HR Excellence in Research - Action Plan

A. Recruitment & Selection

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

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

Link to University Strategy 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".*

Key:
Green - Completed

Completed Actions

Progress	Ref	Action	Who's leading	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
	1.1 (a)	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	HR Director	Ongoing	HR ensures Job Descriptions identify essential criteria for the role of a Researcher	Recruitment is transparent, fair and objective	Annually via CROS survey
	1.2 (a)	As part of on-going development, a review of the Inclusive Recruitment guide will be undertaken in 2012.	HR Director	Sep-12	Work is underway on this. 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	**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.	Training provision reviewed and recommendations implemented.	Annually at workshop planning stage May/June
	1.4 (c)	R&S workshops are being delivered to the respective cohorts	Head of Organisational and Staff Development/HR	Sep-15	New online material has been developed and is delivered as a pre-requisite part of the training for those people who are on a recruitment & selection panel. They then must attend classroom event to complete the full recruitment & selection training.	Training provision reviewed and recommendations implemented.	Annually at workshop planning stage May/June
	1.5 (a)	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation	HR Director	Ongoing	HERA ensures the level of pay is determined correctly for the role		Annually

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

PRINCIPLE 2:	*Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.*	**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 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."*	**Key:** **Green** - Completed **Orange** - Ongoing - taken forward from previous review cycles **White - NEW (added May 2017 - May 2018)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

Live action

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	2.1 (d)	Increase participation of research staff in the 2019 Staff Survey (SS) and analyse results for disparities in levels of satisfaction with different aspects of University life and employment, specifically in relation to recognition and value.	Head of Organisational and Staff Development	Discuss strategies for increasing engagement and perceived value prior to the design of the Staff Survey which begins Semester 1, AY 2018/19.	Regular updates at HR Excellence Meetings	Increase the rate of survey engagement by 5% points on the 2017 survey. Specific actions drawn from analysis of results to improve perceptions of recognition and value.	62% of University Staff respond to the survey.	Aiming for 5% increase will be a stretch target, as previous increases have been in the region of 1-3%, however it is not unrealistic and with concerted effect can be delivered.	Increasing survey engagement, in turn, better informs the changes that need to be made within the University to better support researchers and managers, and is in itself an indicator of institutional engagement.	Dec-19	1
New	2.3 (k)	Increase accessibility and awareness of the resources available to Heads of School (HoS). *Part of a longer term University-wide review of induction: also 3.6 (g)	Staff Developer (Academic)	Improve accessibility and awareness of the Head of School Toolkit. Every turnover: 2-5 years. Academic Staff Developer to contact all new HoS prior to start date. External, executive coach used to come in and do coaching sessions. This opportunity could be reinvestigated. Buy in from PO required.	Regular updates at HR Excellence Meetings	Create a bespoke package of induction and ongoing support resources for incoming Heads of School, in consultation with the Proctor's Office. Measure baseline engagement with new 1st August 2019 influx of HoS. Measure again in August 2020 with new cohort.	Webpage data collection for HoS development webpages. Formal and informal feedback from HoS cohort on support and resources.	Aiming to better support HoS in the long term is achievable.	Improving the package of options available, and increasing awareness and engagement of HoS should better prepare new HoS for this role. In turn, those staff and students within the School should benefit from the effect of improved School management structures, processes and culture.	Dec-20	2
New	2.3 (l)	Roll out, review and develop new online management resources for all <u>new</u> managers.	Head of Organisational and Staff Development	**19/03/18: Manager Essentials**, a new training resource for those new to management was developed during the 2016-18 review period and will cover 'HR Policies for Managers', 'Recruitment & Selection', 'Equality & Diversity' and 'Mentally Healthy Workplaces' - 2.3 (j). **The aim for 2018-2020** will be to roll this resource out to all new managers then review usage (collect webpage data) and collect feedback (via survey) to inform further development. Buy in from PO required.	Regular updates at HR Excellence Meetings	60% uptake of resource Measure from launch then a year from launch.	Webpage data collection SS	As we are starting to measure metrics from launch then a year later we can see how many new managers have completed the courses. Given that this will be a new programme which will require new protocols to ensure that the requirement is communicated, and completion monitored and followed up, 100% would be unrealistic. 60% is an achievable and positive initial completion rate.	Achieving engagement with this new resource should better prepare new managers for this role. In turn, all members of a new team should benefit from the effect of improved management techniques, communications, processes and culture.	Dec-19	1 (&2) and New theme - Wellbeing

| | | Increase research staff communications and networking | Staff Developer (Research Staff) | 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.

19/03/18: Early Career Academic Networking launched in March 2018 - 1 hour events with invited speakers / topics of interest and activity ideas informed by research staff and academics. FB group: 70 users. A 2018 summer intern will be recruited to investigate the development of a new online forum and **the aim for 2018-2020** will be to launch and review a new forum with the help of a CAPOD summer intern.

RTSF refresh will be discussed at April RTSF: with a view to increasing School & RS engagement with the forum and other important University processes; further increase recognition of RS and advocacy for CPD, researcher community and wellbeing.
Also see action 4.4 (b) | Regular updates at HR Excellence meetings | Increase opportunities to 1 event per month with an average attendance of 10.

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

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

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

85% satisfaction is in line with our overall average for all events. | Events relevant to CRS development and community building. | Dec-19 | **New theme - Community & engagement** |
| New | 2.6 (e) | | | | | | | | | | |

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	2.3 (f)	Increase engagement with induction events available 'new starter' information and resources for all Research Staff. *Part of a longer term University-wide review of induction: 3.6 (g)	Staff Developer (Academic)/Staff Developer (Research Staff)	New starters are signposted to various resources to support the commencement of their role at the appropriate time prior to and after appointment. This may be done proactively by triggering pre-written emails at certain points during the induction period, so that new researchers are not overloaded during the first week, but get the right information and resources at the right time. **18/07/17**: 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. **The aim for 2018-2020** will be to investigate and implement strategies for increasing mail-out engagement (20%), increase School engagement with induction by 10% and begin to review the induction process.	Regular updates at HR Excellence Meetings	Measure baseline of Induction event attendance (New Staff Essentials and Induction Day for all new staff) from Sept 2018 then look for changes over the next AY. Minimum 85% participant satisfaction as recorded on evaluation forms. 10% improvement in CROS/PIRLS	Attendance SS Improvement in CROS/PIRLS Evaluation report statistics.	This is part of a longer-term and University-wide project that has high-level support. 85% satisfaction is in line with our overall average for all events.	Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively. Induction affects * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention	May-20	1
	2.3 (g)	Develop a simple and clear 'Induction Toolkit' for PIs and Research Leaders to ensure that they are guided through the process of inducting new researchers. *Part of a longer term University-wide review of induction: 3.6 (g)	Staff Developer (Academic)/Staff Developer (Research Staff)	PIs and Research Leaders should be prompted to carry out certain induction activities at certain points following appointment of a new researcher. The Induction Toolkit should provide a very clear and visual plan of what should happen when, and allow the PI to link to the appropriate resources. **18/07/17**: 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 discussed along with a selection questions which will form the basis of a local induction survey designed to inform the group in more detail, about the School level induction experience for research staff. Induction as a whole, will be reviewed in 2018 and the local induction project will form part of the review process which will inform the development of an 'Induction toolkit'. There is an appetite in the University to create School Manager positions - these posts could be a good avenue for training and developing good induction practices	Initial discussion Nov 2017 then at each working group meeting up to June 18	This action has now been subsumed into a University-wide review of induction, which is seen as a significant institutional project, and will be subject to a submission to the University's Business Transformation Board (BTB), to acquire the necessary resources. In the meantime, work will still continue within the HR Excellence working group to gather information and to undertake groundwork that will inform this aspect of the institutional project.	More effective induction for new staff measured via CROS Greater consistency on approaches to induction across research groups and schools	This is part of a longer-term and University-wide project that has high-level support.		May-21	1 and 2
	2.3 (I)	Further develop and launch a developmental programme for research supervisors	Staff Developer (Academic)	The following workshops/sessions have been in place since 2015 and are regularly run as part of the Academic Staff Development Programme (ASDP) - "Managing people in research teams", "PGR Supervisor Training" "PhD viva examinations: best practice", "Supervisor update sessions" The following workshop has been in place since 2016 and will run again in December 2017 - "Student Mental Health Toolkit for Academic Staff" **18/07/17:** 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. **23/10/17**: "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.	Regular updates at HR Excellence Meetings	CAPOD will collaborate with the proctor's Office to conduct a strategic review of ASDP, including all provision for research supervisors. A case study approach will be taken.	Terms of reference for the review will be drafted and agreed. The review will then be conducted over the 2018-19 AY, with the results being submitted to the Proctor's Office for approval by end 2018-19 AY, from implementation during the 2019-20 AY. 20+ research supervisors engaging with ASDP.	The expertise and high-level support are in place for this long-term, University-wide project.	Research supervisors should feel confident, equipped and supported in their role. Members of a their team should benefit from the effect of improved supervisory / management techniques, communications, processes and culture.	May-20	2

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

PRINCIPLE 3:	*Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment*	**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.

Link to University Strategy 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."	Key: **Green - Completed** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW (added May 2017 - May 2018)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	3.3 (c)	Increase the number of academic route-focused activities for research staff	Staff Developer (Research Staff)	Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants primarily focused on a career in academia.	Regular updates at meeting	3 new activities (minimum) Minimum 85% participant satisfaction as recorded on evaluation forms.	Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of new activities is achievable following the ideas generated by the 2018 review of the PRF programme 85% satisfaction is in line with our overall average for all events.	Increasing programme variety and responding to the changing needs of research staff is highly relevant to their CPD and career prospects	Sep-19	4
New	3.3 (d)	Increase the number of within / outwith HE transition - focused activities for research staff	Staff Developer (Research Staff)	Use the Passport to Research Futures review to develop new / adapt existing activities to support the career development of those participants considering alternative career paths to those offered in academia.	Regular updates at meeting	2 new activities (minimum)				Sep-19	4

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	3.6 (f)	Review local induction with research staff. Aim to identify good and substandard practice.	Staff Developer (Research Staff) & Post Doc Rep from Physics and Astronomy	**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. **19/03/18:** an anonymous online / interview-style survey aimed at new starters whose contract start date fell between 01/12/16 and 01/12/17 has been created and approved by the HR Excellence group. The results of this survey will form an important part of a University-wide induction review with a view to increasing satisfaction with local induction by 10%. **The aim for 2018-19** is to conduct and analyse results from local induction survey with a view to identifying good and sub-standard practice and work towards increasing satisfaction by 10%.	17/07/17 then regular updates at HR Excellence meetings	Create a report from a local induction survey filled in by new starters whose contract start date fell between 01/12/16 and 01/12/17. Aim: identify good and sub-standard practice.	Long term goal: Increase local induction satisfaction by 10% (minimum) SS CROS	In the long term, this goal is achievable as we will be working alongside a institution-wide review of induction and the survey will form an important part of the review.	Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively. Induction affects * wellbeing * perception of the University and local environment * time to competence * productivity * motivation * workforce retention	Dec-19	1

	3.6 (g)	Review <u>institutional</u> induction at all levels over the next 4 years	Head of Organisational and Staff Development/ Staff Developers	To implement a systematic review of all induction across the institution. Ensure 'researchers' and contract research staff have appropriate induction at local and institutional level and to review the support given for signposting researchers to career planning and professional development as part of that 'induction process'.	Initial review 01/06/2017 and then every 6 months	**Submit Project proposal to the University Business Transformation Board to seek project approval and resources to take this review forward.** **Subject to BTB approval we will roll out the project to identify good and sub-standard induction practice, and develop a seamless and consistent induction process which can be implemented across the University.** **The purpose is to improve the induction experience of new staff and in the long term to improve staff**	**Submission of Project Proposal to BTB.** **Long term goal: Achieve 85% satisfaction with institutional induction process.** **Measured through:** **SS** **CROS** **PIRLS** **Evaluation report statistics.**	**This longer-term, University-wide project has high-level support and involvement, therefore we believe the goal we have set is achievable.** **85% satisfaction is in line with our overall average for all events.**	**Induction is acknowledged as a key component is ensuring that research staff have a positive experience and are able to work effectively.** **Induction affects** *** wellbeing** *** perception of the University and local environment** *** time to competence** *** productivity** *** motivation** *** workforce retention**	**Submission to BTB by December 2018** **Assuming project approved, initial project outcomes implemented by 01/05/2022**	1

	3.7 (d)	Developing coaching culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017).	Staff Developer (Academic Staff)	**18/07/17: 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. **The aim for 2018-2020** is to explore the possibility of advertising this resource more this cohort and increasing the uptake by researchers by 5 new coachees.	Initial review 01/06/2017 and then every 6 months	**Advertise the benefits of the coaching scheme to research staff.** **Recruit 5 new RS participants to staff coaching scheme.**	**Number of research staff in Scheme database.** **SS**	**Research staff are more engaged with the mentoring scheme than the coaching scheme. However, advertising can take place during induction, PRF and mentoring events. It may be difficult to recruit 5 new participants in the short term but as awareness increases, hopefully more Research staff will benefit from the coaching process.**	**The coaching process would benefit those CRS who are at a crossroads in their career and help them make better career choices which suit their personal circumstances.**	**May-20**	**3**
	3.7 (e)	Developing mentoring culture to support professional and career development for researchers (*action split into coaching and mentoring Dec 2017).	Staff Developer (Academic)/Staff Developer (Research Staff)	Developing a mentoring/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. **The aims for 2018-2020** will be to increase mentoring-related networking to 2 events per year, increase opportunities for mentoring skills to be developed and increase participation by 20%. **Aurora:** Since 2014, the number of women supported through has increased 5-fold, with 44 (academic and professional) benefiting so far. The University supports the mentoring aspect of participation. **The aim for 2018-2020** will be to encourage RS to apply to the Aurora programme.	Initial review 01/06/2017 and then every 6 months	**Develop compulsory mentoring Briefing Sessions to better help mentees focus on their mentoring partnership goals (to improve matching and partnership success).** **Increase networking and development opportunities throughout the mentoring cycle.** **Minimum 85% participant satisfaction as recorded on evaluation forms.**	**TRAM:** **Increase briefing sessions from 2 to 4** **1 new networking event,** **2 new mentoring skills events.** **Increase participation by 20%.** **Evaluation report statistics.** **Aurora:** **5 research staff applications over the course of the review period.** **Numbers in relevant database.**	**TRAM continually develops as a central part of the research environment. We have the expertise and drive to ensure new activities are developed for this programme.** **85% satisfaction is in line with our overall average for all events.** **Aurora:** **Interest in Aurora continues to grow. 5 research staff applications should be achievable with effective advertising.**	**Mentoring plays a key role in the CPD of research and academic staff at St Andrews and for many participants, the mentoring process helps them build important career networks and increases their employability.** **Reviewing the longer term impact of the scheme will help better inform future developments.**	**May-20**	
	3.7 (e)	Evaluate impact of mentoring on researcher career development.	Head of Organisational and Staff Development / Staff Developer (Research Staff)	**Long term goal:** Conduct a second longitudinal study of participants in the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academics' Mentoring Scheme) to add to the existing evidence for positive outcomes from mentoring partnerships and a measurable positive impact on career development. **Short term goal - 24/10/17:** for the Teaching, Research and Academic Mentoring Scheme (formerly the Early Career Academic's Mentoring Scheme) a detailed BOS survey (asking the same questions as previous years) was sent out to all mentors and mentees who participated in the 2016-17 partnership cycle on 10th October and the results will be compared to those collected from previous years in due course.	Regular updates at HR Excellence Meetings	**Distribute survey to mentoring programme participants since 2012, analyse results and produce draft interpretative report. follow up with interview with a sample to provide further qualitative data and to generate case studies.**	**Quantitative and qualitative survey results collected. Draft report process initiated.**	**Bearing in mind that this is a long term, cross-institutional study, we believe that reaching the point of survey return by May 2020 is reasonable.**		**May-20**	**3**
	3.9 (b)	Monitor effectiveness and uptake of new Review and Development Scheme and Academic Review and Development Scheme (where applicable).	HR Business Partner	**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.**	Regular updates at HR Excellence Meetings	**Increase uptake by 10% year on year and to increase the positive attitudes towards the process.**	**Monitor uptake and attitudes as reported in the SS and CROS** **Aim of 10% increase in engagement can be measured between each iteration of the surveys.** **Qualitative feedback on implementation across different cohorts and Academic Schools.**	**The aim of increasing uptake by 10% is in line with related actions such as Induction.**	**The review and development scheme represents an important process which allows researchers and their manager to reflect on achievements, set new goals and plan for the future in terms of career progression and taking steps towards improving employability.**	**May-20**	**2 and 4**

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

PRINCIPLE 4:	*The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career*	**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 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"*	**Key:** **Green - Completed** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW (added May 2017 - May 2018)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	4.6 (b)	CPD for Academics - improve skills and confidence of PIs in managing people	Staff Developer (Academic Staff)	**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.	Regular updates at HR Excellence Meetings	Strategic review of ASDP. 3 new pilot activities (minimum). Minimum 85% participant satisfaction as recorded on evaluation forms.	Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of 3 new pilot activities is achievable following the ideas generated by the 2018 review of the ASDP programme. 85% satisfaction is in line with our overall average for all events.	Increasing programme awareness and variety is highly relevant to the CPD of academic staff and the management of their research staff and students.	Dec-20	2

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
	4.1 (c)	Improve the information and support around career paths and career planning and enhance the employability and entrepreneurial skills of researchers across all cohorts.	Staff Developer (Research Staff) / Careers Advisor	**Employability and entrepreneurial skills - 1/4/16:** Improve the information and support around career paths and career planning and enhance the employability and entrepreneurial skills of researchers across all cohorts. **23/05/17:** 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. **19/03/18:** Although workshop uptake was low, a greater awareness around and integrated teaching of enterprise is being directly addressed through the 2018 Enhancement Theme and the following events 'Academic Forum: Enhancing Effectiveness through Enterprise Education' and 'Academic Forum: Making Things Happen: Enterprise Education and Institutional Change' were attended by 43 and 39 educators, respectively. **The aim for the 2018-2020** is to investigate how employability and entrepreneurship can be institutionally embedded e.g. via activities such as a mentoring programme & engagement with local business networks: the plan is to form a working group (to include Careers Service, Impact Team, Knowledge Transfer and other interested parties) and meet with other Universities.	Regular updates at HR Excellence Meetings	Form a working group and review the career-focussed activities and entrepreneurship activities in PRF. 2 new pilot activities (minimum). 85% participant satisfaction as recorded on evaluation forms.	Review completed. Number of events and bookings in booking system, and attendance statistics. Evaluation report statistics.	Development of existing activities and creation of 2 new activities relating to careers and entrepreneurship are achievable through collaboration with the Careers Centre and the Knowledge Transfer Team. 85% satisfaction is in line with our overall average for all events.	Many research staff do not continue beyond their fixed term contact into an academic position. Developing employability and entrepreneurial skills is therefore highly relevant to their CPD and career prospects.	Dec-20	2 and 4

| | 4.4 (b) | Monitor if RS associations are being established in Schools. | Head of Organisational and Staff Development / Staff Developer (Research Staff) | Research Fellow Reps met in 2016 but then nothing followed.
24/10/17: The Research Fellow community is growing through an online initiative and face-to-face networking events: The St Andrews Research Fellow community is a closed Facebook group (launched in June 2017) which aims to bring together Research Fellows from across the University to build a stronger community via networking and socialising. The FB page allows Research Fellows 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. Research Fellow Pizza events (Post-doc pizza), run by Research Staff Developers DM and MP constitute a friendly, informative and informal networking event for Research Fellows from across the University. They also provide a forum for Continuing Professional Development (CPD) needs, careers and other issues to be discussed. The sessions may include Q&A sessions with special guests or the inclusion of PGRs for example. Each 1 hour lunchtime session includes a facilitated, structured networking activity to enable those who are less confident networkers to come along and join in. Pizza is provided! These events are growing and have received great feedback
Aims and objectives: Increasing Research Fellow– Research Fellow/ PGR connections across St Andrews and building a strong research community which fosters collaboration and support. **Also see action 2.6 (e)** | Regular updates at HR Excellence Meetings | **Review the function of the RTSF.**

Launch of a University-wide Research Staff Association OR...
a functioning and engaged network of research staff representatives actively involved in the RTSF. | **Review of the RTSF function completed.**

Functioning group formed, led by representatives who regularly communicate with colleagues about RTSF, CPD and facilitate networking on a local or University-wide level. | **Through a review of the RTSF, the formation of new staff networks, Early Career Academic Networking sessions and the Facebook Page, a research staff community is building. We therefore believe that a functioning group will form and be well supported by the University.** | **Research Staff Associations or similar groupings provide the following to CRS:**

* peer support
* collective voice * representation
* sense of community
* route for feedback to the University
* good source of information. | **Dec-19** | **3 and 4** |

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

PRINCIPLE 5:	*Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life long learning*	Note: All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 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".*	**Key:** **Green - Completed** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW (added May 2017 - May 2018)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	5.1 (d)	Develop a training proposal around new Research Integrity policies.	Director Research Strategy, Policy and Support / Research Staff Developer	**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. **The aim for the 2018-2020** review period will be to develop a detailed training proposal and begin implementation.	01/12/2018 then regular updates at HR Excellence Meetings	**Submit training proposal to CAPOD Co-director and relevant University committees.**	**Proposal submitted and approved.**	**As the Research Integrity Working Group meets regularly to develop relevant policies, training and support for researchers, and has the full support of the University, we believe this action is achievable.**	**Research excellence is underpinned by research integrity and St Andrews researchers should be provided with relevant training and support in this area to maintain high standards.**	**May-20**	
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	**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. **The aim for 2018-2020** will be to increase research staff and academic engagement with the Wellbeing & Engagement group and develop activities which e.g. focus on coping with stress and building resilience for an academic career / transitioning into a role outwith academia.	Regular updates at HR Excellence Meetings	**Mental health training provided for HoS, Staff and PGRs who teach to help them respond appropriately to staff/students presenting mental health concerns.** **Maintain current mental health offerings in line with HWL Award and increase variety and cohort specificity.** **Recruit 2 new members of research staff to Wellbeing & Engagement Group.**	**Number of mental health- related offerings increased by 2 minimum.** **85% participant satisfaction as recorded on evaluation forms.**	**As St Andrews works towards achieving HWL Gold, maintaining previous awards and developing the wellbeing programme (including Passport to Wellbeing Excellence), we believe this action is achievable.**	**Researchers at all levels deserve to work in an institution which supports their mental wellbeing.** **Mental wellbeing is key to their experience at an institution, job satisfaction and their ability to lead and support others.**	**Dec-19**	**New theme- Wellbeing**

Ongoing Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	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. *Part of a longer term University-wide review of induction.	Academic Staff Developer	**19/03/18:** Aim to achieve 50% uptake of the Academic Induction Resource (informative slideshow and videos) by new researchers and PIs could not be measured via webpage hits due to technical issues. However, this resource, launched in 2015, is updated annually following collation of user feedback. The aim for 2018-2020 is to investigate the data collection aspect of the AIR hosting page and improve the data collection strategy for this recourse. **Also see action 7.4 (a).**	Regular updates at HR Excellence Meetings	**Improve AIR data collection strategy 50% uptake of AIR.**	**Data presented in HR Excellence Review Report.**	**It may or may not be possible to change how certain data sets are collected but we can certainly investigate the possibilities with those who provided the datasets for the 2018 Review Report.**	**All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stake-holders and so that appropriate action can be taken to improve recourses and processes.**	**May-20**	

| 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 | **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 tacking part (968 nationally), 8% of those were from St Andrews who made up 9.6% of the total steps! St Andrews expected to have 8 teams in the top 100 and <1 in the top 10 but achieved 18 and 2 respectively. The aim for the 2018 challenge is to recruit 100 teams and to actively encourage more Research Staff and Academics to participate.
11/12/17: 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 HWL Silver Award was retained in November 2017. The University is currently well-advanced in the process to achieve the HWL Gold Award. Awareness of the HWL Programme has increased since 2015, by 37.7%, among CROS 2017 respondents. Encouragingly, since its launch in 2016, 31 research and 24 academic staff (from 8 and 10 of our 27 Schools, respectively) have undertaken activities associated with the 'Passport to Health and Wellbeing Excellence' which covers mental, physical nutritional and workplace wellbeing. The 2017 Staff Survey results showed that 73.7% of contract researchers know how to find information about wellbeing and advice compared to 48.6% in the most recent THE University Workplace Survey.
The aim for the 2018 and 2019 SCC is to recruit 100 teams, open the challenge up to Postgraduate Researchers and increase the uptake by Academic Schools and the research community. | 01/12/2018 then every 6 months | **20% increase in attendance of research and academic staff at wellbeing activities.**

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

Obtain HWL Gold award.

Encourage Schools to link directly to Wellbeing pages from their School landing pages (increase number of links by 20 % over a 2 year project period). | **Attendance statistics can be reported via PDMS or QlikView reporting system.**

Evaluation report statistics.

85% satisfaction is in line with our overall average for all events.

SS: Analyse results by cohort to see if work-life balance results improve over time for researchers and come closer to parity with other staff.

HWL Gold award obtained. | **With the achievement of the HWL Gold Award and increased awareness of wellbeing activities, we are confident that this goal can be achieved.** | **To individuals:**
*encouragement and support in making healthy lifestyle choices
*the opportunities to participate in a wide range of activities

To the University
* a healthier, less stressed workforce
* reduced sick leave/ generally healthier staff
* increased staff engagement in the HWL initiative
* enhancement of the University's reputation as an excellent employer. | **May-20** | **New theme- Wellbeing** |

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

PRINCIPLE 6:	*Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers*	**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 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".*	**Key:** **Green - Completed** **Orange - Ongoing - taken forward from previous review cycles** **White - NEW (added May 2017 - May 2018)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	6.4 (e)	Work towards Healthy Working Lives Gold Award	Head of Organisational and Staff Development	Silver retained in 2017. Gold submission underway - National Assessor visit talking place June 2018	Regular updates at HR Excellence Meetings	Achieve and retain HWL Gold Award from NHS Scotland.	Award achieved and subsequently retained under each annual review.	St Andrews has successfully achieved and retained the HWL Bronze and Silver Awards. The processes and actions required to achieve Gold are therefore in place, alongside the momentum and ambition of those involved in driving this project.	The HWL framework is key to our staff wellbeing programme, which has the following benefits.. *a healthier, less stressed workforce * reduced sick leave/ generally healthier staff	Dec-18	Researcher Wellbeing
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	**11/12/17:** 51.9% of CROS 2017 respondents stated that they had undertaken equality and diversity training, a significant increase from 26.1% in 2015. An insignificant decrease was observed in those respondents who would like to undertake this type of training at St Andrews: 23.4% in 2017 from 23.9% in 2015. This may be due to the introduction of the online diversity training programme in the intervening period between CROS surveys, offering greater accessibility to this type of training to all staff, including Research Staff, in addition to signposting this training to new members of staff during induction. To ensure that new and long-standing staff members continue to be aware of the equality and diversity culture being developed at St Andrews, the aim for 2018-2020 will be to regularly refresh the signposting of 'Equality & Diversity' and 'Unconscious Bias' online materials to all research staff and academics and review the governance of these activities.	Regular updates at HR Excellence Meetings	Refresh advertising / remind academic Schools about E&D online training every 6 months.	Observe a 70% positive response rate with regard to awareness of materials via CROS/PIRLS.	As HR, CAPOD and the EDI team successfully collaborate via the HR Excellence process, we believe that this goal is achievable.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices.	May-20	1&2
New	6.10 (f)	Support actions which arise from the LGBT charter and the Athena Swan process to help develop a strong University culture of E&D	Director of HR/Equality and Diversity Officer/Staff Developers		Regular updates at HR Excellence Meetings	Actively participate in relevant University forums / working groups to assist in formulating actions which arise from the LGBT charter and the Athena Swan process.	SS	The EDI team is receiving further resource and is highly involved in relevant University processes, as are HR and CAPOD. We therefore believe this goal is achievable.		Dec-19	3

	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T		Strategic theme
New	6.11 (c)	Propose, develop, launch and review uptake of the Public Engagement Portfolio' (PEP) which packages PE-related development activities into a structured and recognised programme.	Staff Developer (Research Staff) / Head of Public Engagement with Research	19/03/18: CAPOD and the Public Engagement with Research (PER) team are collaborating to develop a Public Engagement Portfolio (PEP) with a view to enabling researchers at all levels to develop the skills and knowledge to successfully participate in PE activities and be recognised for their endeavours. The Portfolio concept is similar to that of the Passport, which will be familiar to many staff, through awareness of the Research Futures programme. Many of the workshops currently reside within ASDP, CoRe Skills or GRADSkills and will be brought together through the portfolio, alongside some new workshops to be developed by the PER Team in collaboration with CAPOD. This training portfolio will bring together all the workshops and practical sessions researchers need to cover the practicalities of engagement and develop the personal and professional skills needed to organise, deliver, evaluate and reflect upon activities.	Regular updates at HR Excellence Meetings	Submit proposal for approval.

Develop programme of activities (3 new activities minimum).

Develop webpages, participant sign-up and progress tracking strategy.

Launch in Oct 2018.

85% participant satisfaction as recorded on evaluation forms for new activities.

Recruit 15 participants over review period. | Proposal approved.

Number of events and bookings in booking system, and attendance statistics.

Programme, webpages, participant sign-up and progress tracking strategy developed.

Launch successful.

Number of participants in programme.

Evaluation report statistics. | Many of the activities are already run within other programmes and the collaborators have the expertise and drive to ensure this programme is developed.

There is also high-level support for this project, therefore we believe this goal is achievable.

85% satisfaction is in line with our overall average for all events. | Engaging with non-academic audiences can strengthen core skills such as project, grant, and budget management, alongside presentation skills and research profile. | Dec-19 | | 3 |

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T		Strategic theme
	6.1 (d)	Work towards maintaining Stonewall Diversity Award	Equality and Diversity Officer	On 19 June 2015 the University became the 77th UK and 4th Scottish university to gain the Stonewall Diversity Champions award after providing evidence of LGBT inclusion and outlining tasks to undertake from July 2015 to June 2016 then annually.

24/10/17: 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.
The aim for 2018-2020 is to analyse the results of the survey and identify areas where action is required to implement any improvements. | Regular updates at HR Excellence Meetings | Launch anonymous staff survey and analyse feedback.

Identify areas for improvement and take these forward into appropriate working groups / University processes for discussion and implementation. | Survey results analysed and published on appropriate University webpage.

New actions taken forward to working groups / University processes.

Improvements observed in results of the next survey. | The EDI team is receiving further resource and is highly involved in driving relevant University processes, therefore we believe this goal is achievable. | St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of equality and respect through fair practices. | Dec-19 | | 1 & 2 |
| | 6.3 (a) | All members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others | Director of HR/Equality and Diversity Officer | 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 training needs and procedures.
24/10/17: group to look through the Athena Swan documents and discuss which actions should be taken through the HR Excellence process. | Bi Annually and via ATHENA SWAN/E&D meetings and RTSF

Regular updates at HR Excellence Meetings | Raise discussions around this action at various University forums / working groups. | CROS
PIRLS
SS | We are at a point where a new University People Strategy is going to be developed, providing an opportunity for discussions around this subject to be discussed and resulting actions taken forward. | As the new 'People Strategy' develops, we will seek to ensure that all University staff, no matter what the basis of their contract, are supported in their professional and career development, and that we are providing support and clear pathways to develop and retain talent from within. | Dec-19 | | 1 & 2 |

Ref	Description	Responsible	Progress / Notes	Target						
6.5 (a)	Flexible working policy to effectively address requests for changed work patterns.	Director of HR/Equality and Diversity Officer	Assess if / how the Flexible Working policy is being implemented by research staff and identify whether this cohort are satisfied with their working arrangements. Statistics to be provided from HR on Flexible Working requests and any refusals.	Dec-18	Annually review Flexible Working applications and carry out trend analysis. Identify whether or not this cohort are satisfied with their working arrangements, with a view to making improvements in processes / implementation	% of approvals and refusals for Flexible Working. SS: review of staff survey data in relation to flexibility of working patterns. University forum / working group discussions		Providing researchers with appropriate flexible working arrangements to carry out their research in balance with other commitments, benefits both the researcher's career and wellbeing, and the quality of research being produced.	Sep-16	1 & 2
6.9 (a)	The current Harassment & Bullying Policy is being reviewed to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment.	Equality and Diversity Officer/ Director of HR	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. 01/4/15: 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 is currently undergoing an equality impact assessment.	Dec-18	Develop new Dignity and Respect at Work Policy.	New policy published and put into practice.	Policy review and development are a regular priority for HR.	St Andrews would like to ensure that a supportive working environment continues to be provided for all members of staff and students, and is committed to embedding a culture of respect through the implementation of fair policies and practices.	Dec-18	1 & 2
6.10 (c)	Cross-cultural competence - important aspect of working with research students and staff is cross-cultural awareness. Provision needs to be made to ensure that academic staff are more cross-culturally competent.	Head of Organisational and Staff Development	25/5/15 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. 23/11/15. 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)	Dec-18	Organise suitable training for staff. 85% participant satisfaction as recorded on evaluation forms for new activities.	Suitable provision investigated, organised, evaluated and embedded into scheduled development programmes. Evaluation report statistics.	85% satisfaction is in line with our overall average for all events.	through the implementation of fair policies and practices.	Dec-19	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	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 this network by working closely with those researchers running it. 19/03/18: in January 2018 a 'call for interest survey' was sent out from the Equality and Diversity Team to research and academic staff regarding the development, and their engagement with, four new staff networks designed to support all staff: Staff BAME Network / Staff Carers Network / Staff Disability Network / Staff Parents Network. An active LGBTIQ+ network already provides a supportive, open environment for LGBTIQ+ staff at the University of St Andrews to network with LGBTIQ+ colleagues. Members of the HR Excellence group will work with the leaders of the new networks to ensure they function to inform policy and help maintain an environment that ensures equality and diversity are respected. **The aim for 2018-2020** will be to officially launch active networks and put activities in place.	Regular updates at HR Excellence Meetings	Support launch and establishment of a new range of staff networks by working with those running the networks. Provide advertising and logistical support for activities.	New staff networks develop into active groups which support members and function to inform policy through interactions with University processes.	The EDI team is receiving further resource and continues to drive the establishment of their new networks for staff whilst also supporting networks which have been launched by researchers. CAPOD also works to support the development of staff networks.	Successfully active staff groupings provide the following: * peer support * collective voice representation * sense of community * route for feedback to the University * good source of information.	Dec-19	3

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

PRINCIPLE 7:	*The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK*	**Note:** All actions have been carried forward from the original 2012-14 and all subsequent Action Plans. In some cases actions have been reworded to reflect the requirements of the institution and progress required moving forward.
Link to University Strategy 2015-2025	**OUR SUCCESS -** *"We will also review the promotion criteria and process to ensure that the bar remains high, while recognising contributions in research, impact, teaching and service".*	**Key:** **Green** - Completed **Orange** - Ongoing - taken forward from previous review cycles **White - NEW (added May 2017 - May 2018)** **S - specific** **M - measurable** **A - achievable** **R - relevant** **T - time-bound**

New Actions

Progress	Ref	What we need to do	Who's leading	Comment	Progress Review Date	S	M	A	R	T	Strategic theme
New	7.1 (i)	Continue to review HR Excellence in Research and provide submission for 8 yr. review in May 2020	Head of Organisational and Staff Development / Staff Developer (Research Staff)	All members of the working group provide input to the submission. Panel members agreed for institutional call	Regular updates at HR Excellence Meetings	Review meetings: every 6-8 week. Monitor progress against the 2018-2020 action plan, re-formulate the plan as necessary. Use data from relevant cohort surveys (e.g. PRF /CROS/PIRLS, SS) to validate, progress and generate new actions. Consult RS via the RTSF, networking events, newsletters.	8 yr. review submission on time.	The HR Excellence Working Group meet and review actions regularly, collaborate effectively and receive high level support.	St Andrews would like to ensure that a supportive working environment continues to be provided for researchers - especially those on short term contracts. The HR Excellence process brings researchers and relevant support units together to: * Drive forward actions that are relevant to researchers * Inform CPD provisions * Inform policy * Facilitate cross-University communication	May-20	ALL
New	7.4 (a)	Review governance and strategies for collecting and reporting data for university processes	Director of HR/Equality and Diversity Officer/Staff Developers	**19/03/18.** The 6 year review process raised awareness around a lack of governance and monitoring of mandatory training, and gaps in availability of data against which goals can be measured. The aim for 2018-20 is to review our reporting systems	Regular updates at HR Excellence Meetings	Review how data for the HR Excellence report is collected, especially from webpage. Update systems where possible, in collaboration with those who provide relevant source of data.	Systems in place to support accurate and efficient reporting	It may or may not be possible to change how certain data sets are collected for the review report but we can certainly investigate the possibilities with those who provided the datasets for the 2018 report.	All data drawn into the HR Excellence Review Report should be easy to interpret, to ensure that a true picture of progress is provided to all stake-holders.	Dec-19	ALL