last face-to-face Forum in Feb 2020 and a working group will be formed to work alongside LM. https://www.st-andrews.ac.uk/research/environment/committees/research-staff-forum/ **The Aim for 2020-2022 will be to form a virtual working group with Research Staff Forum Reps to review and develop the ARDS remit, form and process.** 21/12/2022 - University staff survey no longer includes question on annual review, but School-level surveys do. The collated responses from School surveys conducted in 2021/22 (11 of the 19 Schools) showed 66%, 64% and 62% of research staff found their review useful for discussing activities, agreeing development requirements and agreeing objectives, respectively.	Regular updates at HR Excellence Meetings	**Form a virtual working group incl. Research Staff Forum Reps to progress ARDS review and development.** **Increase uptake by 10% year on year and to increase the positive attitudes towards the process.**	**Virtual working group incl. Research Staff Forum Reps complete review and development of ARDS.** **Monitor uptake via SS CEDARS Review long term perceptions & attitudes via the CROS & PIRLS Longitudinal study** **Aim of 10% increase in engagement can be measured between each iteration of the surveys.**	**Since the Research Staff Forum refresh an engaged group of Reps has formed resulting in the beginings of a successful collaboration between the RSF support team and the Reps. We therefore believe this action is achievable.**	**The review and development scheme represents an important process which allows researchers and their manager to reflect on achievements, set new goals and plan for the future in terms of career progression and taking steps towards improving employability.**	**May-22**	2 , 4

| | 3.10 (a) | Developing coaching culture to support professional and career development for researchers

Original Action split into coaching and mentoring Dec 2017

Reorganised in 2020 to allow for future coaching associated actions to fall under 3.10. | Staff Developer (Academic Staff) | 18/07/2017: coaching - a collaboration between St Andrews and Aberdeen, the Coaching Service for Staff has so far supported 91 partnerships (which includes professional and academic staff). On average, 2 academics join the scheme each year and currently, 5 academics are taking part in the 2016-17 cycle. The feedback from the scheme presents an overall satisfaction index of 92.8% and 94% of respondents to the programme survey believed that 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.
18/08/2020 - AET: **for the period 2017-20, 61 St Andrews coachees participated** in the Coaching Service:
2017 = 35: 2 Readers, 4 Senior Lecturers, **4 RS**, 3 Teaching Fellows, 22 professional (24F,10M, 1 not stated).
2018 = 9: 1 Associate Lecturer (formerly known as Teaching Fellows) , 1 Bank worker academic, 7 Professional (5F, 4M).
2019 = 8: 1 Professor, 1 Tutor, **1 RS**, 5 professional (4F, 4M).
2020 = 9: 4 Lecturers / Senior Lecturers, **2 RS**, 2 Professional (all F).
Aims: recruit 5 new RS participants – achieved; ↑ awareness of the Coaching service for all staff amongst RS & academics - ongoing: since 2017, 7 members of RS have joined the scheme but we would like to increase this still. A new marketing campaign is being designed by AET to be circulated around various cohorts and sent out via 'In The Loop' to encourage potential coachees to join.
DM - to ensure RS were aware of the benefits of coaching in making career decisions, especially during the COVID-19 pandemic, a Developing News Bulletin: 'Coaching Opportunity for Research Staff' was circulated to the Research Staff Forum mailing list on 12/05/2020 with an open rate of 46.3% and 3.6% clicks: https://mailchi.mp/st-andrews/dn-bulletin-coaching-opportunities
AET - Coaching Scheme development: 17 new trainee coaches (8 St Andrews, 9 Aberdeen) joined the ILM Level 3 Award in Effective Coaching in March 2020. Once qualified, they will increase scheme capacity by volunteering up to 2 hours per month to coach staff. A number of academics are participating in the training, ensuring that RS and Academic coachees are supported effectively.

The Aims for 2020-2022 will be to increase the capacity of the scheme with the newly trained coaches actively coaching; increase awareness and uotake amongst a range of cohorts (5 new RS cochees) and review the success of the 2020-22 coaching partnerships. | Regular updates at HR Excellence Meetings | **Increase capacity - new qualified coaches.**

Increase awareness of scheme amongst RS & academics.

Advertise the benefits of the coaching scheme to RS.

Recruit 5 new RS participants to staff coaching scheme.

Review feedback.

Minimum 85% participant satisfaction as recorded on evaluation forms. | **Newly qualified coaches actively coaching.**

Marketing - open rates.

Activities in booking system & attendance statistics where appropiate.

Number of RS in Scheme database.

SS, CEDARS

Evaluation report statistics. | **RS are more engaged with TRAMS than the coaching scheme but we did see an increase in engagement over the last review period and advertising can continue during induction, PRF and mentoring events.**

85% satisfaction is in line with our overall average for all events. | **The coaching process would especially benefit those CRS who are at a crossroads in their career and help them make better career choices which suit their personal circumstances.** | **May-22** | 3 |

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** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

New Actions

Progress	Ref		Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	4.1 (e)	Develop a process and programme by which students, staff and externals can develop an enterprising idea to fruition via the 'Enterprise Support Model'.	Enterprise Support Model group led by the Quaestor / Director - OSDS / Staff Developer (Research) / Staff Developer (Academic)	**Develop a process and programme by which students, staff and externals can develop an enterprising idea via the 'Enterprise Support Model'.** Led by the Quaestor, the Enterprise Support Model, falls into the 'Entrepreneurial' section of the new University Strategy (https://www.st-andrews.ac.uk/about/governance/university-strategy/entrepreneurial/) and will bring together all those who currently or could potentially support students, staff and / or the public, in developing an enterprising idea to fruition. Members of the HR Excellence Working Group will actively engage in the process of developing a streamlined programme of training, mentoring and support which will meet the needs of budding entrepreneurs	Regular updates at HR Excellence Meetings	Develop a process and programme by which students, staff and externals can develop an enterprising idea via the 'Enterprise Support Model'. Re-visit the idea of 'Career Mentoring' 85% participant satisfaction as recorded on evaluation forms.	Programme development progressed. Digital front door (webpage) support, process, guidance, expertise & signposting in place. Evaluation report statistics.	85% satisfaction is in line with our overall average for all events.	Many research staff do not continue beyond their fixed term contact into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.	May-22	2 & 4

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 for researchers across all cohorts.** **Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills'**	Staff Developer (Research) / Careers Advisor	Career paths and career planning. **Also see actions 3.3 c, d, e** **26/02/2020** DM & CF (Assistant Director of the Careers Centre) to discuss how RS can better access tailored careers advice and develop a simple process for this cohort to seek out the support they need. **18/08/2020:** A streamlined process is now in place for RS to access careers advice. RS will be given priority access to careers advice with longer appointments, tailored support, mock interviews and review of CVs if required. To book an appointment with a Careers Adviser, RS should now create a profile in Career Connect then email careers@standrews.ac.uk to request an appointment. RS will be issued with a pre-appointment document to complete in advance. End of contract RS will have access to Careers Guidance support from the Careers Centre whilst they are in employment with the institution. Access to appointments will be prioritised based on contract end-date. This information was circulated in a Developing news special bulletin on 16/08/2020 with an open rate of 45% and a click rate of 3% https://mailchi.mp/st-andrews/dn-bulletin-careerscentre **Workshops:** Two new workshops have been run by an external presenter since the end of Semester 2 of AY 2018-19 ***New* 'Careers beyond research: applying skills outside academia'**: total attendance of 24 (9 RS) for instances run in AY2018-19 and 22 (7 RS) so far for instances run in 2019-20 **(SIR Average 86%)**. This temporarily replaced 'Career paths for research staff'. ***New* 'Planning and managing your research career'**: total attendance of 17 (3 RS) for 2018-19 instances and 17 (3 RS) for 2019-20 instances (SIR Ave 79.1%). This temporarily replaced 'Career planning and self-development'. Through a collaboration with Careers advisors we plan to review and develop the two original workshops and to tailor once again to the RS cohort. ***New* external PRF subunit alternatives introduced via 'Career Management for Early Career Academic Researchers'. 2017 & 2019** CROS: **85.9% & 84.1%** respondents felt encouraged to engage in CPD by their manager; **97.4% & 95.3%** agreed they take ownership of career development. **The Aims for 2020-2022 will be to review RS interactions with the Careers Centre; review CoRe Skills / PRF activities and University processes around career development, management and leadership; review uptake of the 'Career Management for Early Career Academic Researchers' online resource.** September 2022 - Careers Centre launch of identity-based career resources and Inclusive Careers Week events	Regular updates at HR Excellence Meetings	Review RS interactions with the Careers Centre. Review CoRe Skills / PRF activities and University processes around career development, management and leadership. Review uptake of the 'Career Management for Early Career Academic Researchers' online resource. 85% participant satisfaction as recorded on evaluation forms.	Review of Careers Centre interactions complete. Review of career development, leadership, management carried out, possibly with new activities developed. Uptake of 'Career Management for Early Career Academic Researchers' online resource reported. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Reviewing existing activities and processes, and developing new ones relating to researcher careers is achievable through collaboration with the Careers Centre. 85% satisfaction is in line with our overall average for all events.	Central to researcher CPD and career prospects.	May-22	2 & 4

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

Action split 2020 into 'Career paths, career planning and employability' and 'Entrepreneurial skills' | Staff Developer (Research) / Technology Transfer Team / Careers Centre | **Employability and entrepreneurial skills - 01/04/2016:** enhance the employability and entrepreneurial skills of researchers across all cohorts.
23/05/2017: 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.
18/08/2020 - DM *New* 'Innovation and business insights': total attendance of 12 for workshops run in AY2018-19 and 12 so far for workshops run in 2019-20. **SIR Average 86%.**
Aim: Investigate how employability & entrepreneurship can be embedded – ongoing:
The idea of career mentoring (matching RS with mentors from industry / business / St Andrews alumni was explored by an OSDS intern (2018) but the idea required extra resource and could not be pursued. **A *new*** OSDS-Technology Transfer Centre (formerly known as the Knowledge Transfer Centre)-Careers Centre-Converge collaboration beginning 2019 resulted in a *new* series of **entrepreneurship-associated activities** incl. funding competition events resulting in the **Kickstart Challenge being *won* by a senior research fellow from St Andrews School of Physics and Astronomy;** 4 St Andrews applications subsequently submitted to Converge Challenge **(incl. 2 RS semi-finalists!)** and 3 for the Creative Challenge (incl. 1 bank worker semi-finalist) who are competing within a record number of submissions (157) from 18 supporting Universities!
The Aims for 2020-2022 will be to work with the Technology Transfer Team to develop new workshops for CoRe Skills / PRF and the programme that results from the Enterprise Support Model; continue the OSDS-Technology Transfer Centre (Research & Innovation Services)-Careers Centre-Converge collaboration through running events and supporting Converge competition participants. | Regular updates at HR Excellence Meetings | **Work with the Technology Transfer Team to develop new activities for CoRe Skills / PRF and the programme that results from the Enterprise Support Model.**

Continue the Converge collaboration - host events & support Converge competition participants.

85% participant satisfaction as recorded on evaluation forms. | **Events and bookings in booking system, and attendance statistics.**

Evaluation report statistics. | **Development of activities relating entrepreneurship are achievable through collaboration with the Technology Transfer Team**

85% satisfaction is in line with our overall average for all events. | **Many researchers do not continue beyond their fixed term contact into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.** | **Dec-20** | 2 & 4 |

| 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 OSDS (formerly CAPOD). **10/07/2019 - DM:** CROS and PIRLS ran in May 2019, with a response rate of 27% (> 4% from 2017) and 36% (>13% from 2017), respectively - discuss anonymised responses. **18/08/2020 - DM: the 12/02/20 Research Staff Forum (RSF) focussed on RS-Manager Relationships, Manager Skills and Career Development** - gathering the views from RS regarding how they feel they are managed and the role that a RS Manager plays in the career development of their RS will help OSDS develop support better support, sign-posting and resources for managers of RS. Following discussions at the Forum, a ***new*** Developing News' Bulletins for Research Leaders' intro was circulated around those who manage and / or support RS in May 2020. Subsequent updates followed and these will continue. The purpose is to raise an awareness amongst those research leaders who either directly manage Research Staff or are involved in supporting this cohort in some way, regarding the CPD opportunities of interest to managers / supporters of Research Staff and the resources / workshops which are directly available to the RS in a PI's team / School as they become available. https://us11.admin.mailchimp.com/campaigns/show?id=1956405 **The Aims for 2020-2022 will be to support all those having to manage their research team remotely; work towards a role-based curriculum; consider adapting the HoS 'zone' idea and associated support to other leadership cohorts such as those who manage researchers; continue to circulate 'Bulletins for Research Leader' & RSF updates (monitor open and click rates); work with academics, OSDS Developers and the RSF to review and update the support and resources available to those who manage researchers.** | Regular updates at HR Excellence Meetings | **Support those having to manage their research team remotely.** **Work towards a role-based curriculum - consider adapting the HoS 'zone' idea and associated support to those who manage researchers.** **Monitor marketing - 'Bulletins for Research Leaders' & RSF updates** **Work with academics & RSF to review & update the support & resources available to those who manage researchers.** **Minimum 85% participant satisfaction as recorded on evaluation forms.** | **New resource developed.** **Webpage views.** **E-newsletter opne and click rates.** **SS, CEDARS Longitudinal CROS & PIRLS study** **Number of events and bookings in booking system, and attendance statistics.** **Evaluation report statistics.** | **85% satisfaction is in line with our overall average for all events.** | **Increasing programme awareness and variety is highly relevant to the CPD of academic staff and the management of their research staff and students.** | **May-22** | | 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** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	5.1 (d)	Develop a training proposal around new Research Integrity policies.	Head of Research Policy, Integrity and Governance / Educational and PGR Developer Staff / Staff Developer (Academic) / Staff Developer (Research)	**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. **11/09/2020 RM**: Online training is in place: 1 module about St Andrews policy, process and contact points, 6 on issues about research integrity (licensed from Dundee). **Starting AY2019-20**, all 7 have been be mandated for all PGRs, and we introduced a case study workshop, principally for PGRs, but with an eye to rolling out for academics to deliver in School tailored to their discipline. **The aims for 2020-2022 will be to: review the materials to ensure they are comprehensive and up-to-date; mandate the first online module as part of probation for new staff on research only contracts, and teaching and research contracts; we also plan to develop a technician-specific training workshop; and initiate a University level peer-to-peer discussion and learning event series 'Spotlight on research integrity'.**	Regular updates at HR Excellence Meetings	**Mandate first online module as part of probation for new staff on research only contracts, and teaching and research contracts.** **Develop a technician-specific training workshop.** **Initiate a University level, peer-to-peer discussion and learning event series 'Spotlight on research integrity'.** **85% participant satisfaction as recorded on evaluation forms.**	**Online training in place, monitor uptake.** **Number of events and bookings in booking system, and attendance statistics.** **Evaluation report statistics.**	**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.** **85% satisfaction is in line with our overall average for all events.**	**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.**	**May-22**	2
	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.	Staff Developer (Academic)	**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 visits 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 resource.** Also see action 7.4 (a). Aim: 50% uptake of the Academic Induction Resource (AIR) by new researchers – ongoing: **18/08/2020 - RJ**: we have had some issues with an expired license for the software and progress has been slow due to the COVID-19 pandemic. The material is ready to be uploaded, but the issue of measuring remains though. **Action rolled in to *new* larger 'HR & Organisational Development (OD) Enhancement Programme' (HRODEP)** which encompasses: 'University-wide induction review'; 'Interim solutions' to enhance the new start experience; 'Quick wins' to improve the new start online training processes; 'HR OD projects'; 'New HR/OD platform' to integrate functionality currently spread across diff. systems (e.g. training management / records, induction, performance review). HRODEP (closely linked to the *New* 2018-2023 University Strategy) aims to improve processes across HR/OD. See action 3.6 (g). **The aim for 2020-2022 will be to re-assess the reporting mechanism for this resource. The materials are available but uptake cannot be monitored. Could these materials be hosted one a platform from which meaningful data can be collected? Roll into new provisions for new starters / RS managers.**	Regular updates at HR Excellence Meetings	**Reassess hosting platform for AIR - needs to provide meaningful data (materials have been updated and are ready for launch).**	**Decision made about hosting platform for AIR, baseline data collected.**	**It may or may not be possible to change how certain data sets are collected but we can certainly investigate the possibilities.**	**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 resources and processes.**	**May-20**	2

| 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. | Director OSDS / Organisational Development Coordinator / Staff Developer (Academic) / Staff Developer (Research) / 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.
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 at Gold level. The University's initial Gold period will run until 2021, when we will be re-assessed.
20/08/2020 - JF: HWL retained in 2019. The HWL annual review has been paused until October next submission has delayed until 2021 by the COVID-19 pandemic and consequent resource issues deferred until 2021 and the award will remain in place until then.
2019 PIRLS: 57.6% respondents aware of HWL. 2017 & 2019 CROS: 58.4% & 72.6% respondents aware (15%> 2017 CROS).
Aim: ↑ researcher engagement with wellbeing activities 20% - achieved for academics: ongoing for RS:
For A/Y 17-18, 29 RS (↓2), 39 academics (↑45), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (SIR ave. 93.4%).
For AY 18-19, 34 RS (↑5) & 108 academics (↑ 69) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%).
For AY 19-20, 31 RS (↓ 3) & 132 academics (↑24) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%).
Signposting of relevant wellbeing events to academics and RS ↑ via advertising at Induction events and e-newsletter circulation, where new links were embedded and wellbeing activities were highlighted.
Aim: ↑ wellbeing events for Rs (by 2) – achieved: focus on resilience - Resilience Day & resilience activities added to Passport to Research Futures.
Aim: recruit 2 or more new members of the Wellbeing & Engagement Group – ongoing.
The aims for 2020-2022 will be to carry on advertising and monitoring attendance for wellbeing events (which are now online), maintain the standards of the events offered (as reflected in evaluation reports), retain HWL Gold; encourage Schools to link directly Wellbeing pages; raise awareness of the wellbeing & Engagement Group to RS. | 01/12/2018 then every 6 months | Continue to raise awareness of wellbeing activities (now online) amongst RS and monitor attendance.

85% participant satisfaction as recorded on evaluation forms where appropriate.

Retain HWL Gold.

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

CEDARS

HWL Gold Award retained. | 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-22 | 5 |
| 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.
26/11/2019. 68 teams from across the University took part. Data was not collected regarding cohort or Academic School but the challenge was opened up further to allow teams to include 2 non-staff members (as long as they were not team captain). This functioned to open up the challenge to the wider PGR cohort and retired members of staff for example.
18/08/2020: SCC ran remotely for 4 weeks in May with 15 teams. We opened up to non-University members and a mixture of Staff and family members took part. Although they were only allowed to go outside for 1 hour a day, participants use different activities e.g. yoga to raise their step count.
The aims for 2020-21 will be to run SCC remotely if lockdown measures persist or to aim for 100 teams should we return to some form of normality; collect data regarding cohort and academic school via sign-up forms for improved progress tracking and reporting. | March 2021, July 2021 March 2022 | Run SCC remotely if lockdown measures persist or aim to recruit 100 teams if normality returns!

Collect data regarding cohort and academic school via sign-up forms for improved progress tracking and reporting. | SCC goes ahead remotely or in the normal way.

Reportable data collected. | With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved. | | May-22 | 5 |

5.5 (e)	Focus on the mental health of Research Staff & Academics and those they manage / support.	Director OSDS / Staff Developer (Academic) / Staff Developer (Research) / Organisational Development Coordinator	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 to 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. 10/07/2019 - DM: after researching different options, 'Resilience in the face of change' part 1 and 2 have been added under a new section of the Passport to Research Futures during it's 2019 review: 'Personal Effectiveness' - brilliant presenter, content will resonate with research staff. 18/08/2020 - For A/Y 17-18, 29 RS (↓2 from last review period), 39 academics (↑45), 228 professional staff & 24 students undertook Passport to Health & Wellbeing Excellence - associated activities covering mental, physical nutritional & workplace wellbeing (SIR ave. 93.4%). For AY 18-19, 34 RS (↑5) & 108 academics (↑ 69) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%). For AY 19-20, 31 RS (↓ 3) & 132 academics (↑24) undertook Passport to Health & Wellbeing Excellence - associated activities (SIR ave. 91%). 20/08/2020 - JF: During 2019, the University formed a working group to develop a new Mental Health Strategy. This Strategy has now been formally adopted. The working group has now become a Mental Health Task Force and is responsible for strategy implementation. Actions relating to the strategy include a comprehensive, tiered training programme and the establishment of designated Wellbeing Officers / Directors of Wellbeing in all Schools and Units. 2017/2019 CROS & PIRLS: 76.5% & 69.5% and 84.7% & 65.8% respondents agreed that St Andrews promotes better mental health and wellbeing at work. The aims for 2020-21 will be to support where appropriate, actions relating to the Mental Health Strategy; support where appropriate and report on progress regarding the comprehensive, tiered training programme and the establishment of Wellbeing Officers / Directors of Wellbeing in Schools & Units.	Regular updates at HR Excellence Meetings	Support where appropriate, actions relating to the Mental Health Strategy. Support where appropriate and report on progress regarding the comprehensive, tiered training programme Support where appropriate and report on progress regarding the establishment of Wellbeing Officers / Directors of Wellbeing in Schools & Units. 85% participant satisfaction as recorded on evaluation forms where appropriate. Monitor positive response rate - CEDARS	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics. SS CEDARS Longitudinal CROS & PIRLS study, People Strategy survey & HWL survey - review perceptions of mental health support.	As St Andrews holds the HWL Gold Award and OSDS are experienced in developing and supporting wellbeing programmes, (including Passport to Wellbeing Excellence), we believe this action is achievable. 85% satisfaction is in line with our overall average for all events.	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		
	5									5

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** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	6.13 (b)	Develop appropriate training and resources which support the new 'St Andrews Staff Disability Policy'	Head of Equality and Diversity	Once the final version of the 'St Andrews Staff Disability Policy' has been approved, training needs and future resources to support the policy will be identified to ensure the effectiveness of the policy. **21/12/2022** - New EDI staff member appointed April 2022 to lead on this work. Consultations in progress, training in development. Anticipated launch June 2023.	Regular updates at HR Excellence Meetings	Develop and deliver training with regard to the new Dignity and Respect at Work Policy. 85% participant satisfaction as recorded on evaluation forms for new activity	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	85% satisfaction is in line with our overall average for all events.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices.	Dec-21	1, 2 & 3
New	6.13 (c)	Work towards the 'Disability Confident Award'	Head of Equality and Diversity	**Aim to achieve this Government Award by 2021.** **18/08/2020 - SB:** This could be achievable but is a large commitment. The new 'St Andrews Staff Disability Policy' will underpin the Award application. **21/12/2022 - KM:** Scoping ongoing.	Regular updates at HR Excellence Meetings	Achieve Entry level 'Disability Confident Award' in 2021	Award achieved and subsequently renewed.	This action is achievable but is a large commitment.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and is committed to embedding policies, processes and guidance regarding disability-related workplace adjustments	Dec-21	1, 2 & 3

New	6.14 (a)	Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts.	Organisational Development Coordinator Director - CEED Head of Equality and Diversity	**Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts.** Dec 2019: Commissioned by the proctors office, the purpose of the new training is to develop an inclusive working / studying environment for transgender and gender-queer students and staff. The Pronoun Training Working Group consist of representatives from CEED, ED&I, OSDS, Saints, the Student Association and UCU, and includes input from 1 or more PGRs and Academics. The training video will be presented from the position of treating staff and students with respect and dignity. It will be instructive providing background information for context and useful tools to help viewers develop behaviours. Gender will discussed as a spectrum and viewers will be sign-posted to relevant policies and processes should a person be experiencing bullying or harassment. The video will be presented as part of student and staff induction, and be made available via the University website or Moodle. Guidance will sit alongside the video providing further information. The plan is to launch the video and Guidance Semester 1 AY 2020-21 . **27/08/2020 AH:** The idea of providing some instructor-led training around the pronouns and gendered language in teaching, research and professional contexts' is being pitched to the working group. Training could potentially be added in to ASDP. Training for HoS and Directors of Teaching (DoT) for example, could potentially become mandatory.	Regular updates at HR Excellence Meetings	Develop and launch a training video for staff and students regarding pronouns and gendered language in teaching, research and professional contexts.	New training activity developed and delivered. Minimum 85% participant satisfaction as recorded on evaluation forms. Webpage views Moodle access data SS / CEDARS / EDI surveys	85% satisfaction is in line with our overall average for all events.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices.	Dec-21	1, 2 & 3
New	6.15 (b)	Support participants through the Advance HE Diversifying Leadership (BAME) programme.	Head of Equality and Diversity	**Support participants through the Advance HE, Diversifying Leadership (BAME) programme 2020-21.** This external programme is aimed at early career academics and professional services staff from black and minority ethnic backgrounds (people of colour) up to and below senior lecturer level (or equivalent) typically for University staff grades 6 to 8, who would like to develop and explore issues relating to taking their first step into a leadership role. The programme will comprise of four one-day face-to-face workshops. While it is non-residential, it will feature online resources, leadership stories from high profile higher education leaders, and include the development of strategies for working effectively with sponsors and mentors. This initiative is supported by the Principal forming part of the Institutional Athena SWAN actions. https://www.st-andrews.ac.uk/hr/edi/race/leadership-bame-programme/ **21/12/2022 -** 4 staff members support to take programme 2020-2022.	Regular updates at HR Excellence Meetings	Support participants through the Advance HE, Diversifying Leadership (BAME) programme 2020-21.	Participants recruited and supported through proggramme. Feedback reviewed.	This action is achievable is Advance HE persue online delivery for 2020-21.	St Andrews would like to ensure that all potential leaders are supported in their CPD and career progression.	May-22	1, 2 & 3
New	6.16 (a)	Develop and deliver training around microaggressions.	Head of Equality and Diversity	**Develop and deliver training around microaggressions.** **21/12/2022 -** Scoping exercise did not identify suitable off-the- shelf training. As an alternate, university piloted bystander training during 2022 and is now looking to roll this out more widely.		Develop and deliver training with regard to the microaggressions. 85% participant satisfaction as recorded on evaluation forms for new activity	New training activity developed and delivered.	85% satisfaction is in line with our overall average for all events.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect.	May-22	1, 2 & 3

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 Sept 2019) HR and student services staff received LGBTIQ+ specialised training from Stonewall in June / July 2019 to help support those they have contact with. 18/08/2020 - SB: LGBT Stonewall Diversity Award renewal submission deadline extended to Sept 2021 due to the COVID-19 pandemic. The launch of the external LGBT Stonewall Staff Workplace Equality Staff Survey has been suspended until Sept 2021 due to the COVID-19 pandemic. **The Aims for 2020-21 will be to renew our accreditation, run and learn from appropriate surveys and re-run the LGBTIQ+ specialised training.** 21/12/2022 - KM: The university no longer participates in Stonewall's Diversity Champion Scheme but continues to apply annually to the Stonewall Workplace Equality Index (last application 2022; outcome pending). From 2021 submission, St Andrews gained its first Silver award for LGBT+ workplace inclusion from Stonewall.	Regular updates at HR Excellence Meetings	Submit renewal 2021. Run and analyse appropriate surveys. Run the LGBTIQ+ specialised training.	Renewal achieved. Survey results analysed and published on appropriate University webpage. Improvements observed in results of the survey. New actions taken forward to working groups / University processes. Training complete	The EDI team is highly involved in driving relevant University processes, therefore we believe this goal is achievable.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices.	Dec-21	1, 2 & 3
	6.3 (a)	All members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	Director of HR / Head of Equality and Diversity / New Research Culture Group	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. 18/08/2020: Action being progressed via the Research Staff Forum (RSF) and EDI and / or ASWAN working Groups. EDI reports (2019): 1st Ethnicity Pay Gap; Gender Pay Gap; Staff & Student diversity & inclusion reports published - monitor progress. **Also see New Research Culture Action 7.** **The Aim for 2020-21 will be to discuss research culture and talent management within the Research Culture Group and within the context of adopting the New Concordat, which we will align with the new University Strategy.**	Bi Annually and via ATHENA SWAN/EDI meetings, RST, Research Culture Group Regular updates at HR Excellence Meetings	Raise discussions around this action at various University forums / working groups.	CEDARS SS RSF Research Culture Group GAP Analysis - New Concordat adoption	A new Research Culture Group has formed, allowing discussions around retention and progression to be raised alongside the adoption of the 2019 Concordat.	The University seeks to ensure that all University staff, are supported in their professional and career development, and that we are providing support and clear pathways to develop and retain talent from within.	Dec-21	1, 2 & 3
	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. 18/08/2020: DM to speak to LS in HR regarding uptake and use of policy. **The Aim for 2020-21 will be to collect and review data around the flexible working policy in the context of the new homeworking environment induced by the COVID-19 pandemic.** 21/12/2022 - KM: 'Working in the context of covid surey' (2020) identified need to further guidance on flexible working. Flexiquette guidance developed in response (launched 2020). Research culture survey (2021) report noted positive perception of flexible working policy. Notable increase in number of academic staff with formal flexible working arrangements between 2019 and 2020.	Annually	Annually review Flexible Working applications and carry out trend analysis. Identify whether or not RS are satisfied with 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 (RSF).	This action is achievable.	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.	Dec-21	1, 2 & 3

| 6.10 (e) | Regularly refresh signposting of 'Equality & Diversity' and 'Unconscious Bias' online materials to all research staff and academics (every 6 months) | Director of HR / Head of Equality and Diversity / Staff Developers | 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. **Aim: ↑ Signposting of induction materials to all Schools - ongoing:** 18/08/2020 - SB: All School EDI Committees are now managing communications with their staff regarding uptake of the online training and they receive completion reports. **Aim: 70% positive response rate for awareness of materials - ongoing: 2017 & 2019** CROS: **51.9% & 50.6%** respondents had participated / would like to participate in further E&D training, **(ave. 28.5% > 2015 CROS)**, indicating ↑ awareness, corresponding to ↑ institutional Athena Swan (ASWAN) activity. **The Aim for 2020-21 will again be to observe a 70% positive response rate with regard to awareness of materials.** 21/12/2022 - Diversity in the workplace (Equality & Diversity) and Unconscious Bias made mandatory training for employees. OSDS responsible for sending completion reports to Schools twice yearly. Head of School/School Manager to manage communications to staff regarding training based on completion reports. | Regular updates at HR Excellence Meetings | Refresh advertising / remind academic Schools about E&D online training every 6 months. | Observe a 70% positive response rate with regard to awareness of materials via CEDARS / SS | As HR, OSDS (formerly CAPOD) and the EDI team successfully collaborate via the HR Excellence process, we believe that this goal is achievable. | St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices. | May-22 | | 1, 2 & 3 |
| 6.10 (f) | Support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of E&D | Director of HR/Head of Equality and Diversity / Staff Developers | 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 **18/08/2020 - SB: 17 out of 19 Schools now hold an Athena Swan Award.** Philosophy, Anthropology and Film, new award Bronze = April 2020; Divinity applied in April; Modern Languages plan to submit in Nov 2020. LGBT Charter: The upcoming renewal date has been extended to June 2022 due to the COVID-19 pandemic. https://www.st-andrews.ac.uk/hr/edi/sexualorientation/charter/ **Aim: to support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of equality, diversity & inclusion (EDI) - ongoing:** 93.4% & 90% of 2017 & 2019 CROS respondents and 90% & 87% of 2017 & 2019 PIRLS respondents agreed St Andrews was committed to EDI. Diversity is central to the *New* 2018-2023 University Strategy (2018). **The Aims for 2020-21 will be that all Schools hold an Athena Swan Award and that the LGBT Charter is on it's way to being renewed; continue to support actions which arise from LGBT Charter and ASWAN.** 21/12/2022 - All Schools hold at least Bronze level Athena Swan award (and Biology has gained a Gold level Award) as of April 2021.LGBT Charter renewed in 2022. | Regular updates at HR Excellence Meetings | Work towards all Schools achieving an Athena Swan Award Renew LGBT Charter Actively participate in relevant University forums / working groups to assist in formulating actions which arise from the LGBT charter and the Athena Swan process. | All Schools hold an Athena Swan Award LGBT Charter renewed Engagement with committees / working groups CEDARS SS EDI surveys | The EDI team is receiving further resource and is highly involved in relevant University processes, as are HR and OSDS (formerly CAPOD). We therefore believe this goal is achievable. | | May-22 | 1, 2 & 3 |

	Ref	Action	Responsible	Progress / Updates	Monitoring					Date	
	6.11 (a)	Support the development of new issue-based networks to support research staff and academics	Head of Equality and Diversity / OSDS (formerly CAPOD) Staff Developers	**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.** **26/02/2020 - SB:** Carers network and parents network combined. 23 BAME members, LGBTIQ+ 19, Staff disability to be re-launched. Issues discussed are fed back to EDI. ECWN and LGBTIQ+ and BAME were involved in the development of the People Enabling Strategy 2019-2023 through direct engagement with focus groups. **29/04/2020 DM:** In response to the period of home-working induced by the COVID-19 Pandemic, the WISSA community moved online. The WISSA Champions have a new 365 Team, as does the Network as a whole - WISSA online. Monthly meetings will continue via Teams. **18/08/2020 - DM:** **Aims: Launch new issue-based networks and ↑ associated activities (4 per AY) - achieved: *New* staff networks launched 2019: Staff BAME Network / Staff Parents and Carers Network (>60 members) / LGBTIQ+ network - provides a model for the sector.** RS/academic-led Early Career Women Network (ECWN) (>90 members) launched 2018; events incl. networking, wellbeing, discussion topics: 'Institutional Policy Q&A with HR', 'Celebrating the History of St Andrews Feminism', 'Demystifying the REF' **Academic-led Women In Science at St Andrews (WISSA) (>220 members) across 15 Schools/Units/Departments/Locations covering the Sciences and Social Sciences.** launched 2018; regular e-newsletter; events incl. wellbeing, discussion topics: academic promotions, dual delivery teaching, managing a research team, yoga!. **Senior Women in St Andrews (SWiStA)** supports grade 9+ staff who identify as a woman (>60 members). Networks provided regular face-to-face meetups (weekly, fortnightly, monthly or 2-3 per Semester) prior to the COVID-19 pandemic, to which the majority of the networks responded by moving to online meetups and / or by creating a MS Teams group. Continue to support staff networks by working with those running the networks. **The Aims for 2020-2022 will be to continue to support staff networks by working with those running the networks; provide advertising and logistical support for network activities and provide more opportunities for networks to inform policy & organisational change.** **21/12/2022 - KM:** Staff with disabilities network launched 2021	Regular updates at HR Excellence Meetings	Continue to support staff networks by working with those running the networks. Provide advertising and logistical support for activities. Provide more opportunities for networks to inform policy & organisational change	Staff networks feel supported and are given opportunities to inform policy through interactions with University processes.	The EDI team and OSDS (formerly CAPOD) work to support the development of staff networks.	Successfully active staff groupings provide the following: * peer support * collective voice representation * sense of community * route for feedback to the University * good source of information.	May-22	3 & 6
	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. **26/02/2020 - SB:** An online feedback form regarding the draft policy will be circulated in Spring 2020 and the draft policy will be viewed by PO. The plan to launch the final policy by May/June 2020. **18/08/2020 - SB:** The 9th draft of the policy is currently out for public consultation, which ends in Sept 2020. The draft will then go to Trade Unions and PO. Reasonable adjustments are currently assessed by Occupational Health. The purpose of the policy is to translate the actions we are already taking into writing. The plan is to launch the final policy by the end of 2020 but this date is flexible. https://www.st-andrews.ac.uk/hr/edi/eia/engagement/staff-disability/ **The Aim for 2020-2022 will be to publish the final, approved version of the policy and process, following an extensive consultation.** **21/12/2022 - KM:** Staff Disability Policy launched January 2022.	Jul-20	Develop, launch and review a new 'St Andrews Staff Disability Policy'	Policy and process successfully launched	The EDI team is highly involved in driving relevant University processes, therefore we believe this goal is achievable.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and is committed to embedding policies, processes and guidance regarding disability-related workplace adjustments	Dec-21	5

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** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**	Link to People Enabling Strategy 2019-2023

New Actions

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

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	7.4 (a)	Review governance and strategies for collecting and reporting data for University processes.	Director of HR/Head of Equality and Diversity/Staff Developers	**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.** **18/08/2020 - SB:** Schools now manage communications with their staff regarding Unconscious Bias and Diversity in the Workplace. Once staff have completed these online training modules their HR Staff Record in Resource Link is updated by HR. This does not link to PDMS. **During 2020-2022 the reporting system was being reviewed as part of the HROSDS programme and tender specifications where agreed for a new platform.**	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.	May-22	ALL
	7.7 (b)	Carry out a longitudinal, in-depth study of CROS and PIRLS. **Also see action 7.7 (a). Related to 7.6 actions**	Planning Manager / Staff Developer (Research) / HR Business Partner	Carry out and publish a longitudinal, in-depth study of CROS and PIRLS data in collaboration with the Planning & Analysis Team. **08/07/2020 - DM.** DM, MP and JMB met to discuss two forms of the longitudinal study, a sample Case Study for inclusion in the 8-year HR Excellence Review and the longer term, larger report which will inform the GAP analysis for the new Concordat. **Also see action 7.7 (a)** **The aim for 2020-2022 is to complete the longitudinal, in-depth study of CROS and PIRLS and review the findings alongside other relevant questionnaires and reports with a view to adopting the new Concordat and informing the progression of actions relating to the support available to RS and those who manage / support them.**	Regular updates at HR Excellence Meetings	Carry out a longitudinal, in-depth study of CROS and PIRLS. Use study to inform the GAP analysis for adopting the 2019 Concordat.	Study published and discussed via HR Excellence & Research Culture Group	The Planning & Analysis Team will actively support the HR Excellence Working Group to progress this action, it is achievable.	This action will be particularly relevant to the GAP analysis that will be required when the University becomes a signatory to the 2019 Concordat.	May-22	All
	7.8 (a)	Form a new Research Culture Group to with a view to addressing interconnected issues (e.g. research integrity, open research, leadership, researcher support and development, equality, diversity and inclusion, and bullying, harassment and discrimination) and themes (e.g. workload and wellbeing, reward and recognition, visibility and trust in policies and procedures, incentives and motivation) that relate to and define the culture in which researchers operate.	Head of Research Policy, Integrity & Governance / Staff Developer (RS)	that relate to and define the culture in which researchers operate. 07/2020: University Research Culture Group (URCG) meets for the first time (unofficially) 09/2020: Research, Impact and Innovation Committee agrees to officially constitute the University Research Culture Group. "The University Research Culture Group is joining up existing activities related to research culture to coordinate and co-develop cultural change between the University's research community, professional services community and senior management: mapping and celebrating what we have already achieved towards nurturing this culture; and prioritising the actions we still need to take to further nurture this culture, including actions that will require us to advocate for change at a national or international level. This group is steered by the University's Research, Impact and Innovation Committee and chaired by the Vice-Principal (Research and Innovation). It coordinates work across stakeholders, including the wider research community, and the following: Central Equality, Diversity and Inclusion Group, HR Excellence in Research Working Group, Open Research Working group, Research Integrity Committee" Late 2020 to early 2022: URCG works across those existing committees, groups and working groups to develop a draft vision statement, map all current University activity against that vision, and undertake a gap analysis to understand where the gaps appear to be between the vision and current provisions. From 2021-present: The University has funded a research project on 'Research Culture in the Covid-19 era', which is independent of, but liaising with, the University Research Culture Group. The research is being undertaken by social scientists, and overseen by academics in the University's Schools of Psychology & Neuroscience, and Management. The steering group for the research involves: academics from St Andrews' Schools of Art History, Chemistry, Management, Mathematics and Statistics, Modern Languages, and Psychology and Neuroscience; professional services staff from Research and Innovation Services; academics and professional services staff from the University of Glasgow. Phase 1 of the project involved a literature review of existing reports and surveys on research culture, which was used to inform an internal survey on facilitators and obstacles to a positive research culture and resulting report. Phase 2 involved the convening of a range of iterative focus groups on the key areas identified in the survey, first exploring those issues in more detail and rough ideas for	Regular updates at HR Excellence Meetings	Form a new Research Culture Group which reaches across University working Groups and Committees to address interconnected issues and themes. Develop remit & action plan which takes into account, the University Strategy and the 2019 Concordat.	Group forms and meets regularly. Remit and action plan developed and published.	Engaged Reps from across the University will be involved and the group will have full support of PO, therefore this action is achievable.	St Andrews would like to ensure that a supportive research environment is provided and is committed to embedding a culture of equality and respect through fair practices.	May-22	All