

HR Excellence in Research - Action Plan

A. Recruitment & Selection

PRINCIPLE 1: *Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research*

[Link to University Strategy 2015-2025](#)

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".

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

[Actions from Principle 1 are regularly discussed via the Research and Teaching Staff Forum](#)

Key:
Green - Completed
Orange - Ongoing

Completed Actions							
Progress	Ref	Action	Who's leading	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
	1.1 (a)	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	HR Director	Ongoing	HR ensures Job Descriptions identify essential criteria for the role of a Researcher	Recruitment is transparent, fair and objective	Annually via CROS survey
	1.2 (a)	As part of on-going development, a review of the Inclusive Recruitment guide will be undertaken in 2012.	HR Director	Sep-12	Work is underway on this. Equality and Diversity Officer has completed his part. HROs now checking over before launch.	Launch of Recruitment Guide	
	1.2 (b)	Develop general statistics on recruitment in terms of applications, and success rates by the protected characteristics. Review annually to ensure no discriminatory practices are being undertaken. Where issues arise, the necessary steps will be taken to identify what remedial action needs to be undertaken.	Equality and Diversity Officer	Jul-13	Recruitment data for Gender is being analysed within each School as part of Athena SWAN and Gender Equality Charter Mark on an on-going basis. General recruitment data analysis is conducted in May annually per grouping.	Data reviewed each year	May each year
	1.3 (a)	To ensure the use of Fixed Term Contracts is reviewed on an ongoing basis with annual reporting to the Research and Teaching Staff Forum (RTSF).	HR Director	For each research staff forum	This is now on the agenda of the Research and Teaching Staff forum	On agenda of Research and Teaching Staff Forum	Bi-annually
	1.4 (a)	Provide ongoing Equality & Diversity training for staff and monitor uptake	Equality and Diversity Officer	ongoing	Completed review of the online training module, provider has made links to the Equality and Harassment & Bullying policy.	Online training regularly advertised. Bespoke workshops take place	June each year

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

HR Excellence in Research - Action Plan

B. Recognition and Value

PRINCIPLE 2: *Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.*

[Link to University Strategy 2015-2025](#) *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."*

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

Key:
 Green - Completed
 Orange - Ongoing
 White - NEW (added May 2017 - May 2018)

New Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
New	2.1 (d)	Increase participation of research staff in the 2019 Staff Survey and analyse results for disparities in levels of satisfaction with different aspects of University life and employment, specifically in relation to recognition and value.	Head of Organisational and Staff Development	Dec-19	Discuss strategies for increasing engagement and perceived value prior to the design of the Staff Survey which begins Semester 1, 2018.	*Higher response rate from researchers * Specific actions drawn from analysis of results to improve perceptions of recognition and value.	Regular updates at HR Excellence meetings	1
New	2.3 (k)	Increase accessibility and awareness of the resources available to Heads of School.	Staff Developer (Academic)	Dec-19	Improve accessibility and awareness of the Head of School Toolkit.	*Increased awareness of materials * Increased use of online resources *Improvement in HoS satisfaction	Initial review Oct 17 then regular updates at HR Excellence meetings	2
New	2.6 (e)	Increase research staff communications and networking	Staff Developer (Research Staff)	Dec-19	23/05/17: 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. 18/07/17: the launch event on 14/07/17 encouraged Post-docs to network with the CAPOD-associated Careers Advisor, a Public Engagement Officer and two Research Staff Developers. 24.10.17: 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 02/11/17 to increase connections between these cohorts. 11/12/17: Excellent attendance and reviews for the event held on 02/11/12 - attendance of 21! Events will continue to develop. 18/07/17: 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. 11/12/17: 66 members. Verbal feedback at events has highlighted need for an alternative forum.	*Increased engagement with CAPOD activities *Increased number of participants at networking events	Regular updates at HR Excellence meetings	New theme - Community & engagement

Ongoing Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
	2.3 (f)	Increase awareness of available 'new starter' information and resources for all Research Staff.	Staff Developer (Academic)/Staff Developer (Research Staff)	May-20	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. 18/07/17: New academic starts are contacted to welcome them to the University and provide information regarding relevant toolkits and ASDP. Contact details for new starts provided periodically by HR. 24/10/17: 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 CAPOD during your time at St Andrews, 3) 'reminder for line managers - what 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.	*Researchers Increased awareness of materials * Increased use of online resources * Improvements in CROS results	Regular updates at meeting	1
	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.	Staff Developer (Academic)/Staff Developer (Research Staff)	May-20	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. (18/07/17): the CROS 2017 survey results highlighted areas for improvement in the induction process at the institutional, departmental and local level for research staff. (24/10/17): HR Excellence workgroup members invited to further discuss the local induction process in detail at a meeting on 30/11/17. (11/12/17): actions arising from the above meeting will be 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'.	* More effective induction for new staff measured via CROS * Greater consistency on approaches to induction across research groups and schools	Initial discussion Nov 2017 then at each working group meeting up to June 18	1 and 2
	2.3 (i)	Further develop and launch a developmental programme for research supervisors	Staff Developer (Academic)	May-20	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" 18/07/17: regarding online recourses, the 'Supervising Doctoral Studies' Epigeum token trial has started - 100 tokens were purchased by CAPOD for dissemination to academic and research staff who apply for access to the online courses which form part of this Epigeum online suite of courses. This trial will end on 31 August 2017, when use of tokens will be reviewed. 18/07/17 "PGR Supervisor Training" Sessions are run twice a year. New Provost starting in August 2017 - need to discuss supervisor workshops in general. 24/10/17: 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. 23/10/11: "Supervisor update sessions" last ran in AY 2014/15 (January) with attendance numbers of over 40. The Academic Staff Developer is now in discussion with PGR Pro Dean James Palmer to decide if such sessions should be revitalised and if so, what format they should take. The plan is to run a session in Semester 2 of AY 17/18. Research Integrity will most likely be integrated into these sessions. 11/12/17: Epigeum token use will be opened up to Research Fellows who may also find this resource helpful to their CPD.	20+ research supervisors engaging with ASDP	Regular updates at meeting	2

	2.4 (b)	Enhance provision of information and development of more formal redeployment system.	Director of HR	May-20	<p>If staff here for a significant period of time, all efforts are made to redeploy them. Staff made aware of this via end of contract letters. Director of HR to speak to new Master/ VP Research to establish further action required. 1/4/15: Redeployment policy redrafted. HR Business Partner to follow up with HR colleagues to establish timescale for approval and implementation. 25/5/15 This was followed up and is currently with PO. 17/03/16:Numbers redeployed:</p> <p>2011-12, 16 in total; 5 = research posts. Left Uni: 7 (3 were researchers). Redeployed: 5 Extended: 3 (2 were researchers). Moved to standard funding: 1 (researcher)</p> <p>2013: 7 in total; 2 = research posts. Left Uni:5 (2 were researchers). Redeployed: 2</p> <p>2014: 6 in total; 2 = research posts. Left Uni:3 (1 was research). Redeployed: 2. Extended: 1 (research)</p> <p>2015:10 in total: 4 = research posts. Left Uni: 6 (4 were researchers). Redeployed: 4</p> <p>2016 (so far): 6 in total; (3 = research posts. Left Uni:0. Redeployed:2 (1 research). Still on register: 4 (2 of the researchers have just gone on list)</p> <p>Redeployment policy is due to go the unions for approval.</p>	*Contract letters mention formal redeployment system	RTSF, twice a year	
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Completed Actions								
Progress	Ref	Action	By whom	Completed	Comment	Success Measure	Continuous Review Date (where applicable)	Strategic theme
	2.1 (a)	Review impact of revised probation process to ensure being utilised fully. and embed Q6 (review and development) into the procedure.	HR Director	Dec-12				
	2.1 (b)	Include a question about the revised probation process/Q6 as part of the exit interview process	HR Director	Apr-14	Question now added on Exit Questionnaire to ask if have participated in Q6/Academic Review			
	2.1 (c)	Increase participation of research staff in the biannual Staff Survey and analyse results for disparities in levels of satisfaction with different aspects of University life and employment, specifically in relation to recognition and value.	Head of Organisational and Staff Development	Dec-17	<p>7/11/17: With regard to research staff participation in the 2017 Staff Survey, this action was not achieved. Out of a total of 265 members of contract research staff, 111 (42 %) responded to the 2017 survey compared to 128 out of 311 (41%) in 2015.</p> <p>Age range of contract research staff: 56% of 2017 respondents were aged 26-35 years and 25 % were aged 36-45 years.</p> <p>Formal review: in 2017, 67% of respondents had received their formal review within the past 12 months, 33% had not, compared to 2015, when 55% of respondents had received their review and 32% had not (13% replied as N/A). For 2017, 88% agreed that they had received useful feedback on their performance from their line manager, compared to 69% in 2015.</p> <p>Support for CPD: 87.3% of respondents agreed that their line manager ensures they have the skills to do the job and supports CPD compared to 74% in 2015. 96% (same as 2015) believe that training and development are a valuable part of their career. 95% (up 8%) know where to find activities, 72 % (up 6%) found those activities relevant to their work needs and 61% (up 8%) found development opportunities helpful.</p> <p>Overall participation in the 2017 Staff Survey increased to 57% from 52.5% in 2015. Against the benchmarking questions from the 2015 survey, overall improvement in the positive response rate was observed. By averaging the positive response rates for all benchmarking questions, a single 'satisfaction index' can be produced. This figure stands at 75.1%, a 4.1 % point increase on 2015. This also demonstrates significant improvement on earlier surveys, with a 13.4% point improvement in the overall satisfaction index over the last four surveys (since 2009). Of the 51 statements repeated from the 2015 survey, 45 showed an increase in the positive response rate, with 27 increasing by 3% points or more and 12 by 5% points or more.</p>	Not achieved for 2017. However, new actions arose from the survey		1
	2.2 (a)	Review the research code of practice and the good practice guide to identify improvements.	Director of HR/Senior Research Policy Officer	Jun-14	Guide revised and approved. Senior Research Policy Officer has added in a concordat section. The GRPG has been updated by Senior Research Policy Officer in April 2013 and is now on the Research web pages, as it links to the RCUK Research Practice Guide. There will be a full review after REF, and the GRPG will be tabled at the Research and Teaching Staff Forum and Research Staff Forum for review. March 14: code reviewed against other research-intensive institutions. Revised code to go to next RTSF on 15/4/14 for comment. Code now approved and being uploaded to website. 1/4/15: GRPG was approved and uploaded to website and has subsequently been through two further revisions.			
	2.3 (a)	Supervisor Update session to include reminder of appointment of Dr Ben Carter	Careers Adviser	Dec-12				
	2.3	Monthly newsletter to be sent to all PIs communicating updates, development opportunities etc. [Suggested by PI during consultation]	Academic	Dec-14	(PI web page created with 100+ hits per month, featuring news items) - success measure mismatched with action. Success measure should be launch of newsletter, with regular editions published and positive feedback received. Action re-worked to become establishment of a PI webpage additionally. 1/4/15: Action reinstated as establishment of newsletter for Academic staff including PIs and Research Leaders. Webpage has been included as a separate action. Newsletter has been developed and launched under the name 'Aspire' and is published every 6 weeks.		Biannually	

	2.3 (b)	Support Supervisors to provided better career guidance to PGRs	Careers Adviser	Aug-15	Effective measures in place and Supervisors more confident about providing careers support to PGRs25/5/15 Specially themed Supervisor update session ran with 42 in attendance, covering provision of careers advice for PGRs. Further events to be run. 17/03/16: Attendance statistics: AY2013-14 (Prof. Verity Brown as Provost) PG Supervisors Training 1000-1330 31-Jan-14 - 7 Supervisor Update Session 1230-1600 31-Jan-14 - 18 Supervising PG Research Students: An Introduction 1230-1600 21-Oct-13 - 33 AY2014-15 (Prof. Verity Brown as Provost) Supervisor Update Session 1230-1430 15-Jan-15 - 42 PG Supervisors Training Session 1230-1630 04-Sep-14 - 41 PhD viva examinations: best practice (new) 1330-1630 30-Oct-14 - 14 AY2015-16 (Dean of Arts leading on PGR matters) PGR Supervisor Training 1230-1630 02-Mar-16- 14 PGR Supervisor Master Class on Critical Incidents (new) 1300-1500 21-Jan-16 - 14 PGR Supervisor Training 0900-1300 11-Sep-15 - 16 PhD viva examinations: best practice 1330-1630 24-Feb-16 - 8 PhD viva examinations: best practice 1330-1630 25-Nov-15 - 11	Attendance year on year improving	Annual review during planning time June/July	
	2.3 (c)	Investigate increasing the number of Supervisor Update Sessions to two per year.	Staff Developer (Academic)	Dec-12	Erwin has discussed with new Provost. Decision to target workshop at new supervisors only, and have an online presence for updates for experienced supervisors. New session took place w/c 27/1/14 and PI 'New Supervisors' workshop reinstated.	Events in each semester	June each year	
	2.3 (d)	Investigate a more robust mechanism for recording who has completed Q6 reviews.	HR Director	Dec-12	2012 staff survey data will help. Proposal for HR to manage the Q6 process via prompts. Schools considering performance management as part of Athena Swan. HR Business Partners now prompting Head of Schools in person	Regular part of HR Business Partner meetings	June each year	
	2.3 (e)	Ensure training provision meets the needs of the respective cohorts	Head of Organisational and Staff Development	Ongoing	25/5/15 New Software Carpentry workshop being piloted - exactly the sort of workshop that we should be offering according to research staff reps on group. Further discussion on library workshops which could have wider exposure and be listed on PDMS instead of Eventbrite. Director of Research Strategy to raise with VP Research and Library. 21/09/15 AK found the Carpentry Software Workshop extremely valuable and has had further 'train the trainer' development to enable him to deliver the course in-house.	Suitable provision investigated, organised, evaluated and embedded into scheduled development programmes.	Course Planning time (May-June)	
	2.3 (h)	Head of School Development Programme to ensure that Heads of Schools are properly inducted into their role, have the necessary basic training and information to carry out the role, and are effectively supported while in the role.	Staff Developer (Academic)	Dec-17	There is currently no systematic or formal process to induct, train or support Heads of Schools. As they have a crucial influence on the research environment within their School, it is vital that they fully understand their responsibilities for managing research staff. They should be expected to foster a culture where performance management of researchers is carried out in line with the University policy and best practice, where career development for researchers is actively supported, recruitment is effective, and diversity and equality of opportunity is positively promoted. The development of a Head of School Development programme, in consultation with current, past and future Heads of Schools, as well as members of the Principal's Office will ensure that the this can be addressed. (18/07/17): on 13/06/17, the options available to Heads of School for their own development upon induction, were presented by a member of the CAPOD team and awareness was raised regarding the Heads of School toolkit. Feedback indicated that the CAPOD Coaching programme was found to be useful and the Toolkit could potentially be a good resource but needs refining. A Toolkit review is therefore underway. (24/10/17): improvements to the Head of School toolkit and accompanying resources are progressing. Encouragingly, the 2017 Staff Survey data showed that 83 % of research staff who responded felt that they worked in a well-manged School/Unit indicting that Heads of School are effective in their role. (11/12/17): Following a review of the toolkit, the resources available were deemed adequate but promotion of these resource is required.	* Heads of School (HoS) Programme proposal developed and approved * Buy-in from HoSs and active involvement * Improvement in HoS satisfaction with the role *Improved perceptions of management effectiveness within Schools as indicated in the Staff Survey and other surveys e.g. CROS		2

	2.3 (j)	Develop a programme of online and face-to-face training for all new and existing line managers including PIs, to address basic people management issues, such as health and safety, recruitment, managing performance, equality and diversity etc.	CAPOD and HR	Jun-18	Oct 16: In consultation with Trades Unions, the requirement for a base level of training for all people managers, including PIs was identified. This should include statutory training such as health and safety, but also essential people management issues such as recruitment, HR policies and so on. CAPOD and HR developed a proposal which was presented to the regular Union/Management meeting and following feedback from this group a revised proposal for a 'Managers Essentials' programme, for all new and existing people managers was developed and which will be ready to be piloted in October 2016. 11/12/17: online module "Mental healthy workplace" added as a core subunit of the Passport to Management Excellence. Head of HR (Oct 2016) and HR business partners (August 2017) were enrolled on the online module for feedback purposes. The possibility for "HR policies for managers" to go online with a voiceover for the slides, has been discussed - this requires final agreement with the Unions before rollout to all staff. New action: 2.3 (l)	Managers Essentials programme ready to be piloted October 2016. Action complete, new resources developed.	Regular updates at HR Excellence Meetings	2
	2.4 (a)	Develop guidance on bridging fund and its use.	HR Director	Mar-14	Approved by PO. Redundancy correspondence altered to confirm to Heads/PI that bridging funds exist. Information also been added to the research staff code of practice.		Regular updates at HR Excellence Meetings	
	2.5 (a)	Pay Progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEI's, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	HR		University provides policy for Pay Progression in line with the Framework Agreement	Continued adherence to policy and framework	Yearly, in line with framework	
	2.6 (a)	Start investigating overseas contacts within the RS community for Careers	Careers Adviser	Jun-14	New alumni networking tool Saint Connect launched March 2014 . 700 contacts already and research groups being created. 1/4/15: Saint Connect now has contacts in 14 countries. Careers Advisor to provide further detail. 25/5/15: progress being made with Saint Connect - two new groups set up for A&H and Science researchers. 23/11/15 Much work has been done via Saint Connect. The Careers Centre, via Bhavya Rao will be able to continue providing updates on this action which should now be marked as complete and for regular review.	Saint Connect now has contacts in 14 countries	Regular updates at HR Excellence Meetings	
	2.6 (b)	Thesis Bootcamp pilot took place in January 2016 and January 2017	Educational and Postgraduate Researcher Developer	AY16/17 (by April 17)	This 2.5 day event engages participants with the writing process and tackles the motivation challenges associated with writing a thesis. The first Thesis Boot Camp ran in January 2016 with a target of recruiting 24 participants and achieved 32. 24.10.17: The event ran again in Jan 2017 with a target of recruiting 25 participants and achieved 29. Highly rated by participants, this initiative is set to run annually.	Good feedback Run annually	Regular updates at HR Excellence Meetings	
	2.6 (d)	Pilot PGR/Post-doc mixer events to promote networking and informal support for PGRs planning possible careers in research.	Educational and Postgraduate Researcher Developer	Semester 2 AY15/16 (by April '16)	25/5/15 Target date updated to December 2015. 23/11/15: Pilot PGR/Post-doc mixer events to promote networking and informal support for PGRs planning possible careers in research. The date is to be updated again to Semester 2 2015-16 – by the end of April 2016. It will be necessary to liaise with MP to determine what kind of event to run in order to attract Postdocs as well as PGRs. HMF also highlighted a new action relating to PGRs. Based on feedback from PGRs CAPOD will investigate setting up a Thesis Bootcamp with a view to running a pilot in January 2016 - see 2.6 (b). 24/10/17: Post-doc-PGR networking session planned for 02/11/17 to increase connections between these cohorts. Session designed as part of 'Post-doc pizza', a series of networking events through which different cohorts/special guests are invited to network/discuss career development with the Post-doc community. 11/12/17: Excellent attendance and reviews for the event held on 02/11/17. New action to build researcher-researcher and research-support unit connections University wide. New action 2.6 (e)	Mixer event scheduled, run and evaluated	Sep-16	3

HR Excellence in Research - Action Plan
C. Support and Career Development

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

[Link to University Strategy 2015-2025](#)

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

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

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Green - Completed
Orange - Ongoing
White - NEW (added May 2017 - May 2018)

New actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
New	3.3 (c)	Increase the number of academic route-focused activities for research staff	Staff Developer (Research Staff)	Sep-19	Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants primarily focused on a career in academia.	*3 new activities	Regular updates at meeting	4
New	3.3 (d)	Increase the number of within / outwith HE transition - focused activities for research staff	Staff Developer (Research Staff)	Sep-19	Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants considering alternative career paths to those offered in academia.	*2 new activities	Regular updates at meeting	4

Ongoing Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
	3.6 (f)	Review local induction with research staff	Staff Developer (Research Staff) & Post Doc Rep from Physics and Astronomy	Dec-19	25/5/15 Local induction report circulated but no comments yet. JF to try to obtain and circulate Vitae case study. 21/09/15 Results from CROS survey '13 & '15 have shown a clear improvement in 'local induction'. 01/04/16: Local induction toolkit to be developed. Academic Staff Developer to lead with input from Post-doc rep and Research Staff Developer. 17/07/17: Discussions around previous project highlighted need for this action to be revitalised. 24/10/17: 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 28/11/17, to be chaired by DM. Invited: JF, SG, KG, EL, LM, DR. 11/12/17: draft questionnaire and outcomes from the discussion on 28/11/17 to be presented and discussed further.	* Local induction within all schools signposts all new starts to CAPOD & Careers Service for professional development requirements and career planning * CROS ratings improve * Local induction checklist are used for ALL new starts	17/07/17 then regular updates at HR Excellence meetings	1
	3.6 (g)	Review institutional induction at all levels over the next 4 years	Head of Organisational and Staff Development/Staff Developers	May-22	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'.	* CROS ratings improve for induction. * Feedback from local induction increases. *Increased attendance at Professional Development events for researchers	Initial review 01/06/2017 and then every 6 months	1

3.7 (d)	Developing coaching culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017).	Staff Developer (Academic Staff)	May-20	<p>18/07/17: coaching - a collaboration between St Andrews and Aberdeen, the coaching programme has so far supported 91 partnerships (which includes professional and academic staff). On average, 2 academics join the scheme each year and currently, 5 academics are taking part in the 2016-17 cycle. The feedback from the scheme presents an overall satisfaction index of 92.8% and 94% of respondents to the programme survey believed that that the coaching they received had had a direct beneficial impact on their work environment (workplace / team) . 93% indicated that their performance at work had enhanced as a direct result their participation in the coaching programme. 11/12/17: Opportunity not well known to Research Staff.</p>	<ul style="list-style-type: none"> * more coaching partnerships * increased awareness across the institution of the benefits of career development coaching for researchers 	Initial review 01/06/2017 and then every 6 months	3
3.7 (e)	Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017).	Staff Developer (Research Staff)	May-20	<p>Developing a mentoring/coaching culture to support professional and career development for researchers, such as more sophisticated matching in existing schemes to address specific career development issues, new issue-based networks and integration with induction processes. 18/07/17: the 2017-18 cycle of the Teaching, Research and Academic Mentoring Scheme (TRAM) (formerly the Early Career Academics' Mentoring Scheme) welcomed Abertay University for its 2nd trial cycle and Glasgow School of Art for its 1st. The scheme underwent a major review in 2017 to encourage more potential participants to apply (especially Teaching staff and Post-docs). The benefits of such a scheme, which provides a model for the sector, will be presented to the sector at the Vitae conference in Sept 2017. 24/10/17: SUMAC forms the database and matching platform for the scheme and continues to be developed - the latest version was launched Oct 2017. SUMAC is used by 27 HE establishments across the UK. The new Elizabeth Garrett Mentoring programme was launched in Oct 2017. Established by the Principal in collaboration with CAPOD, this supports women in senior academia roles within the University, who are in or aspire to fulfil academic leadership roles. 11/12/17: TRAM: Aim to increase mentors by 20% achieved: we have 152 mentors in the database (31% > 16-17). Aim to increase partnerships by 20%, achieved: the 17-18 cycle is supporting 75 partnerships (31.6% > 16-17). CROS 2017: 75.6% of respondents were aware of the scheme. 70.6% of those who provided feedback for the 16-17 cycle were highly satisfied with their experience; 88.2% would recommend the scheme.</p>	<ul style="list-style-type: none"> * more Mentoring partnerships * better matching preferences * increased awareness across the institution of the benefits of career development mentoring for researchers * Commit to encouraging the nomination of Research Staff for the Aurora programme * Continue to review mentoring schemes and develop strategies for increasing networking opportunities and knowledge 		
3.7 (e)	Evaluate impact of mentoring on researcher career development	Staff Developer (Research Staff)	May-20	<p>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. 24/10/17: for the Teaching, Research and Ad academic Mentoring Scheme (formerly the Early Career Academic's Mentoring Scheme) a detailed BOS survey (asking the same questions as previous years) was sent out to all mentors and mentees who participated in the 2016-17 partnership cycle on 10th October and the results will be compared to those collected from previous years in due course.</p>	<ul style="list-style-type: none"> * Study complete and results reported to HR Excellence group * Results published/disseminated as appropriate * conclusions drawn and applied to mentoring scheme. 		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	May-20	1/4/15: 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. 18/07/17: HR Business partner to carry out a formal review of how the process is being implemented in the schools by collecting qualitative and quantitative evidence to be provided by CROS / PIRLS. CAPOD to analyse CROS / Staff Survey with the focus of the new Review and Development Scheme and Academic Review process in mind. Feedback data to group. E.g. How many people undertook their review? 24/10/17: 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.	* Statistics and qualitative feedback available on implementation across different cohorts and academic schools	Oct-16	2 and 4
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Completed Actions							
Progress	Ref	Action	By whom	Completed	Comment	Success Measure	Continuous Review Date (where applicable)
	3.1 (a)	Investigate development provisions available to researchers against those provided to employees in other sectors.	Head of Organisational and Staff Development	Dec-12	Head of Organisational Development raised at the 19/9 meeting of SCOTHERD. This benchmarking not taking place at other HEIs. Internet benchmarking complete, and St Andrews is close to other sector average.		
	3.2 (a)	Greater emphasis on career planning, career paths for researchers and enhancing employability in the development provision offered by CAPOD to researchers.	Head of Organisational and Staff Development/Careers Adviser	Sep-13	In planning. Programme filled out in greater detail and has been submitted for, and gained, recognition with ILM under their Development Award scheme. Passport to Research Futures launched Jan 14		
	3.2 (b)	Share stories of different researcher career paths through increased networking events.	Head of Organisational and Staff Development	Sep-13	Ongoing. Post-Doc X-change meeting regularly.	Events in each semester	Course Planning time (May-June)
	3.3 (a)	Improve perception of support and career development by including a career planning workshop in Passport to Research Futures and expanding CoRe Skills programme.	Head of Organisational and Staff Development	Apr-14	New Passport to Research Futures workshops created.		Regular updates at HR Excellence Meetings
	3.3 (b)	Review and improve the core, career-focussed component of the Passport to Research Futures Programme for research staff.	Staff Developer (Research Staff)/ Careers Adviser	May-18	Work closely with the CAPOD-associated Careers Advisor to deliver and develop workshops and initiatives for researchers. 18/07/17: with the arrival of a new CAPOD Staff Developer in Feb 2017, a review of the offerings included in the Passport to Research Futures programme is underway. A general survey designed to inform the development of the Passport to Research Futures programme is being designed alongside an initiative to specifically profile the experiences of women who have participated. A focus on career development forms the core component of the passport. The results of the survey will therefore highlight positive reviews and potential improvements to coverage in this area. 24/10/17: The Passport to Research Futures Programme Survey was sent out to current and past participants on 13/10/17. 11/12/17: Analysis of the survey results are underway, to be followed by discussion with the careers advisor.	*Increase in Research Staff appointments within careers *Well attended career-associated workshops and initiatives *Good feedback for careers-focused courses.	Initial review Feb 17 & then at each working group meeting up to May 18
	3.4 (a)	Section on Early Career Researcher options to be added to Careers Centre website.	Careers Adviser	Sep-12	Created and live Feb 2013	* Increased hits on Career webpages	
	3.5 (a)	Improve the Career's Centre webpages for research staff	Careers Adviser	Sep-12	Created and live Feb 2013		
	3.5 (b)	Improve how researchers are made aware of local and national career development strategies via creation of a section on the website	Careers Adviser	Sep-12	Created and live Feb 2013		
	3.6 (a)	Create an intern project to review local induction provision for research staff	Head of Organisational and Staff Development/Director of HR	Jun-14	New intern appointed and completed project in summer 2014 and report presented. This was also turned into a Vitae case study and published on the Vitae website. Action complete. New action to review the report and identify any further actions.	* Induction process improve at local level	

3.6 (b)	All-staff University induction to include break out sessions for Postdoctoral researchers.	Head of Organisational and Staff Development	May-12	Timetable drafted and approved by Deans. Reviewed again late May by Senior Research Policy Officer, Master and Proctor. Signed off.		Regular updates at HR Excellence Meetings
3.6 (c)	Review internship report and case study into local induction for research staff and identify any further actions to include under this remit.	Head of Organisational and Staff Development	Jun-15	Head of Organisational and Staff Development to circulate report and link to case study. All to review for discussion at next meeting. 25/5/15 Report circulated but no comments yet. JF to try to obtain and circulate Vitae case study. 21/09/15 Results from CROS survey '13 & '15 have shown a clear improvement in 'local induction'.	Documents circulated, reviewed and any further actions agreed.	
3.6 (e)	Postdoctoral researchers to be offered a follow-up development surgery session within the first month of induction.	Head of Organisational and Staff Development/Careers Adviser	Dec-16	Will trial at All Staff September Induction September 2015. Overtaken by events. Redesign of All Staff Induction events by (in consultation with Deans and Master) did not provide for separate surgery session as a breakout from the main induction as originally anticipated. Will need to revisit this, possibly scheduling networking sessions around the planned induction events? 17/03/16: Further changes to the All Staff Induction event introduced Cafe Style Induction Afternoon for Academic and Research staff provided this opportunity.	Post-doctoral researchers seen by Careers Adviser	After next Induction in September 16
3.7 (a)	Investigate introducing a mentoring scheme where CRS mentor PGRs	Head of Organisational and Staff Development/Educational and Postgraduate Researcher Developer	Sep-14	(Mentoring scheme created with 15+ pairs) - this success measure reviewed and inappropriate to the action which was to 'investigate'. This success measure assumes the outcome of the investigation. More appropriate would be that results of the investigation are presented to relevant forum and further actions planned on, dependant on the response. Initial meeting scheduled in April to scope out PGR mentoring scheme, which can be hosted on SUMAC. 1/4/15: Investigation carried out. Proposal was drawn up and presented at Director of Postgraduate Studies lunch where it was rejected due to concerns about duplication of supervisor responsibilities. Parallel action to address the same issue has been undertaken, to establish PGR-to-Post-doc Transitions workshop, which has run successfully and is now part of scheduled GRADskills programme. New action to be added around PGR/Post-doc mixer events.		
3.7 (b)	Publicise internal coaching service for research staff in St As-ABDN partnership	Head of Organisational and Staff Development	Mar-14	Article prepared and will be published in 'Developing news...' in March 2014		
3.7 (c)	Market the new Recruiting and Supervising PGRs workshop	Academic Staff Developer	May-12	PGR Supervisor Training workshop runs at least once per year	Annual run of workshop	Course Planning time (May-June)
3.8 (a)	Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	Head of Organisational and Staff Development & Staff Developer (Research Staff)	ongoing	The Early Career Academics' Mentoring Scheme became available to staff in 2005. Developed through collaboration between The University of St Andrews (CAPOD) and the University of Dundee (OPD) this highly successful cross-institution scheme supports a 12 month cycle of mentoring partnerships which establish in October each academic year. The 2015/16 scheme comprised of 30 partnerships across the University of St Andrews and the University of Dundee. The 2016-17 cycle welcomed Abertay University for it's first trial cycle and comprised of 57 new partnerships and 8 continuing partnerships. 18/07/17: for the 11th cycle (2017-18) the mentoring scheme was re-branded and re-named as the 'Teaching, Research and Academic Mentoring Scheme' to encourage more potential mentors and mentees to apply. The aim of the scheme is to pair experienced Teaching and Research Academics (mentors) with colleagues at an earlier career stage (mentees), to provide guidance and structured support. The 2017-18 cycle welcomed Abertay University it's 2nd trial cycle and Glasgow School of Art for their trial first cycle, thus strengthening our links with other Scottish Universities. 24/10/17: the 2017-18 cycle is supporting 64 new partnerships and 9 continuing partnerships	Annual membership intake	Prior to the end of each Mentoring Cycle

	3.9 (a)	Review Q6 form for academics and consider adding in section re the benefits of delegation and CPD to research managers [Suggested by PI during consultation]	Director of HR	Dec-15	(Revised Q6 process in place with 85%+ take up) - Action was to 'review' - success measure should be that review was carried out and recommendations brought forward for implementation. HR Director currently benchmarking with other HEIs. HR director to progress. 1/4/15: Process reviewed, new process agreed and implemented for support, professional and research staff (Review and Development Scheme) and for academic staff including PI/research leaders (Academic Review and Development Scheme). Delegation and CPD to be tackled through other actions. New actions to be added to address monitoring of effectiveness and uptake of RDS and ARDS and development of separate Researcher Review and Development Scheme.		
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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

[Link to University Strategy 2015-2025](#)

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"

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

Key:

Green - Completed

Orange - Ongoing

White - NEW (added May 2017 - May 2018)

New Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
New	4.6 (b)	CPD for Academics - improve skills and confidence of Pis in managing people	Staff Developer (Academic Staff)	Dec-20	24/10/17 - 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.	* Increase ASDP topics * Pilot 3 new workshops * Increase Academic CPD attendance by 20%	Regular updates at HR Excellence Meetings	2

Ongoing Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
	4.1 (b)	Review implementation of revised Review and Development schemes for academic and research cohorts. DUPLICATED	HR Business Partner	Each meeting.	1/4/16: 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.	Statistics and qualitative feedback available on implementation across different cohorts and academic schools	Oct-16	2 and 4
	4.1 (c)	Improve the information and support around career paths and career planning and enhance the employability and entrepreneurial skills of researchers across all cohorts.	Staff Developer (Research Staff) / Careers Advisor	Dec-20	Employability and entrepreneurial skills - 1/4/16: Improve the information and support around career paths and career planning and enhance the employability and entrepreneurial skills of researchers across all cohorts. 23/05/17: 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. 18/07/17: 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. 24/10/17: the new stream of workshops will be trialled in November. 11/12/17: 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.	* increase awareness of employment options * increase in referrals to RBDC and KT * Success stories of start ups and spin outs	Regular updates at HR Excellence meetings	2 and 4

	4.4 (b)	Monitor if RS associations are being established in Schools.	Head of Organisational and Staff Development / Staff Developer (Research Staff)	Dec-19	Post-doc Reps met in 2016 but then nothing followed. 24/10/17: The Post-doc community is growing through an online initiative and face-to-face networking events: The St Andrews Post-docCommunity is a closed Facebook group (launched in June 2017) which aims to bring together PostDocs from across the University to build a stronger community via networking and socialising. The FB page allows Post-docs from across the University to connect, share their research, view internal and external events of interest (and link straight to the booking system / website), organise and advertise social, professional development and academic activities. There are 61 members so far. Post-doc Pizza events, run by Research Staff Developers DM and MP constitute a friendly, informative and informal networking event for PostDocs from across the University. They also provide a forum for Continuing Professional Development (CPD) needs, careers and other issues to be discussed. The sessions may include Q&A sessions with special guests or the inclusion of PGRs for example. Each 1 hour lunchtime session includes a facilitated, structured networking activity to enable those who are less confident networkers to come along and join in. Pizza is provided! These events are growing and have received great feedback Aims and objectives: Increasing Post-doc– Post-doc/ PGR connections across St Andrews and building a strong research community which fosters collaboration and support. Also see action 2.6 (e)	*Establish a Research Staff Association within a School and then filter across other schools in due course.	Jun-16	3 and 4
	4.6 (a)	Assess how research staff feel they are managed and supported with regard to professional and career development alongside the views PI's with regard to their confidence and competence in providing such support	Director of HR / Staff Developer (Research Staff) / Head of Organisational and Staff Development	Dec-17	11/12/17 2017 PIRLS: Encouragingly, 91.2% and 63.3% of respondents agreed that providing advice on careers inside and outside education, respectively, was important in being a successful PI/research leader; 92.5% agreed that developing RS constitutes an important part of this role; 68% felt confident in providing RS with advice on a range of career opportunities (5% > 2015 PIRLS) and 62.9% felt that their contributions were valued by the University. These results were reflected positively by RS in recent surveys: 2017 SS: 83% of RS respondents felt that they worked in a well-managed School/Unit, indicating that Heads of School are effective in their role; 87.3% agreed that their line manager supported their CPD; 94.5% knew where to find CPD information. 2017 CROS: 85.9% of respondents felt encouraged to engage in CPD (17.4% > 2015) and 95% agreed that they take ownership for their CPD. Positive response rates for both CROS questions increased > 10% since 2015 and sit above the National Average. Continue to monitor the CROS results and signpost RS to careers support via the Contract RS webpages, the Passport to Research Futures (PRF) programme, induction activities & networking events.	*RS feel that they are well managed and supported (CROS / SS) *Pis indicate that providing support around careers and professional development is important to their role and they feel confident in fulfilling this role (PIRLS)		

Completed Actions							
Progress	Ref	Action	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
	4.1 (a)	Employ more robust mechanism/forms/process to ensure Q6 conversations take place.	Director of HR/Head of Organisational and Staff Development	Dec-14	Revised Q6 process in place with 85%+ take up. HR Director currently benchmarking with Strathclyde and others, and examining academic version of Q6 in use in Physics. 1/4/15: 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. This action complete but new review action to be added.		
	4.2 (a)	Continue to embed the RDF within development provision	Head of Organisational and Staff Development/Educational and Postgraduate Researcher Developer	On-going		Workshops tied to RDF in PDMS	Course Planning time (May-June)

4.3 (a)	Work to provide PIs (especially new PIs) with online learning opportunities to allow them flexibility [Suggested by PI during consultation]	Director of HR/Head of Organisational and Staff Development	Dec-14	Epigeum resources highlighted to all PI and 30+ using it. Investigate offering new Epigeum resources in Leadership and Management to PIs. To be rolled out to PIs. 1/4/15: Epigeum Professional Skills for Research Leaders offered to PIs and research leaders as a pilot, but no uptake. This and HoS Toolkit can be made available via the new PI and Research Leader webpage (separate action) and promoted in Aspire. 25/5/15 This item is substantially complete. New PI and Research Leaders webpage has been created with subsection on online resources. A review action to be added to continue development and monitoring of resource usage.		Regular updates at HR Excellence Meetings
4.3 (b)	Work to provide PIs (especially new PIs) with online learning opportunities to allow them flexibility [Suggested by PI during consultation]	Director of HR/Head of Organisational and Staff Development	Dec-14	Review action to continue development and monitoring of resource usage.	Epigeum resources highlighted to all PI and 30+ using it	Bi-annually and via RDS
4.4 (a)	Investigate level of interest amongst staff in RS associations	Head of Organisational and Staff Development	Feb-15	Open session on RSAs scheduled for April with presenter from Dundee RSA who is also a rep at UKRSA. Tabled as an item at Research and Teaching Staff Forum, March 2014. 1/4/15: Was discussed at Research and Teaching Staff Forum and an open session on Research Staff Associations was subsequently held. There was some interest in establishing Research Staff Associations and this can be picked up again when new Research Staff Developer starts in May. Possibly we can involve UKRSA for input. 25/5/15 Research Staff Developer now following this up. Update 23 Nov 15. Investigate level of interest amongst staff in RSAs. CAPOD is still prepared to organise open events to inform staff about Research staff associations and to support the establishment of association with seed funding, logistical support and other help. A small group has been established in School of Biology for Contract Research Staff. The first meeting took place with Malcolm White as chair. Further meetings are to be organised, but in the interim a first requirement, agreed at the meeting, was to set up a website specifically for the Contract Research Staff similar to those in other institutions. MP is providing support and input at meetings and for development purposes to enable signposting to take place. Action: MP to report progress to the group in Jan 16.	*Investigation carried out * further actions established based on the recommendations that result.	Regular updates at HR Excellence Meetings
4.5 (a)	Investigate group mentoring approach - mentoring circles/ peer mentoring	Head of Organisational and Staff Development	Nov-14	Informal discussions held with other institutions and ongoing. Group mentoring scheduled as a development for SUMAC mentoring platform for 2014-15, which will facilitate establishment of mentoring groups. Being piloted with Research Futures cohort. 1/4/15: No further action currently possible via SUMAC but it has been written into the software development plan. The peer mentoring/learning support groups activity for the Passport to Research Futures Cohort has still to be started but will be done before Semester 1 of next Academic Year. Keep as live action. This action complete but new action to be added in relation to Passport peer mentoring. (2+ group mentoring sessions/year take place) - Again, success measure assumes outcome of the action, which was to 'investigate'. More appropriate would be that investigation generates recommendations for further action.	* Social Learning Group established	Regular updates at HR Excellence Meetings
4.5 (b)	Evaluate peer mentoring approach implemented as part of Passport to Research Futures for more general implementation.	Head of Organisational and Staff Development/Staff Developer	Nov-15	25/5/15 Staff Developer (Research Staff) to progress this with Passport to Research Futures cohort. Update 23 Nov 15: Evaluate peer mentoring being implemented as part of Passport to Research Futures for more general implementation. Feedback from DR on the first 'Social Learning Group' was positive and another meeting was to take place imminently. This item can be changed to 'amber' status.	Peer mentoring for PRF launched and evaluated, and recommendations for a more general scheme presented. Feb 16 update - Social Learning Groups to continue on an adhoc/need basis.	Regular updates at HR Excellence Meetings
4.5 (c)	Establish mentee networking events as a way to enhance the benefits of the scheme, share experience and good practice and to develop networks between early career academics.	Head of Organisational and Staff Development	Aug-12	Taking place throughout the year	Events in each semester	Review at the end of each AY/Mentoring Cycle

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*

[Link to University Strategy 2015-2025](#) *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".*

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

Key:
 Green - Completed
 Orange - Ongoing
 White - NEW (added May 2017 - May 2018)

New Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
New	5.1 (d)	Develop a training proposal around new Research Integrity policies	Director Research Strategy, Policy and Support / Research Staff Developer	May-20	11/12/17: 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.	*Proposal approved	Dec-18	
New	5.5 (d)	Focus on the mental health of Research Staff & Academics and those they manage / support.	Staff Developer (Research Staff) / Head of Organisational and Staff Development / Academic Staff Developer	Dec-19	11/12/17: 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.	* Increase wellbeing events of relevance to research staff and academics (by 2) *2 or more new research staff / academic members of the Wellbeing & Engagement Group	Regular updates at HR Excellence Meetings	New theme- Wellbeing

Ongoing Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
	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	Academic Staff Developer	May-20		*50% uptake of the Academic Induction Resource *Improve data collection strategy for this recourse	Oct-18	
	5.1 (c) and 5.3 (g)	Research Integrity Action Plan and timetable to be developed to address gaps in compliance with Concordat to Support Research Integrity	Director Research Strategy, Policy and Support	May-20	21/09/15 Research Integrity Working Group established. Gap analysis being conducted, together with Policy review and communication strategy. 23/11/15: Update provided by RM. RPO creating Research Support portal with links to all relevant resources. JF also noted that the CAPOD webpages for new staff, academic and research staff also links to relevant resources and back to the RPO and Research Support pages. RM has provided a written update report on the Research Integrity Concordat Working Group. 23/05/17: Following a break in proceedings, the Research Integrity Working Group (RIWG) has re-formed. Research misconduct policies and processes are under review by RIWG. Richard Malham has been developing the policy for handling and investigating allegations of research misconduct, 'liaising closely with Louise Milne from Human Resources. 18/07/17: Training needs analysis is being carried out by CAPOD to work with the revised policies. RPO are taking over the ethics side. Richard Mallham is leading the update of policies and processes relating to research integrity. 11/12/17: Training needs analysis is complete. Plans to develop training activities around Research Integrity have been approved by The University. Following a meeting with colleagues at The University of Dundee, online training materials have been supplied for upload to our platform for future use.	*Annual Report to UTREC and Office of the Principal	Regular updates at HR Excellence Meetings	

	5.5 (c)	Increase participation from Academic/Research cohort for Passport to Health and Wellbeing and other wellbeing initiatives (by 20%).	Head of Organisational and Staff Development / Academic Staff Developer / Research Staff Developer / Equality and Diversity Officer	May-20	01/04/16: 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. 23/05/17: The University of St Andrews has been recognised as an example of good practice for our health and wellbeing programmes - in November 2016 we achieved the NHS Scotland Healthy Working Lives (HWL) Silver Award. This Scotland-wide award programme helps organisations work towards supporting a healthier, more motivated and productive workforce. 18/07/17: Uptake in the Paths For All initiative 'Step Count Challenge' (SCC) increased from 33 teams in 2016 to 78 teams (390 individuals) in 2017. St Andrews also saw a 15% increase in uptake from Research Staff for the 2017 challenge and there were more people from Academic Schools taking part in comparison to 2016. St Andrews had the highest level of participation for any University and the second highest for any organisation taking part. Of the total teams taking part (968 nationally), 8% of those were from St Andrews who made up 9.6% of the total steps! St Andrews expected to have 8 teams in the top 100 and <1 in the top 10 but achieved 18 and 2 respectively. The aim for the 2018 challenge is to recruit 100 teams and to actively encourage more Research Staff and Academics to participate. 11/12/17: 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 Silver Award was retained in November 2017. The University is currently well-advanced in the process to achieve the Gold Award. Awareness of the Healthy Working Lives 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.	* More engagement of researchers in health and wellbeing activities and events. * Maintain or improve work-life balance results in CROS and PIRLS *Staff Survey Results by cohort show improving work-life balance for researchers and closer parity with other staff. *Obtain HWL Gold award * All Schools linked to Wellbeing pages from their School landing pages * Increase participation on H&W passport		New theme- Wellbeing
	5.6 (b)	Investigate possible proprietary solutions for researchers to record CPD. This action was reported as not progressing on 23/05/18 & 18/07/17	HR Business Partner	Aug-16	HR Business Partner to arrange demo of Simitive, one of the most widely used CDP platforms, and invite members of group. 25/5/15: LM to set up Simitive demo. HR also conducting pilot programme to identify research-only staff and independent researchers. Implementation of workload models also imminent. 21/09/15: Simitive reviewed. RDS and workload model compatible. Simitive continues to be evaluated to see if it is 'fit for purpose' for CPD recording for researchers. 18/07/17: The appraisal platform may need to be replaced but is not high priority - this action is on hold as of July 2017	* CPD easily recorded	Jul-16	

Completed Actions							
Progress	Ref	Action	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
	5.1 (a)	Creation of complete listing of all relevant resources for new researchers for publication and integration into induction materials.	Director Research Strategy, Policy and Support	May-16	Director of Research Strategy to draft this action by 27 July 2015. Update 23 Nov 15: RPO creating Research Support portal with links to all relevant resources. JF also noted that the CAPOD webpages for new staff, academic and research staff also links to relevant resources and back to the RPO and Research Support pages. HR had also provided a written update report on the Research Integrity Concordat Working Group. This was distributed at the meeting and will be circulated electronically with these minutes.	List drawn up, agreed, published and utilised during induction for new researchers	Regular updates at HR Excellence Meetings
	5.1 (b)	Ensure that Research Staff Code of Practice and Good Research Practice guide clearly link to one another. Note 1/4/15: This should more correctly be referred to as 'The Code of Practice for the Employment and Management of Research Staff'.	Director of HR/Senior Research Policy Officer/Head of Organisational and Staff Development/HR Business Partner	Jun-14	Guides link to one another and flagged at R&T Staff Forum and Trades Union meeting. Pathway established on web. Director of HR to update doc with reference to research staff code of practice. Investigate renaming to 'Good Research handbook'. HR has updated the RSCOP. Links to good research guide to be added to CAPOD Post-doc page. LM to update RSCOP and MAS to take RSCOP to RS Forum and TU. 1/4/15: Action essentially complete. RSCOP updated and taken to Research Staff Forum. Links from CAPOD webpages still need to be added. 3/7/15 This has now been done, from new Academic Staff page. Note: RSCOP refers to 'The Code of Practice for the Employment and Management of Research Staff'.	* Good research guide available * Links available to documents form CAPOD pages	Regular updates at HR Excellence Meetings
	5.2 (a)	Build a new suite of Enterprise and Entrepreneurship workshops into the GRADSkills programme, with a focus on internal rather than external presenters.	Educational and Postgraduate Researcher Developer/Head of Organisational and Staff Development	Sep-12	Meeting with Director of KTC has taken place. Going to happen in 2013	* Workshops available on GRADSkills programme	Regular updates at HR Excellence Meetings
	5.2 (b)	Make 'public engagement' the theme of the 2013 research futures conference.	Head of Organisational and Staff Development	May-13	Conference date set and venue booked. Will be on 4 June. Meeting held internally and updates circulated. Many contributors confirmed and in discussion. Conference delivered and evaluated. Well attended and very positive feedback.	* Public engagement awareness increased	
	5.2 (c)	Market the Introduction to the KTC workshop amongst research staff.	Staff Developer (Research Staff)/Head of Organisational and Staff Development	Jun-12	Head of Organisational Development will include in research staff e-newsletter. One planned in each semester.	*Workshop in each semester	Each Semester
	5.2 (d)	Investigate the support for researchers in Arts Schools who may feel isolated [Suggested by PI during consultation]	Head of Organisational and Staff Development	Sep-12	Set up an arts researcher networking meeting - Done. First event held. Very good feedback and strong support for regular networking/development events from Research staff in AHSS.	*Events in each semester	Each Semester
	5.3 (a)	Increased emphasis on the Code of Practice and the Good Research Practice Guide at induction.	Head of Organisational and Staff Development	May-12	To be included on online induction tool	* Link to online induction tool	Regular updates at HR Excellence Meetings

5.3 (b)	Include information at induction specifically for new PIs including Recruitment & Selection, budget management, staff performance and equality and diversity topics [Suggested by PI during consultation]	Head of Organisational and Staff Development/Equality and Diversity Officer	Sep-14	(PI web page created with 100+ hits per month.) This success measure reviewed and not appropriate to the action. More appropriate is that revisions were made to induction activities. Will trial at September induction. Investigate having a PI page from the CAPOD/St Leonards College web site. Academic Developer working on these. 1/4/15: This action is complete as All Staff induction has been revised and includes information for PIs. However the action and outcomes have been confused and this action must be replaced with two new actions to address the PI webpage and PI induction resources. Also agreed to refer throughout to 'PIs and Research Leaders'.	* PI web page created with 100+ hits per month.	
5.3 (c)	Create 'PIs and Research Leaders' webpage as a separate page which can be linked to from the CAPOD 'Academic Staff' webpage. This will bring together links to all relevant professional and career development content from elsewhere.	Staff Developer (Academic Staff)	Jun-15	PI webpage created and live. 25/5/15 New PI and Research Leaders web page created on CAPOD webpage and other changes made to existing online induction resources to make them more accessible and to reflect terminology. First iteration of new online Academic Induction Resource will be available from July. 3/7/15 Discuss at next meeting whether a new action is required for reviewing and updating the resource.	* PI web page created with 100+ hits per month.	Regular updates at HR Excellence Meetings
5.3 (d)	Create online induction resource for new academic staff including PIs and Research Leaders	Staff Developer (Academic Staff)	Jul-15	Online induction resource available for newly appointed academic staff. 25/5/15 New online Academic Induction Resource will be available from July. This will be the first version and will be revised subject to feedback from users and other colleagues. 21/09/15 On-line induction resource (AIR) is now available via the CAPOD webpage: http://moody.st-andrews.ac.uk/storyboard/air/story.html	* Online induction resource available	
5.4 (a)	Section on Early Career Researcher options to be added to Careers Centre website. To include reference to issues of skills gaps.	Careers Adviser	Sep-12	Created and live Feb 2013	* Created and live	
5.5 (a)	Remind research supervisors of their responsibilities in giving honest advice and tools to help researchers develop their career.	Staff Developer (Academic Staff)/Head of Organisational and Staff Development/Educational and Postgraduate Researcher Developer	Jun-15	Ensure this is included on Supervisor Workshops and within the RDS process.	* Supervisors regularly reminded	
5.5 (b)	Target work-life balance information to PI e.g. wellbeing information via web page and supervisor update session	Equality and Diversity Officer/Staff Developer (Academic)	ongoing	Schools linking directly to wellbeing resources and Healthy Working Lives from School web landing pages. 1/4/15: The group believes this has been done - but clearly more that can be done in the future. Wellbeing and Engagement Group are undertaking actions that will address this. Update from Equality and Diversity Officer suggests that all science schools are linking their staff resource online guidance directly to Wellbeing and Healthy Working Lives pages. E&D Officer has made it part of ASWAN that examples are provided to show how schools support staff wellbeing. Head of Organisational and Staff Development to check that these links are there. New action to be added on links to Wellbeing and Engagement Group. 25/01/16 Wellbeing Newsletter created and distributed to subscribers. * Webpages complete * Posters emailed to all schools * Passport to Health and Wellbeing Excellence created and launched. New Action: To increase participation from Academic/Research cohort.	* All Schools have links to Wellbeing pages from their School landing pages	Regular updates at HR Excellence Meetings
5.6 (a)	Investigate improving the scope for researchers to record their CPD through HR self-service	Director of HR/Head of Organisational and Staff Development	Jun-14	Researchers have an online space to record CPD. PURE has been investigated and discounted. My CPD (Strathclyde) has been investigated and discounted. RDF planner tool is available. Head of Organisational Development to investigate if CPD can be recorded in PDMS. 1/4/15: Current action to investigate in-house options has been completed. RDF Planner and PDMS available to researchers. New action to be added to address possible proprietary solutions.	* Investigation undertaken and new action created	

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*

[Link to University Strategy 2015-2025](#) *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".*

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

Key:
Green - Completed
Orange - Ongoing
White - NEW (added May 2017 - May 2018)

New Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
New	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/Equality and Diversity Officer/Staff Developers	May-20	11/12/17: 51.9% of CROS 2017 respondents stated that they have undertaken equality and diversity training, a significant increase from 26.1% in 2015. An insignificant decrease in those respondents who would like to undertake this type of training at St Andrews on increased to 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.	*70% positive response rate with regard to awareness of materials via CROS/PIRLS	Oct-18	1&2
New	6.11 (b)	Develop a training proposal around the idea of institutionally embedding Public Engagement with Research (PER) and providing a PE-associated network.	Research Staff Developer / Public Engagement with Research Team	May-18	23/05/17. Work with the Public Engagement with Research (PER) team new develop a 'Public Engagement Portfolio' (PEP) proposal with a view to packaging together all the relevant PE-related events, training and support which exits around PE into a structured programme which will provide a PE certificate for all researchers and a network of support around PE. 24/10/17: Proposal ideas were discussed in August and regular discussions will take place until March 2018 as the proposal develops.	Have proposal approved	Dec-17	3
Ongoing Actions								
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme
	6.1 (d)	Work towards Stonewall Diversity Award	Equality and Diversity Officer	Dec-16	24/10/17: 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	Stonewall Diversity Award achieved	Oct-16	1 & 2
	6.1 (e)	Work towards Race Equality Charter Mark	Equality and Diversity Officer	May-15		Race Equality Charter Mark obtained	Oct-16	1 & 2

6.3 (a)	All members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others	Director of HR/Equality and Diversity Officer	Ongoing	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%). 18/07/17: This subject is on the agenda and the Dean of Arts will be involved in reviewing tainting needs and procedures. 24/10/17: group to look through the Athena Swan document and discuss	Wellbeing of Researchers	Bi Annually and via ATHENA SWAN/E&D meetings	1 & 2
6.5 (a)	Flexible working policy to effectively address requests for changed work patterns.	Director of HR/Equality and Diversity Officer	Sep-16	Statistics to be provided from HR on Flexible Working requests and any refusals	Formal Flexible Working Requests from Research Staff	Oct-16	1 & 2
6.9 (a)	The current Harassment & Bullying Policy is being reviewed to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment.	Equality and Diversity Officer/ Director of HR	Dec-16	Conducting a second EIA on existing policy for completion. This is now with Director of HR for a second review, and may be rebranded. Analysing data from School Athena SWAN surveys, and obtaining University-wide feedback. 1/4/15: HR Business Partner to follow up with colleagues. 25/5/15 Work has started but still at an early stage. 21/09/15: Harassment and Bullying Policy to be signed off by end of 2015. 17/03/16: Review of Harassment and Bullying Policy. A new Dignity and Respect at Work Policy has been drafted and Sukhi is currently undertaking an equality impact assessment on it. It will be a while before it comes live as it has to jump through all of the hoops for approval first.	Reviewed policy published	Oct-16	1 & 2
6.10 (c)	Cross-cultural competence - important aspect of working with research students and staff is cross-cultural awareness. Provision needs to be made to ensure that academic staff are more cross-culturally competent.	Head of Organisational and Staff Development	May	25/5/15 CAPOD staff attended a session run by an external provider as part of investigation. External provider engaged to run one pilot session for Academic Staff and an additional 'train-the-trainer' session. The intention is to now develop our own in-house provision based on these events. Update 23 Nov. The pilot session for academic staff and the train the trainer session were delivered. In-house sessions for academic staff were subsequently scheduled. The first session in Semester 1 was cancelled due to poor uptake. The next session is scheduled in April. It was noted that the sessions for professional staff has a more engaging title and it was suggested that the title of the academic event be renamed " Working with students and staff in a multicultural environment ". 18/07/17: workshop was scheduled to run once per semester. Material is ready to go! Due to poor uptake and presenter availability the workshop did not take place. Erwin is happy to try again this year but needs presenters to contribute. 24/10/17: one of the presenters has left the University. New presenter to be sought. Aiming to run a workshop in Semester 2 (2018)	Suitable provision investigated, organised, evaluated and embedded into scheduled development programmes.	Oct-16	1 & 2
6.11 (a)	Support the development of new issue-based networks to support research staff and academics	Equality and Diversity Officer / CAPOD Staff Developers	Dec-19	11/12/17: 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 the development of this network by working closely with those running the network.	*New staff networks develop into active groups which support members and function to inform policy through interactions with University processes.	Regular updates at meetings	3

Completed Actions							
Progress	Ref	What we need to do	Who's leading	Target Delivery Date	Comment	Success Measure/s	Continuous Review Date (where applicable)
	6.1 (a)	Single Equality Scheme will result from: 1) Scottish Specific Duties – Public Sector Equality Duty, published by the Scottish Government early 2012. 2) EHRC Equality Act Statutory Code of Practice for Employment. Widen the equality scheme to include compliance actions for: Age, Gender reassignment, Pregnancy and maternity, Religion and belief, Sexual orientation	Equality and Diversity Officer	Apr-12	Published online on 30th April 2013	* Published	
	6.1 (b)	Application for the institutional Athena Swan 'Bronze Award'.	Athena SWAN academic lead	Nov-12	Submission completed. Resubmission date in November met.		
	6.1 (c)	Work towards Gender Equality Charter Mark	Equality and Diversity Officer	Nov-14	VP Governance provided input into the consultation for the University to commence work once ECU publish guidance in Nov 2014. 1/4/15: Gender Equality Charter Mark now confirmed as 'Athena SWAN (Arts and Humanities)'. Guidance from the ECU has been delayed until May 2015. 25/5/15 GECCM will now go forward as the new AS Award including A&H and students and accommodating LGBT. New 63 page handbook. E&D Officer updated group on plans for submission in 2016 and renewals in 2017.	* Gender Equality Charter Mark obtained	Quarterly
	6.2 (a)	An HR Staff Welcome Pack is being created for non-UK staff relocating to the University, which contains information of different places of worship, cultural groups, and services within Fife.	Equality and Diversity Officer/Head of Organisational and Staff Development	Feb-12	Cat to link to new info on diversity pages from on-line induction. Equality and Diversity Officer: Introduced the 'International Researchers relocating to the UK' on-line guidance updated by EURAXESS & the British Council at the RSF plus forwarded for upload onto the Welcome page.	* Link to Information	
	6.4 (a)	Healthy Working Lives and Wellbeing and Engagement Group webpages to be more accessible and (possibly) linked to from school webpages.	Head of Organisational and Staff Development	Sep-15	25/05/15 some schools have the links in place. E&D Officer to provide confirmation. 21/09/15 Webpages more accessible with continued work taking place to ensure ALL schools are linked to the pages.	Relevant content accessible more easily - with fewer clicks and linked to from Schools	Annually review website
	6.4 (b)	Assess the access and effectiveness of family friendly policies.	Equality and Diversity Officer	Mar-14	Surveys have been carried out in each School as part of Athena Swan and will be for Gender Equality Charter Mark checking staff opinions on access to these policies in relation to their gender. Results forwarded to HR Business Partners to generate actions with Heads of Schools.	* Awareness of family friendly policies	Bi Annually and via ATHENA SWAN/E&D meetings
	6.4 (c)	Work towards Healthy Working Life Bronze Award	Head of Organisational and Staff Development	Mar-15	HWL Bronze Award achieved. University registered for Bronze award, and a number of activities are taking place. 1/4/15: Bronze Award submission was made and achieved. This action complete. University now working towards Silver and new action to be added.	* Achievement of Bronze award	
	6.4 (d)	University to work towards Healthy Working Lives Silver Award	Head of Organisational and Staff Development	Dec-17	The Healthy Working Lives Silver Award was achieved in in December 2016. 24/10/17: the new Organisational Development Coordinator , Katherine Gill, is now in post and taking this initiative forward. 11/12/17: The University successfully retained the award in November 2017 following an increase in information dissemination and range of activities seeking to promote health and wellbeing at work, e.g. 'Jump into January' fitness programme, Yoga, Mental Health First Aid, Mindfulness and Building Resilience.	Gold Award now being worked towards (submission date?)	Dec-17
	6.6 (a)	Promote the updated version of the online Diversity training which is compliant with changes to the Public Sector Equality Duty: http://www.st-andrews.ac.uk/staff/ppd/developyourself/courses/diversityawareness/	Equality and Diversity Officer	Feb-12	Promoted as part of REF. New web link: http://www.st-andrews.ac.uk/staff/ppd/diversity/	* Access to online Diversity training	Regular updates at HR Excellence Meetings

	6.7 (a)	Review of Recruitment & Selection guidance to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment.	Equality and Diversity Officer	Feb-12	Reviewed current training sessions with LN to schedule changes to delivery and content for Nov 2012 delivery. Ensured draft R&S Guide is inclusive of the Equality Act and that it contains links to the on-line 'Inclusive Recruitment' guidance: http://www.st-andrews.ac.uk/hr/edi/inc_recruitment/	* Review taken place	
	6.7 (b)	Review recruitment and selection training to ensure that recruiters of researchers are familiar with the relevant legislation, good practice and are sufficiently competent to conduct fair and effective recruitment and selection processes.	Head of Organisational and Staff Development/HR	Sep-15	Training provision reviewed and recommendations implemented. 25/5/15 New online course covering the procedural and legal aspects of recruitment is due to be launched in July and will cover content thus far included on the face-to-face recruitment workshop. Once this is up and running it will be a prerequisite for all staff on recruitment panels and for attendance on the face-to-face workshop, which will be revised accordingly. CAPOD are also working to develop a specific Academic Recruitment version of the R&S workshop, which will be piloted in August.	* Fair and effective recruitment and selection process	Regular updates at HR Excellence Meetings
	6.7 (c)	Deliver new recruitment and selection course	Head of Organisational and Staff Development/HR	Sep-15	21/09/15 New R&S workshops are being delivered to the respective cohorts. New online material has been developed and is delivered as a pre-requisite to the classroom training for those people who are on a recruitment & selection panel.	* Attendance at workshops by Academics/Pls R&S policy and procedures continue to be followed	Regular updates at HR Excellence Meetings
	6.8 (a)	Assess the accessibility and usage of ESOL related courses.	Equality and Diversity Officer	Apr-12	Equality and Diversity Officer: With input from Fife Council, the British Council and ESOL Scotland, a webpage has been created signposting ESOL courses for staff and their partners/families of different nationalities within commuting distance: http://www.st-andrews.ac.uk/hr/edi/race/LearningEnglish/	* Increased accessibility and ESOL usage	
	6.10 (a)	Establish clear links between Athena Swan and HR Excellence. Keep updated on School actions and feed into the RTS Forum	Equality and Diversity Officer	ongoing	Presented a paper at Research Staff Forum (20 Mar 2013) on Athena SWAN and key diversity awards recognised by funding bodies. Continue to provide updates.	Part of Athena SWAN and HR Excellence meetings	As per each meeting
	6.10 (b)	Work towards Athena Swan renewal	Equality and Diversity Officer	Apr-16	Being undertaken through the Action Plan. 1/4/15: Being undertaken through the Action Plan review and writing new submission. Renewal deadline is 30 April 2016. On target for all Science schools to have applied for ASWAN status by November 2015. 25/5/15 On target for April 2016. 21/09/15 New Athena Swan Handbook now available. There are a number of school webpages that have E&D webpages as a result of Athena SWAN, which vary in content with some still updating. Arts schools will be target to replicate this initiative as part of their Athena SWAN processes. 16/03/16: Action being undertaken through the Action Plan review and writing new submission. Renewal deadline is 29 April 2016. All Science schools have applied for ASWAN status (Dec 2015). Work has commenced with Arts & Humanities Schools following the new Athena SWAN Handbook. Science Schools have developed E&D webpages resulting from Athena SWAN. 24/10/17: The draft Athena Swan document has been circulated and will be discussed on Wednesday 25th October. Members of the HR Excellence group are supporting the University and School submissions. 11/12/17: The 2017 PIRLS results showed that 89.5% of respondents agreed that St Andrews was committed to equality and diversity. The University successfully renewed its LGBT Charter in Oct 2017 following submission work undertaken and expert advice provided by LGBT Youth Scotland. The University successfully renewed its Carer Positive Employer Award in July 2017 (award holders are monitored by the Scottish Parliament).	Athena SWAN Institutional Bronze award renewed	Oct-16

	<p>6.10 (d)</p>	<p>Ensure all academic/research staff and particularly PIs and Research Leaders are aware of issues around unconscious bias and have had sufficient training to be aware of how to mitigate unconscious bias in their own transactions with others and more generally in the research environment.</p>	<p>Equality and Diversity Officer/CAPOD</p>	<p>Oct-16</p>	<p>An Unconscious Bias training session was run for the Athena SWAN working group by an external provider but was not very well received. Subsequently research has been undertaken to source alternative training and a tailored Unconscious Bias online training module produced by Marshalls has been commissioned. 18/07/17: The online Unconscious Bias Training module was integrated into the induction process and sent out for completion by staff members in all Schools and Units in November 2016. Passport to Research Futures participants have since been expected to complete the online module as a Core subunit of the ILM-recognised Development Award: More info: https://www.st-andrews.ac.uk/hr/edi/training/unconsciousbias/ 11/12/17: All new research and academic staff are now signposted to, and asked to, complete the online 'Diversity in the workplace training' and 'Unconscious bias training' upon receiving their contract and during induction activities. Schools also actively signposted to, and encouraged engagement with, the Unconscious bias training upon launch in 2016, and so far 454 academic (55.8%) and 109 research staff have completed 'Unconscious bias'. Since its launch in 2010, 338 academic and 114 research staff have completed 'Diversity in the workplace'. Encouraging, the 2017 CROS results showed that 51.9% of respondents had participated / would like to participate in further equality and diversity training, an increase of 28.5% from the 2015 survey, indicating an increased awareness of E&D topics, corresponding to higher levels of institutional activity relating to Athena SWAN.</p>	<p>Training provision in place and integrated with relevant programmes such as induction and Manager's Essentials.</p>	<p>Oct-16</p>	<p>1 & 2</p>
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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

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".

[Link to University Strategy 2015-2025](#)

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

Key:
Green - Completed
Orange - Ongoing
White - NEW (added May 2017 - May 2018)

Ongoing Actions									
Progress	Ref	What we need to do	Who's leading	Original or New Target Delivery Date	Comment	Success Measure/s	Progress Review Date	Strategic theme	
	7.1 (h)	Continue to review HR Excellence in Research and provide submission for 6 yr review	Head of Organisational and Staff Development	May-18	All members of the working group provide input to the submission. Panel members agreed for institutional call	* 6 yr internal review submission 'on time'	Regular updates at HR Excellence Meetings	ALL	
	7.2 (d)	Undertake 2017 CROS/PIRLS survey and publish results	Head of Organisational and Staff Development / HR	Dec-18	23/05/17: CROS & PIRLS undertaken. 24/10/17: CROS results being compared to 2015 results and National Average. 11/12/17: CROS ready to publish.	CROS & PIRLS 2017 results published	Regular updates at HR Excellence Meetings	ALL	

Completed Actions									
Progress	Ref	What we need to do	Who's leading	Target Delivery Date	Comment	Success Measure/s	Continuous Review Date (where applicable)		
	7.1 (a)	Update information on the Research and Teaching Staff Forum webpage and Research Staff Information webpage	HR Director	Feb-12	Research staff information page has been updated and HR Business Partner, Louise Milne to now review RTS Forum page. LM updated to include teaching fellows.	* webpages updated * researchers access information	Regular updates at HR Excellence Meetings		
	7.1 (b)	Disseminate the results of the HR Excellence in Research submission 2012	Head of Organisational and Staff Development	Apr-12	Press release forwarded to Niall Scott. Webpages updated	* webpages updated * researchers access information			
	7.1 (c)	Have HR Excellence Plan on agenda for next Research and Teaching Staff Forum	Head of Organisational and Staff Development	Jun-12	Standing item		Regular updates at HR Excellence Meetings		
	7.1 (d)	Link HR Excellence into the University's QA schemes	Quality Director	Mar-14	Included in the QA internal review reflective analysis guidance.				
	7.1 (e)	Review progress against action plan and generate actions from May 2015 - May 2017	Head of Organisational and Staff Development	May-15	New actions created. 1/4/15: Progress against HR Excellence action plan reviewed and new actions added. Further new action to be added to require review of Concordat principles re-map against the HR Excellence Action Plan, and identify any new areas for inclusion in HR Excellence Action Plan.		Regular updates at HR Excellence Meetings		
	7.1 (f)	ECR chat to drive focus	Head of Organisational and Staff Development	Apr-14	ECR chat publicised to Researcher network				
	7.1 (g)	Continue to review HR Excellence in Research and provide submission for 4 yr review	Head of Organisational and Staff Development	May-16	All members of the working group provide input to the submission. Panel members agreed for institutional call	* 4 yr internal review submission 'on time'	Regular updates at HR Excellence Meetings	ALL	
	7.2 (a)	Investigate running the CROS/ PIRLS survey	HR Director/Head of Organisational and Staff Development	Mar-13	CROS and PIRLS results collated, and new actions to be added to HR Excellence plan. CROS/PIRLS completed. Narrative summaries of results produced and published on University website along with full results. Will be raised at Research and Teaching Staff Forum and publicised via memos and newsletters.	* CROS & PIRLS survey's undertaken	Annually or every 2 years		
	7.2 (b)	Improve number of survey participants in CROS/PIRLS 2015 via more active engagement with cohorts pre and post survey	Head of Organisational and Staff Development/Director of HR	Jan-15	1/4/15: CROS/PIRLS 2015 taking place in May. Plans currently underway. Will go to UTREC on 13 April. 25/5/15 target return rate updated to 30%. 21/09/15 Response rate improvement on last year. Benchmarking and narrative report being produced for publication.	Over 30% completion rate	Annually or every 2 years		

7.2 (c)	CROS/PIRLS survey undertaken	HR Director/Head of Organisational and Staff Development	Mar-13	Narrative summaries of results produced and are to be published on University website along with full results. Raised at Research and Teaching Staff Forum. Approved by VP Research Feb 16. 17/03/16: CROS survey 15 results and narrative published on website. http://www.st-andrews.ac.uk/staff/research/professional development/HR Excellence/CROS/PIRLS/	Raise awareness of results to Researchers	Annually or every 2 years
7.5 (a)	The Single Equality Scheme will comprise of key equality staffing data which can be utilised for action planning on gaps identified.	Equality and Diversity Officer	Apr-12	Published online 30th April 2013.	* Published	
7.5 (b)	Investigate good workload model practice within the University and across the sector	Equality and Diversity Officer/ HR Director	Jan-14	Submitted guidance paper (27 Aug 2013) of identified good workload model practice to Schools working towards Athena SWAN (Inc. Psychology, Chemistry, Physics plus Edinburgh examples) discussed with VP Governance to form part of the wider institutional good practice.	* Working model established	

New actions raised through CROS / PIRLS / Staff survey

CROS data - those questions with a score of 60% or less chosen for further discussion

Question	2015				2017			
	Institutional	Female	Male	National	Institutional	Female	Male	National
To what extent do you agree that your institution treats you (as a member of research staff) equally with other types of staff in relation to:								
Opportunities for promotion and progression?	29.7	26.5	35.9	34.1	34.6	27.5	44.8	
Over the past two years (or since taking	53.3	53.1	55	67	55.1	54.5	51.7	
How would you rate the usefulness of your institution's staff review/appraisal scheme:								
Overall:	56.3	42.3	76.2	61.2	64.2	62.5	60	
In identifying your strengths and achievements?	48	38.4	61.9	63.3	60.4	75	40	
In leading to training or other continuing professional development opportunities?	39.6	38.4	42.9	52.1	53.5	58.3	33.4	
When you started with your current employer how useful did you find the following?								
Institutional-wide induction programmes	50.9	50	52	33.7	58.4	61.5	50	
Departmental/faculty/unit induction programme	36.4	36.7	36	42.8	43.8	48	38.9	
Local induction to your current role	63.7	63.4	64	62.7	62.5	57.7	66.7	
To what extent do you agree that:								
You have a clear career development plan?	57.6	57.2	57.5	61.6	64.1	78.2	55.1	
You maintain a formal record of your continuing professional development activities?	48.9	53	45	55.9	60.3	61.4	58.6	
I am aware of funding opportunities for research staff offered by CAPOD	63.3	57.1	71.1	-	58.4	61.4	46.4	
I am aware of the University's Healthy Working Lives programme.	22	24.4	20.5	-	58.4	70.5	39.3	

I am satisfied with my work-life balance	81.3	83.7	79.5	69.3	76.9	75	79.3	
**As above for respondents who have caring responsibilities	80.6	80	81.3	-	65	77.7	55.5	

New actions raised through CROS / PIRLS / Staff survey

Staff Survey

Question text	2017 (% positive response)	Change from 2015
The University deals effectively with poor performance	33	4.4
I believe I can influence practice and policy beyond my School or Unit through my ideas and suggestions	51.7	8.3
A significant attraction of working at the University is the level of pay	56	4
Procedures for dealing with harassment and bullying at work appear to be effective	56.6	3.8
Change is well managed at the university	57.1	7.4
I feel comfortable disclosing my equality background within the University for: Disability	58.7	-0.7

Question text	2017 % positive response	Benchmark figure	Difference	Benchmarking source ^[1]
Change is well managed at the university	57.1	29	28.1	1
The University deals effectively with poor performance	33	37	-4	1
A significant attraction of working at the University is the level of pay	56	59.1	-3.1	3

^[1] 1: UK Universities (ORC International), 2: UK organisations (ORC International), 3: THE University Workplace survey 2016