University of Strathclyde

HR Excellence in Research

4 Year Review Action Plan Updates

This document contains:

- **the 2013-2015 Action Plan and updates**
- **the 2011-2013 Action Plan and updates (blue background)**

Recruitment and Selection (Principle 1): Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research		
Clause		
PROGRESS ON 2013-2015 ACTIONS		
	Action	**Progress and evidence**
1.1 HR	Identify "recommended suppliers" of relocation support service (this to complement, and highlighted within, the recently updated Relocation Policy which sets out the financial provision made to support new staff in relocating).	**Completed.** A list of recommended relocation service companies have been added to the Relocation Policy. The Relocation policy is sent with contracts of employment to all employees entitled to Relocation Support: http://www.strath.ac.uk/media/ps/humanresources/policies/Relocation_policy_revised_June15.pdf
1.2 HR	Conduct a review of how the University's HR Excellence in Research Award is promoted during the recruitment process and	**Completed and ongoing (2015-2017 action 1.2).** • The University 'Work For Us' page http://www.strath.ac.uk/hr/workforus/ contains a link to the Research Staff Development webpages which highlight the HR Excellence in Research Award. • Also included with the Research Staff Induction Guidelines, issued at Induction, also refer to the HR Excellence in Research Award. • The HR Excellence Logo is used on the 'Current Vacancies' home page https://strathvacancies.engageats.co.uk/ This will be continually reviewed as business as usual.

	make changes as appropriate.	
1.3 HR	Continue the application of the University Fixed-Term Contracts Use Policy and publish the recently revised policy framework as a result of extensive engagement with the campus trade unions. 2.4(a)	**Completed.** The University Policy for Fixed-Term Contracts and Open Ended Employment Contracts was updated and published in September 2013 and can be found here**:** http://www.strath.ac.uk/media/ps/humanresources/policies/FixedTermOpenEndedContractsUsePolicy.pdf. This policy was established in collaboration, and agreed with, the University's recognised Trade Unions and will continue to be reviewed with respect to fixed term contract renewal, especially for fixed term contracts 4 years and over. HR Systems have been improved allowing the HR Team to be more aware and pro-active in contacting departments to ensure earlier conversations around the management of fixed term contracts takes place. There is a policy for the Management of Fixed Term contracts, which can be found here: http://www.strath.ac.uk/hr/policiesandprocedures/managementoffixedtermcontracts/ In addition we have dedicated webpages with information to support research staff coming towards the end of their contract, link here: http://www.strath.ac.uk/rdp/toolsresources/researchersendofcontractsupport/ A business process review of the administration of Fixed Term contracts, to improve contract management processes and procedures within HR is underway with anticipated improvements for research staff, their line managers and HR efficiencies. Please see 2013-2015 clause 2.4(a) and Case study: Fixed Term Contract review for further details.
1.4 OSDU	Update OSDU Researcher Development webpages to be consistent with the HR guidance webpages (for the use of fixed term contracts).	**Completed.** There are dedicated webpages located within the OSDU Researcher Development section of the website to support researchers who may be at the end of their contract http://www.strath.ac.uk/rdp/toolsresources/researchersendofcontractsupport/. These contain links to the HR guidance webpages, including the redeployment policy.

1.5	Review published materials on salary payments; enhance communication regarding pay, job descriptions and pay scales.	**Completed.** All information regarding pay scales, grading, job descriptions and the re-grading policy are published in the HR Policies webpages (see links below) includes a link to the Recruitment webpages Work for Us. (http://www.strath.ac.uk/hr/workforus/). There is ongoing communication between HR and Line Managers highlighting these policies to raise awareness. The policies and information can be found in the following links: Pay scales http://www.strath.ac.uk/finance/links/ Academic job level descriptors http://www.strath.ac.uk/hr/careerpathways/academicprofessionalstaff/ Research Staff and Teaching Staff: Job size and competencies indicators http://www.strath.ac.uk/hr/careerpathways/informationtermsconditions/ Regrading policy http://www.strath.ac.uk/media/ps/humanresources/adr/Regrading_for_Research_Teaching_KE_APS_Technical_and_Ops_Staff_Policy.pdf
PROGRESS ON 2011-2013 ACTIONS		
	Action	**Progress and evidence**
1.1 HR	Recruitment Practice Guide to be updated and put back on website.	**Completed.** The University's Recruitment Practice Guide now includes guidance for managers involved in selection of staff and the recruitment guide is more readily available on the University website. A review of recruitment documentation was carried out in 2012; to enhance the University's branding as an employer of choice we now have more recruitment documentation available online. Please see website link: www.strath.ac.uk/hr/recruitingatstrathclyde/ . **Update 2015.** The Recruitment Practice guide has been replaced with the Recruitment section on the University website www.strath.ac.uk/hr/recruitingatstrathclyde/ This part of the website has been further updated following the introduction of a new online recruitment system.
1.2(a) HR/RKES	Make specific reference to researcher development opportunities in further particulars and in PGR student marketing	**Completed.** PGRs are made aware of researcher development opportunities upon attendance of the PGR Induction event where marketing of development opportunities are provided within the RDP handbook. The majority of PhD students are enrolled on to the new PG Certificate in Researcher Professional Development which is a ground breaking and first programme in the UK. The RDP and other faculty specific development activities carry credits towards this programme. The University makes reference and links to researcher development opportunities on the University's staff recruitment webpage: www.strath.ac.uk/hr/workforus/

	literature	
1.2(b) E&D	Give online guidance on avoiding discrimination.	**Completed.** A new dedicated equality and diversity website went live in March 2012. The website provides information on University equality policies, the Equality Act 2010 and resources to support staff and students. A revised e-module on equality and diversity was launched in April 2012 to raise awareness of all staff. The module covers aspect of discrimination and how to avoid this: www.strath.ac.uk/equalitydiversity/equalitycourses/ (Over a thousand students (undergraduate and postgraduate levels) in Strathclyde Institute of Pharmacy and Biomedical Sciences in 2012-2013 completed the module.) The University produced the Equality Outcomes 2013-2017 after extensive consultation with staff and students, equality outcomes can be found here: http://www.strath.ac.uk/media/ps/sees/equality/Strathclyde_Equality_Outcomes_2013-2017.pdf Please see 2013-2015 clause 6.1(a) for further details.
1.3 HR	Continued application of University Fixed-Term Contracts Use Policy.	**Completed and ongoing (2015 2017 action 1.3).** Guidance for the Management of Fixed Term Contracts is available on the webpages via the HR homepage which includes the duties for HoD/Grant Holders. Please see webpage link: http://www.strath.ac.uk/hr/policiesandprocedures/managementoffixedtermcontracts/ **Future Actions 2013.** Continue application of the webpage guidance and the University Fixed-Term Contracts Use Policy. To publish the recently revised policy framework as a result of extensive engagement with the campus trade unions. **Update 2015.** The University Fixed-Term Contracts use policy was updated and published in September 2013**.** The Policy for the Use of Fixed-Term and Open Ended Employment Contracts is here: http://www.strath.ac.uk/media/ps/humanresources/policies/FixedTermOpenEndedContractsUsePolicy.pdf. This policy was established in collaboration with the Trade Unions and will continue to be reviewed with respect to fixed term contract renewal, especially for fixed term contracts 4 years and over. We also have dedicated webpages located within the OSDU Researcher Development to support researchers who may be at the end of their contact, webpages are here: http://www.strath.ac.uk/rdp/toolsresources/researchersendofcontractsupport/ Guidance for the Management of Fixed Term Contracts is available on the webpages via the HR homepage which includes the duties for HoD/Grant Holders. Please see webpage link: www.strath.ac.uk/hr/policiesandprocedures/managementoffixedtermcontracts/ A business process review of the administration of Fixed Term contracts, to improve contract management processes and procedures within HR is underway with anticipated improvements for research staff, their line managers and HR efficiencies. Please see 2013-2015 clause 2.4(a) for further details.
1.4 HR	Recruitment Practice Guide to be updated	**Completed.** Recruitment Practice Guide updated and placed on University website in April 2011 which includes guidance for managers involved in recruitment and selection of staff. A review of recruitment documentation and procedure was carried out, now making more available online

	and available online, and to include refresher training	to enhance our branding as an employer of choice. Please see website at: www.strath.ac.uk/hr/recruitingatstrathclyde/ Online e-learning training is available for Recruitment & Selection procedures. www.strath.ac.uk/hr/learninganddevelopment/elearning/recruitmentselectioncoursedetails/

Recognition & 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.

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PROGRESS ON 2013-2015 ACTIONS

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	Action	Progress and evidence
2.1(a)	Conduct a review to establish how research staff are currently involved in decision making through local departments, faculty committees etc. Review how consistent this is across the University. With results of the review, implement agreed recommendations.	**Completed** A review was conducted across the University to identify what committees and groups were established at local department level. The outcome of the review demonstrated that Researchers are represented in a variety of formats across the University. There are, for example, many examples of good practice where research staff sit on Departmental Research and Knowledge Exchange Committees, and Research Operations groups. Specific examples include: in the Department of Chemical and Process Engineering, research staff are represented on all their Safety, Laboratory, Equality & Diversity, Research and Teaching Committees. In the Strathclyde Institute of Pharmacy and Biomedical Sciences, there are research staff representatives on the Research and Knowledge Exchange committee meetings as well as having dedicated sessions for research staff to raise issues. An Institutional Research Staff Association 'Researcher's Group' was set up as a sub-group of the University Research and Knowledge Exchange Committee (RKEC) in 2013. A representative from this group attends the RKEC meetings Research staff are also consulted along with all other staff through surveys and focus groups as part of work around the University's strategic aims and recently in line with the exploration of the University values http://www.strath.ac.uk/about/ourvalues/.
2.1(b)	Develop an engagement plan to enhance and increase researcher engagement.	**Completed and ongoing (2015-2017 actions 3, 4(a), 5 and 7.1(d)).** In 2013 an Institutional Staff Engagement Strategy and Action Plan (available upon request) was put in place as part of an institutional commitment towards increasing all staff (including research staff) engagement and motivation. This has been led by HR Directorate and includes work around the University Values, communication and visibility, as well as commitment from Heads of Departments to increasing staff engagement within their own areas. Increasing researcher engagement in researcher development is also highlighted within the Researcher Development Strategy and Action Plan 2014-17.

		Progress in this area can be seen particularly in the numbers of research staff engaging in the Strathclyde Programme in Research and Leadership (SPIRAL) increasing from 47 in 2012/13 to 161 in 2013/14 and 131 in 2014/2015. There is a significant increase in research staff engagement across all programmes (RDP, SPIRAL and OSDU courses) increasing from 169 in 2010/11 to nearly 300 in 2013/14. Careers in Research Online Survey (CROS) response rates have also increased from 18% in 2011 to 25% in 2013 and 31% in 2015.
2.4(a) HR	Develop and implement a plan to increase understanding of best practice of research staff end of contract support and equal opportunities for research staff in a fixed term contract within the HoDs, PIs, grant holders and research leader's community.	**Completed and in progress (2015-2017 action 2.2(a)).**

The systems and processes surrounding fixed term contracts, and their extension/ending, have been the focus of a substantial amount of work to ensure best practice in this area (please see Case study: Fixed Term Contract review).

This has been one of a small number of processes in the University selected for a structured business review using the Strathclyde Way business methodology, facilitated by the University's Business Improvement Team. An externally facilitated HR project has taken place which gathered views from research staff, their line managers and Heads of Department across the University.

The outcomes from the project are currently being implemented and will be communicated to line managers, Heads of Departments and across HR through a series of presentations. There will also be a post-implementation review in due course.

Anticipated benefits include greater awareness of the processes for research staff better guidance on, and communication during, the process for line managers and Heads of Departments, and increased administrative efficiency leading to a more robust and transparent system.

HR regularly provide Heads of Department with clear data reminding them of pending contracts ends, with user-friendly briefing information on steps to be taken. Where necessary the HR team pro-actively contact departments regarding employees with fixed term contracts about to end to clarify status and action required. The communications that HR send to both line management and individual researchers remind all parties that Strathclyde is committed to supporting employees coming to the end of their fixed term employment or facing a redundancy situation, and that individuals have access to the Redeployment Register to allow for priority consideration for job vacancies. The business improvement review will enhance effectiveness and efficiency across this area of activity, which should in turn improve the experience of research staff on fixed term contracts.

The Use of Fixed-term Contracts and Redeployment policies have also been updated. |
| 2.4(b) RKES/ FIN | Develop and provide information for PIs/grant holders on the position of funding bodies for | **In progress.**
Information about the position of the funding bodies for maternity/shared parental leave will be included in the Best Practice Guide for the Management of Research Staff (2013-2015 clause 3.8).Meanwhile information is provided by HR and Finance. |

	researchers on maternity leave/sick leave and other special leave arrangements.	
2.4(c) RKES	Review the Research and Development Fund on an annual basis.	**Completed and ongoing (2015-2017 action 2.4).** The Research and Development Fund provides a source of funding to a maximum of £10,000 for two principal types of programme - Pump Priming Research and Bridging Funding. As a result funding is given for a period of up to 6 months. The fund is reviewed annually, but so far there have been no concerns. The following Bridging Funding awards have been made since the fund was set up: 2012 (2), 2013 (3), 2014 (1) and 2015 (5).
**PROGRESS ON 2011-2013 ACTIONS**	
	Action	**Progress and evidence**
2.1 OSDU	Use feedback from IIP review to assess current research staff engagement levels, through focus groups.	**Ongoing.** A Staff survey was undertaken in summer 2013 to assess the values of Strathclyde. A staff engagement strategy has been developed and is being implemented. And will be available on the University website once finalised. Current work is looking at enablers of engagement actions for all staff through annual review process. **Future action 2013.** Develop an engagement plan to enhance and increase researcher engagement. **Update 2015.** Please see 2013-2015 clause 2.1(b) above for information about the progress that has been made in research staff engagement. The HR Directorate conducted a review of how valuable IIP was to the University and a decision was made in 2013 not to renew the IIP membership, due to progress we have made and plans implemented by the University.
2.2 HR	With reference to clause 2.2(Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and	**Completed.** Guidance for the management of fixed term contracts is available on the webpages via the HR homepage which includes the duties for HoD/Grant Holders, webpage link: www.strath.ac.uk/hr/policiesandprocedures/managementoffixedtermcontracts/ We abide by the principles of Fixed Term Employees Regulations (2002) and JNCHES guidance through the above guidance and our University Fixed-Term Contracts Use Policy: http://www.strath.ac.uk/media/ps/humanresources/policies/FixedTermOpenEndedContractsUsePolicy.pdf Included in the above policy is the statement: 'In the production of this policy and implementation documentation, attention has been given to the requirements of the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulation 2002, SHEFC requirements to reduce as far as possible the use of short-term contracts as a condition of funding, the spirit of the JNCHES guidance on the use of fixed-term contracts and the University's

	abiding by the principles and terms laid down in the Fixed Term Employees (2002) and JNCHES guidance on the use of fixed-term contracts). Insert a specific statement to this effect on the HR website.	commitment to reduce as far as possible its reliance on the use of such contracts in favour of continuing appointments where reasonably practical'. We provide a dedicated website guidance for research staff coming towards the end of contract, please see website link: www.strath.ac.uk/rdp/toolsresources/howtosupportresearchersendofcontract/ **Update 2015** The process for informing Heads of Department when individual contracts are coming to an end has been automated and improved since 2013. Lists of full time contracts coming to an end within the next six months are sent monthly to Heads of Departments, plus reminders are also sent.	
2.3(a) OSDU	All new research managers should undergo ADR (Accountability and Development Review) training.	**Completed and ongoing.** (*The web pages referenced here no longer exist, all ADR advice and guidance can now be found here:* http://www.strath.ac.uk/hr/adr/). ADR (Accountability and Development Review) is now going into the third year and reviewer training has continued. ADR process has been developed to include the linking of objectives to organisational priorities. As well as ADR training we provide training in performance management, mentoring, coaching and 'ADR quality conversations'. Extensive ADR guidance procedures for reviewers is available on our webpages: www.strath.ac.uk/hr/learninganddevelopment/adr/. Specific ADR guidance for reviewers of Research Staff can be found on webpages: www.strath.ac.uk/hr/learninganddevelopment/adr/adr-typesandexamplesofobjectives-academic/ In addition we provide a guidance document on 'Setting work objectives and associated Development Planning' see document: www.strath.ac.uk/media/ps/humanresources/adr/ADRAdditionalGuidanceObjectiveSetting.pdf. Training sessions are also available for reviewees. **Update 2015.** ADR training is also highlighted in the Institutional Staff Induction Day, the Research Staff Induction Guidelines and it will also be included in the 'Best Practice Guide for the Management of Research Staff'. Since 2011, the number of research and academic staff undertaking ADR training has remained steady: 2011/12 (47), 2012/13 (43), 2013/14 (51). Those attending the reviewers workshop 'Quality Conversations in ADR 2014' reported the course met their needs (with an average score of 1.5 (1 being fully and 5 not at all)), having reported a skill level before the course of 3.1 (1 being excellent and 5 very poor). Similar evaluations are seen following the reviewees' workshop 'Setting SMART Targets in ADR 2014', with it meeting their needs with a score of 1.3, following a pre-course skill level of 3. The respondents found these courses useful in the following areas: *'Structure for the dialogue, to encourage reviewee to communicate their aspirations, beliefs and objectives', ''Writing a SMART objective, types of objectives – maintenance or challenging' and 'Linking learning*	

		objectives to work objectives'. Upon conducting a 2nd stage evaluation, one respondent reported it had helped in the development of their team as follows: *'New skills and strategies and I felt very confident and competent in carrying out the ADR interviews and feel that the team were interviewed in the best way possible, constructive and purposeful and that they left the ADR meeting inspired and with a positive outlook'.* ADR briefing sessions for all staff are being piloted in the Faculty of Science during 2015.
2.3(b) HR	Review ADR Process in year 2.	**Completed.** ADR was reviewed and a number of enhancements have been made to system to make it more user friendly. Completion rates are monitored and development outcomes are analysed to ensure institutional learning and development provision is closely aligned to development needs. As a direct result of the review in year 2, further training was introduced, including 'ADR quality conversations' and 'ADR setting SMART targets' workshops.
2.3(c) OSDU	Pilot 360 degree development feedback in research leadership programme.	**Completed and ongoing.** Roll out was completed and there is growing engagement with 360 degree development feedback which is based on our leadership competency framework. A research leader cluster programme also took place and an evaluation of the outcomes and lessons learned is currently underway. http://www.strath.ac.uk/hr/spiral/toolsandresources/ **Update 2015.** The 360 development feedback tool is aimed at any manager or leader, formal or informal in the University, including research/academic/PI staff. Information on the 360 degree feedback is available via this link: http://www.strath.ac.uk/hr/spiral/toolsandresources/ In 2014, a High Potential Programme, aimed at developing future Heads of Department, was launched with 12 in the Cohort and which also includes 360 degree feedback within the programme.
2.4(a) HR	With reference to clause 2.4, make it explicit on the HR webpages	**Completed.** Dedicated website guidance for Research Staff coming towards the end of contract is available and includes information on what happens four months before the end of their contract and the options available to them, including our redeployment policy and careers/job search advice and links, which can be found here: www.strath.ac.uk/rdp/toolsresources/howtosupportresearchersendofcontract/ Extensive guidance for the Management of Fixed Term Contracts is available on the webpages via the HR homepage which includes the duties for HoDs/Grant Holders, including a Redeployment Policy, please see webpage link: www.strath.ac.uk/hr/policiesandprocedures/managementoffixedtermcontracts/ The University abides by the principles of Fixed Term Employees Regulations (2002) and JNCHES guidance through the above guidance and our Fixed-Term Contracts Use Policy: http://www.strath.ac.uk/media/ps/humanresources/policies/FixedTermOpenEndedContractsUsePolicy.pdf Included in the above policy is the statement: 'In the production of this policy and implementation documentation, attention has been given to the requirements of the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulation 2002, SHEFC requirements to reduce as far as possible the use of short-term contracts as a condition of funding, the spirit of the JNCHES Guidance on the use of fixed-term contracts and the University's commitment to reduce as far as possible its reliance on the use of such contracts in favour of continuing appointments where reasonably

		practical'. This is augmented by regular emails that are issued by HR to individuals and HoDS where end of contract is nearing.
2.4(b) RKES	RKES to pursue the options to top up this fund.	**Completed and ongoing.** The Research and Development Fund (RDF) is established to provide a source of funding to underpin the research base of the University. The RDF provides a source of funding to a maximum of £10,000 for two principal types of programme - Pump Priming Research and Bridging Funding. Applications must demonstrate: • a minimum 50% contribution to the costs of the project; and • A case for urgency. Applications from early career academics attempting to build a research portfolio will normally be given a higher priority than applications from members of staff who already have an established track record. The funding period will normally be up to a maximum of six months. **Further action 2013.** The Research and Development Fund is reviewed and enhanced on an annual basis. **Update 2015.** The RDF has been reviewed annually, for further information please see 2013-2015 clause 2.4(c) above.
2.6 OSDU	Career Pathway strand of Researcher Development Project - To be published on web.	**Completed.** Web information is available to support The Strathclyde Researcher Career Pathways use as well as giving information on what it is and how it was developed. Specific information is available to support Researchers, Managers and the ADR process. The pathway is the development framework which underpins My CPD. www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/ In addition there is clear HR guidance on Job Level Descriptors for each research grade. www.strath.ac.uk/hr/careerpathways/academicprofessionalstaff/

Support and Career Development (Principle 3). Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment (Principle 3).

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PROGRESS ON 2013-2015 ACTIONS

	Action	**Progress and evidence**
3.1(a) OSDU	Develop a communication plan for the Researcher Pathway in the AAS to increase awareness in the	**Completed.** Engagement with Advanced Academic Studies (AAS) remains high with the following numbers taking part in the programme since 2011: 2011/12 (152), 2012/13 (131), 2013/14 (110) and 2014/2015 (117). The following numbers went on to receive the Postgraduate Certificate in Academic Practice In 2011/12 (30), 2012/13 (22), 2013/14 (24), 2014/2015 (19). These numbers reflect all staff registered on AAS, from 2015/2016 onwards we will be able to record research staff attendance separately, anecdotally research staff make up approximately a quarter of those registered and receiving awards.

	University.	
		Following expansion of the AAS, the entire programme, including the Researcher Development pathway, has been re-launched for the start of the 2015/2016 academic year as the Strathclyde Programme in Academic Practice, Researcher Development and Knowledge Exchange or SPARK. SPARK has four pathways (Researcher Development, Knowledge Exchange, Teaching & Learning and Academic Practice) providing awards of PGCert, PGDip and Masters level in each pathway. Thus providing a suite of innovative modules to support the career and professional development of all Strathclyde Research and Knowledge Exchange staff. The changes and new programme have been communicated via email, drop-in sessions and at induction events. A facebook site has been created and a roadshow is planned for late 2015. Engagement with the programme remains high, but this is monitored and further communication will be implemented if needed.
3.1(b) OSDU	In response to trends in the NSS, review how to respond to the needs of academics specifically in terms of achieving best practice in assessment and feedback.	**Completed.** A review was undertaken to respond to the needs of academics. As a result of the review and in response to the development of Strathclyde's new assessment and feedback policy and procedures, developed in 2014, course curricula will change to reflect the new policy and its impact on students experience. There will be the launch of the Strathclyde Teaching Excellence Programme in 2015, which is a CPD programme for academics that will include best practice activities in the areas of assessment, feedback and marking among others. The new Assessment and Feedback Policy can be found here: http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/assessment_and_feedback_policy_-_Effective_Sep_14.pdf . The new Assessment and Feedback Procedures can be found here: http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Assessment_and_Feedback_PROCEDURES_UPDATED_FEB_2015.pdf
3.2 OSDU	(Mentoring:) Respond to feedback from the schemes 6 month and 12 month evaluation points.	**Completed.** Mentoring@Stratchlyde was launched in February 2012. Feedback from 2012, 2013 and 2014 mentoring evaluations highlighted a need for networking and training events to support mentoring practice. A mentoring development series, including action learning sets, was introduced for participants of the scheme and ran from January to May 2014. The Mentoring Development sessions can be found here: http://www.strath.ac.uk/hr/mentoringstrathclyde/mentoringsupportdevelopmentprogramme/. We also provide dedicated webpages to support mentors and mentees, please see links: http://www.strath.ac.uk/hr/mentoringstrathclyde/mentoringsupport/ and http://www.strath.ac.uk/hr/mentoringstrathclyde/. Mentoring training sessions and networking events are being planned for 2015. In 2012/13 31 research/academic staff joined the Mentoring Scheme with 14 mentoring partnerships successfully matched. In 2013/14 30 mentoring partnerships were successfully matched, and in 2014/15 there were 21 mentoring partnerships, of which 13 were research staff (we are unable to provide research staff only figures for previous years). Mentoring participants are asked to complete a 12 month final evaluation. In 2012/13 out of the 10 respondents (33%), 70% indicated they were satisfied with the matching process, 100% indicated they found the mentoring workshop either satisfactory, useful or very useful. In 2013/14 mid-point evaluation indicated that out of the 19 respondents (32%), 89% indicated they were satisfied with the matching process, 100% indicated they found the mentoring workshop either satisfactory, useful or very useful. Participants were asked what was the most helpful thing to come from the mentoring relationship:

		'Moral support and assistance with applications for external funding'; *'The ability to help someone think through an issue and start to develop a solution'*; *'Setting goals for my career progression'*.
3.3(a) RKES	Develop institutional e-learning induction training specifically for research staff.	**Completed.** Following consultation with Research Staff by means of a survey disseminated at selected courses and during the Research Staff Focus Groups, an online induction was introduced in September 2015 to complement the face-to-face research staff induction. Access to the online induction materials can be granted upon request.
3.3(b) RKES	Increase researchers' knowledge and understanding of Pathways to Impact, REF, Public Engagement and Research Impact through the creation and delivery of training and events with case study examples which will be publicised to the researcher community via Impact Acceleration Account webpages, and other channels as appropriate.	**Competed.** As well as including reference to these areas within all relevant training provision, a number of initiatives give more in depth training: • Becoming an Engaging Researcher (Engage! – Mini Conference) http://www.strath.ac.uk/rdp/engage/ : a series of 6-9 workshops and a 1 day mini- conference 'Engage'. Participants receive training plus gain hands on experience designing and delivering Public Engagement activities. This is very popular with researchers with high attendance since it began in 2012 as follows (numbers are PGRs & research staff): 2012 (47), 2013 (66), 2014 (68). Participants reported finding the experience useful for writing research for the public audience, science communication and engaging with industry, all essential aspects of Impact. The evaluation of the events also indicates high satisfaction:*' Excellent day, very inspiring and has really encouraged me that I can engage', 'I was very impressed all round'.* • Knowledge Exchange and Innovation Training http://www.strath.ac.uk/rkes/iaa/champ/kit/ : A three day residential programme, designed to introduce the principles, concepts, tools and techniques of Knowledge Exchange and Innovation. Participants have included research staff and PGRs. • Strathclyde Solutions Exchange, which fosters collaborations between academic and industrial partners took place in spring 2014 with research staff in attendance. http://www.strath.ac.uk/workwithus/strathclydesolutionsexchange/
3.3(c) RKES	Continue engagement through focus groups at regular intervals with the research staff community, providing improved ways to feedback on the RDP.	**Completed and ongoing (2015-2017 action 5.5(a)).** A number of focus groups have taken place which researchers have attended. Researcher Forums have taken place in 2011, 2013 and 2015 at which research staff have been asked for feedback in the RDP and actions around the Concordat. Research Associates, Research Assistants and Research Fellows have attended these events representing, in total, 15 Departments from the four Faculties across the University. In 2011, 33 research staff attended a focus group as part of the initial consultation on the RDP, participants rated the event as either good or very good (68% evaluation response rate). In 2013, 29 attended the event and outputs from the forum exceeded expectations, in particular feedback regarding the implementation of the Principles of the Concordat which provided rich information to help format the HR Excellence in Research actions for 2013-2015. Significant enhancements based on needs of the community have been made following these fora. For example, to provide additional support to those applying for the Scottish Crucible programme, mentoring

| | | partnerships are now established before an application is written rather than after submission of a draft application for internal review, as was previously the case.

A regular Research Staff Focus Group event has been introduced to take place following Research Staff Induction. Research staff are also consulted on an ad hoc basis when attending courses.

Extensive consultation also took place with all stakeholder groups, including International staff, when developing the University's Researcher Development Strategy and Action Plan 2015-2017 |
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| 3.4 OSDU | Continue to develop and respond to feedback from My CPD. Continue to run 'Taking Control of Your CPD'. | **Completed and ongoing (2015-2017 action 3.3(a)).**
Following its launch in May 2012, usage of MyCPD has remained steady: 2011/12 (18) new users, 2012/13 (23) new users, 2013/14 (15) new users. 'Taking Control of Your CPD', a workshop to support use of MyCPD, continues to run through RKES and the tool is highlighted in the Research Staff Induction, the Research Staff Induction Guidelines and is advertised in the ADR guidance and courses. Taking Control of Your CPD sessions has run four times with the overall feedback from respondents rated as excellent/very good. Participants found the workshop helped them understand what CPD is, how to structure a career path, the online platform, and learning methods and evaluation. There is a feedback questionnaire available in the webpages of MyCPD for participants to have the option to provide feedback on the use of the tool. To date there has been no particular feedback that indicates any concerns or requirements to update MyCPD. Feedback will be monitored as a continuous process to implement changes when appropriate.
My CPD continues to be offered to early career research staff at induction. All new research staff are registered on the MyCPD tool and an invitation is sent to new research staff automatically.
Future Action.
To investigate ways to promote and increase usage of MYCPD tool and implement a plan to further increase usage/engagement. |
| 3.5(a) OSDU | Design a CPD framework for research leaders and academic staff which maps career stage with guidance and recommended development activities internally and externally. Publish on web. | **In progress (2015-2017 action 3.8(a))**
A 'visual' pipeline has been developed and designed to explain Strathclyde development programmes for researchers, mapping programmes to career stages from Research Student through to Professor. The pipeline has been used during Induction and at promotions workshops, but will now be amended in line with the handover of research staff provision from RDP to OSDU before publishing on the web. |
| 3.5(b) OSDU | Map our newly developed SPIRAL to the RDF, include in the CPD framework, | **In progress (2015-2017 action 3.5).**
Mapping activity has been started but delayed due to implementation of the new and revised programmes, and changing staff roles and internal structure. This will be in place for September 2016. |

	and publish on the web.	
3.5(c) OSDU	Review and enhance the communication plan for the following: HR Excellence in Research, The Concordat to Support the Development of Researchers, Research Excellence Framework, Vitae RDF & Planner, Strathclyde Researcher Career Pathways & My CPD Tool, Mentoring@Strathclyde, SPIRAL, and the Researcher Pathway in the AAS to increase awareness and understanding in the University. Links to be added to RKES webpages, signposting the OSDU provision.	**Completed and ongoing (2015-2017 action 3.8(a))** SPIRAL, MyCPD and Mentoring@Strathclyde are advertised on a regular basis as part of a monthly 'SPIRAL e-flyer' and in the University weekly staff digest e-newsletter and the weekly ResNews, Research Newsletter. We also had launch events for these programmes and activities, invitees including researchers and other stakeholders. The REF outcomes have been widely publicised through the University website: http://www.strath.ac.uk/whystrathclyde/majorstridesforstrathclydesresearchquality/ and also in more detail through the internal RKES portal https://moss.strath.ac.uk/rkesportal/Research/ref/SitePages/Home.aspx. Detailed information has been sent to the departments for them to circulate when appropriate. The Concordat and HR Excellence in Research are highlighted through links from the 'Work for Us' pages, the Research Staff Induction Guidelines, at the Research Staff Induction and at all relevant events, there are also links from the OSDU webpages. Links from RKES webpages to OSDU provision have been added in the 'ECR Resources' section. Please also see 2013-2015 clause 1.2 for further information regarding promotion of HR Excellence in Research Award. Additionally, new web pages are in development using the new 'pipeline' researcher development diagram and in line with the University web redevelopment project, to enhance communication of all aspects of researcher development. This will provide a new 'landing page' for all researcher development provision within the University from which particular programmes will be accessed.
3.5(d) RKES OSDU	Support OSDU with the communication of the following; HR Excellence in Research, The Concordat to Support the	**Completed.** RKES continues to support OSDU in the communication of these areas and to promote OSDU activities as appropriate in the ResNews newsletter which is sent out to all research staff. The REF headlines have been widely publicised through the University website http://www.strath.ac.uk/whystrathclyde/majorstridesforstrathclydesresearchquality/ and also more detail in the internal RKES portal https://moss.strath.ac.uk/rkesportal/Research/ref/SitePages/Home.aspx. Detailed information has been sent to the departments

	Development of Researchers, Research Excellence Framework, Vitae RDF & Planner, Strathclyde Researcher Career Pathways & My CPD Tool, Mentoring@Strathclyde, SPIRAL, and the Researcher Pathway in the AAS, including visible website links on RKES pages to the OSDU provision.	for them to circulate when appropriate. Links from RKES webpages to OSDU provision have been added in the 'ECR Resources' section and are included in induction programmes hosted by RKES and OSDU.
3.5(e) OSDU	Further develop My CPD based upon feedback and evaluation.	**Completed and ongoing (2015-2017 action 3.3(a)).** There is a feedback questionnaire available in the webpages of MyCPD for participants to have the option to provide feedback on the use of the tool. To date there has been no particular feedback that indicates any concerns or requirements to update MyCPD, feedback will be monitored as a continuous process to implement changes when appropriate. For further details of research staff engagement with MyCPD please also see update in 2013-2015 clause 3.4 above. **Future Action.** To investigate ways to promote and further increase usage of MYCPD tool.
3.6(a) OSDU	Provide induction support to newly appointed PIs/grant holders/research leaders, signposting the Best Practice Guidance for the Management of Research Staff and information regarding Mentoring@Strathclyde and one to one professional	**Completed and in progress (2015-2017 action 3.8(c)).** We have launched a 'New Leading Researcher' PI development programme in January 2015 aimed at new and aspiring PIs. The purpose of the programme is to develop new research leaders and provide them with the skills to manage research projects, themselves, and to manage and lead others. Access to the Leading Research Programme outline can be given upon request. To support this programme we have a short-life project group to develop a Best Practice Guide for the Management of Research Staff (see 2013-2015 clause 3.8) and this will be available on the web once completed. We also have specific guidelines and links to development activities located within the Research Staff Induction Guidelines, including the Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange (SPARK), Strathclyde Programme in Research and Leadership (SPIRAL) and Mentoring@Strathclyde. New research leaders are provided with the Research Staff Induction Guidelines. Please see link to the guidelines here: http://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/New_Member_of_Research_Staff_Induction_Guidelines.pdf

	coaching service to help with the transition into this role.	To support new Research Leaders we provide an executive coaching service, this service has seen increases in research and academic staff using this service since 2012 with 8 undertaking coaching, increasing to 47 in 2013/14.
3.6(b) HR RKES	Review the local Induction experience of research staff by communicating directly with all newly-appointed research staff, signposting the Research Staff Induction Guidelines and information regarding Research Staff Associations. Work with departments and department administrators to encourage planned departmental local inductions that are relevant to researchers needs and share known local best practice.	**Completed** Research Staff have been consulted around Research Staff Induction in early 2015 by means of a survey disseminated at selected courses and during the Research Staff Focus Groups. As a result an online Research Staff Induction is has been implemented (please see 2013-2015 clause 3.3(a) for further details), which will include a Knowledge Exchange and Entrepreneurship section (please see 2013-2015 clause 3.6(c) for further details). Research Staff Induction guidelines for departments have also been published.
3.6(c) RKES	Develop an online research staff induction programme to include KE and Entrepreneurship.	**Completed** Expertise has been sought from the Academic Development Lead for Knowledge Exchange to input into Knowledge Exchange and Entrepreneurship section of an online Research Staff Induction (please see 2013-2015 clause 3.3(a) for further details of the online Induction).
3.8 HR OSDU	Develop a Best Practice Guidance for the Management of	**In progress (2015-2017 action 3.8(c) and 2.3 (b)).** A web-based guide has been designed, however final design details and publication has been delayed due to redevelopment of the University webpages. This action has been carried over into the 2015-2017 action plan.

	Research Staff.	
3.9 OSDU	Include in SPIRAL a session for PIs/grant holders/research leaders on the management of the professional development of researchers; to include basic coaching conversational skills related to the subject.	**Completed.** The 'New Leading Researcher' PI development programme (see 2013-2015 clause 3.6(a) above) includes information on the management of research staff, in particular setting research and career priorities. Within the programme, coaching is covered as a key skill and use of the GROW coaching conversation model is discussed. Access to the Leading Research Programme outline can be given upon request. Within the SPIRAL programme we offer training courses on 'Leading, Motivating & Developing Teams' and Mentoring Skills http://www.strath.ac.uk/hr/mentoringstrathclyde/mentoringsupportdevelopmentprogramme/. OSDU also provides a one day course on 'Leading and Developing others through Coaching': https://bookings.strath.ac.uk/courseDetails.asp?course=COCH Research staff that have attended coaching and mentoring courses are: 2012/13 (17) and in 2013/14 (12).
PROGRESS ON 2011-2013 ACTIONS		
	Action	**Progress and evidence**
3.1 RKES OSDU	Consult with Researchers on the strands of the Researcher Development Project – feedback to be implemented. *Through the Research Staff Development Forum *Through Faculty Research Committees *Through Research Engagement Group.	**Completed and ongoing.** A Research Staff Development Forum in March 2011 enabled consultation on the work of the project from researchers and groups undertaking the PGCert. Consultation with the Researcher Development Implementation Group (RDIG now disbanded) in the Induction framework and consultation with REG (Researcher Enhancement Group) for Master classes for the Strathclyde Programme in Research and Leadership (SPIRAL). The future work with the mid-late career academics and researchers will result in consultation at the planning stage with groups such as RDG, REG, Professors and Deans as well as subject matter experts. Advanced Academic Studies (AAS) has two pathways – Researcher Development and Academic Practice. Uptake has been excellent with all places filled. A new Knowledge Exchange Pathway within the Advanced Academic Studies Programme (PgCert) will shortly be in development to provide a suite of innovative modules to support the career and professional development of KE staff. The new Researcher Development module in Knowledge Exchange and Innovation Training has been validated and will be delivered in the Autumn. Two further modules, Enterprise for Researchers and Research Management and Leadership, are proposed for development. ~~www.strath.ac.uk/hr/learninganddevelopment/advancedacademicstudies~~/. (*Please see 'Update 2015' below for the replacement 'SPARK' web pages*). **Further action 2013.** Recruit a Grade 8 F/T Teaching Fellow with the primary function of developing and delivering the new KE pathway. Additionally, in response to recent trends in the NSS, review how to respond to the needs of academics specifically in terms of achieving best practice in assessment and feedback. Options we are looking into at the moment include master classes in assessment and feedback and potentially a dedicated module on the PgCert focusing on e-assessment and innovative forms of effective feedback.

		Update 2015. • Grade 8 full time Teaching Fellows are now in post in OSDU not only for Knowledge Exchange, but also Researcher Development and Teaching & Learning; a full time Researcher Developer has also joined the RKES team. These were new posts, reflecting the University's commitment to development in this area. • SPARK (previously AAS) https://www.strath.ac.uk/hr/learninganddevelopment/spark/ has four pathways from September 2015: Researcher Development, Knowledge Exchange, Teaching and Learning, and Academic Practice, providing a suite of innovative modules to support the career and professional development of all research and knowledge exchange staff. The programme is very popular with research and academic staff, with the following total attendances: 2011/12 (152), 2012/13 (131) and 2013/14 (110), of these the following have gone on to be awarded the PGCert: 2011/12 (30), 2012/13 (22), 2013/14 (24). • Another significant output of consultation activities was the Strathclyde Programme in Research and Leadership (SPIRAL; http://www.strath.ac.uk/hr/spiral/) developed in 2012 specifically to support a broad range of researcher career stages. This staff development programme is intended to support the strategic ambitions of the University by enhancing and strengthening leadership skill and knowledge, advanced research skills and KE. The programme, which was designed in partnership with research and other academic staff, includes 30 development activities, including a master class series and one-to-one tailored tools (e.g., 360 degree feedback, psychometric tools, executive coaching and mentoring). • The SPIRAL programme has been very well received by research staff with attendances increasing from 47 in 2012/14 to 161 in 2013/14 (from a total attendance of 423 and 632 respectively). • Following consultation with researchers a CPD programme for Teaching and Learning (Strathclyde Teaching Excellence Programme; STEP) was launched in September 2015. • To demonstrate the activities that have been undertaken to engage and consult with the research community please see 2013 clauses 2.1(a) (University level consultation), 3.3(c)(Research Staff Focus Groups), 3.6(b) (Research Staff Induction).
3.2(a) OSDU	Career Pathway strand of Researcher Development Project.	**Completed.** The Strathclyde Researcher Career Pathway sets out the specific knowledge, skills and behaviour of a Researcher at Strathclyde at different levels of their development. It is embedded within My CPD where researchers can actively identify and plan their Career and Personal Development. http://www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/ **Update 2015.** Please see 2013-2015 clause 3.4 above for further information about research staff engagement with MyCPD and the training that supports it.

3.2(b) OSDU	Implement Mentoring Scheme (strand of Researcher Development Project).	**Completed and ongoing.** First cycle of mentoring scheme completed in May 2013, with positive feedback from final evaluation conducted in Jun 2013. Second cycle open for applications from August 2013, will operate from October 2013 to September/October 2014. This scheme was developed for Early Career Researchers and has been extended to include the SPIRAL audience. Strathclyde has also been part of the SUMAC* user-testing group to increase admin efficiency. www.strath.ac.uk/hr/mentoringstrathclyde/ *A mentoring database to support the administration of mentoring schemes. Developed by University of St Andrews for the HE Sector. **Future Action 2013.** To respond to feedback from the schemes 6 month and 12 month evaluation points. **Update 2015.** Please see 2013-2015 clause 3.2 for further information about research staff engagement with Mentoring@Strathclyde and the training that supports it.
3.3(a) OSDU	Review & update Researcher Induction (strand of Researcher Development project).	**Completed.** A research staff induction framework has been developed which includes a specific induction event for Research Staff. Feedback and evaluation developed the framework further to include a more blended approach to the Induction provision. New web pages for research staff induction are now available. The researcher staff induction pilot evaluation received positive feedback, with adjustments to timing making it more effective. We now run Institutional Research Staff Induction Events 3 times per year. The Induction provision includes information and guidance of the development opportunities for generic skills development. To support local/departmental provision, we have developed New Research staff specific Induction Guidelines and updated checklist; the materials are now available online. The materials include links to sources of information and advice. Induction materials are also advertised frequently through our corporate communications for research staff (ResNews and Weekly Digest). **Future Actions 2013.** RKES are developing institutional e-learning Induction training specifically for research staff. **Update 2015.** New Research Staff Induction webpages: http://www.strath.ac.uk/staffinduction/researcher/. Research Staff Induction Guidelines: http://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/New_Member_of_Research_Staff_Induction_Guidelines.pdf and Research Staff Induction Checklist: http://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/Research_Staff_Induction_Checkilist.pdf provides extensive information to get new research staff orientated. Research staff engagement with the specific induction event for research staff has been encouraging, with over 80 early career research staff attending since 2011 and over 280 research and academic staff attending since 2011. Please also see 2013-2015 clauses above for progress relating to developing on online Research Staff Induction (clause 3.3(a)), reviewing the research staff induction process (clause 3.6(b)) and incorporating Knowledge Exchange and Entrepreneurship information into Induction (clause 3.6(c)).

3.3(b) RKES	Use focus groups of researchers to establish ways in which the RDP can be strengthened	**Completed and ongoing.** During 2012/13 Strathclyde's RDP underwent a number of enhancement-led developments based on feedback from research staff engagement, specifically in relation to enterprise provision. This was achieved through (1) a roadshow of lunchtime focus groups/information sessions and (2) level 2-4 evaluation of provision. **Future actions 2013.** Continued engagement at regular intervals with the research staff community, providing improved ways to feedback on the programme. **Update 2015.** Please see 2013-2015 clause 3.3(b) above for information around the establishment of research staff focus groups.
3.4 OSDU	Deliver career pathway materials for research staff, drawing on the RDF.	**Completed and ongoing.** Information for researchers and managers to support the use of the Career Pathway is available on line: www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/ My CPD is an online tool which supports researchers with their personal and career development by assisting them to identify, plan and record their CPD. The Strathclyde Researcher Career Pathway is the development framework which underpins My CPD. www.strath.ac.uk/rdp/toolsresources/mycpd/ The background information makes the connection to the RDF. A ½ day workshop is available to Research Staff to support their use of the pathway and My CPD – 'Taking Control of Your CPD' - https://bookings.strath.ac.uk/courseDetails.asp?course=TCYC This is available through RDP and this year, as a result of feedback, is part of SPIRAL. **Future Actions 2013.** To continue to develop and respond to feedback from My CPD. Continue to run 'Taking Control of Your CPD'. **Update 2015.** The career pathway materials are found within the MyCPD tool. Please see 2013-2015 clause 3.4 above for further information regarding the engagement of research staff with MyCPD.
3.5(a) OSDU	Career pathway – written guidance which reflects the essential skills set for each grade level to be used by research staff and their managers discussing career development.	**Completed.** The career pathway focuses on knowledge, skills and behaviours and is a development framework, based on the RDF. It complements the existing HR information on job level descriptors for each research and academic grade: www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/ www.strath.ac.uk/hr/careerpathways/academicprofessionalstaff/
3.5(b) OSDU	Develop a Continuing Professional Development framework which research staff can use	**Completed and ongoing.** My CPD was launched in May 2012 for research staff to plan and record their development using an online tool. It also links out to development provision available to them within the University. www.strath.ac.uk/rdp/toolsresources/mycpd/ All new research staff automatically receives an email with log-in details in the first few weeks of commencing work. It is also part of the

	to plan and record development activities.	Induction Day for Research Staff and is advertised through RDP. We offer Research Staff the opportunity to attend 'Taking Control of Your CPD' – a course to help researchers take greater responsibility for their development, it show cases My CPD and offers development frameworks to help support that planning process. https://bookings.strath.ac.uk/courseDetails.asp?course=TCYC **Future Actions 2013.** An evaluation questionnaire is built into My CPD. This will be used to further develop as necessary. **Update 2015.** This future action forms 2013-2015 clause 3.5(e) above. No developments have been necessary so far.
3.6(a) OSDU	Deliver a research staff specific induction framework to enhance departmental and central provision which will raise awareness of generic skills development provision.	**Completed and ongoing.** Researcher Induction framework was developed, this framework includes provision of a central Research Staff Induction event 3 times per year. Specific Research Staff Induction guidelines have been developed and are now available online. Researcher specific Induction events were run in May and Sep 2012, feedback and evaluation results were positive. The central Induction provision includes information and guidance of the development opportunities for generic skills development. The New Research Staff Induction Guidelines include links to development opportunities within RKES and OSDU to develop generic skills. The materials also include links to sources of information and advice. Induction materials are also advertised frequently through our corporate communications for research staff (ResNews and Weekly Digest). **Update 2015.** New Research Staff Induction webpages: http://www.strath.ac.uk/staffinduction/researcher/. Research Staff Induction Guidelines: http://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/New_Member_of_Research_Staff_Induction_Guidelines.pdf and Research Staff Induction Checklist: http://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/Research_Staff_Induction_Checkilist.pdf provide extensive information to get new research staff orientated. Research staff engagement with the specific induction event for research staff has been encouraging, with over 80 early career research staff attending since 2011 and over 280 research and academic staff attending since 2011. Please also see the following 2013-2015 clauses for progress relating to developing on online Research Staff Induction (clause 3.3(a)), reviewing the research staff induction process (clause 3.6(b)) and incorporating Knowledge Exchange and Entrepreneurship information into Induction (clause 3.6(c)).
3.6(b) OSDU	Deliver an online CPD framework tool to assist research staff in taking responsibility for own development. Highlight institutional provision and CV guidance.	**Completed.** During the induction event for Research Staff, My CPD is demonstrated. Guidance for managers and researchers on Strathclyde Researcher Career Pathway and My CPD is available online. There are a number of helpful resources to support researcher's development – from CV planning to what training courses are available within Strathclyde. www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/ https://moss.strath.ac.uk/cpd/Pages/Home.aspx https://moss.strath.ac.uk/cpd/Pages/Supporting%20Information.aspx Taking Control of Your CPD' continues to run through RKES and the tool is highlighted in the Research Staff Induction and the Research Staff Induction Guidelines.

		Career Development support for Researchers is available through a number of ways: The ADR Process ~~www.strath.ac.uk/hr/learninganddevelopment/adr/~~ (*New web page: http://www.strath.ac.uk/hr/adr/*) The Strathclyde Researcher Career Pathway includes guidance information: www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/ **Update 2015.** Please see 2013-2015 clause 3.4 above for further information regarding the engagement of research staff with MyCPD.
3.6(c) OSDU	Deliver career pathway guidance materials for research staff, drawing on the RDF.	**Completed.** Strathclyde Researcher Career Pathway clearly articulates the knowledge, skills and behaviours at different stages of their development. www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/. It is the development framework which underpins My CPD. www.strath.ac.uk/rdp/toolsresources/mycpd/
3.8 OSDU	Implement a mentoring scheme for research staff.	**Completed and ongoing.** Mentoring @ Strathclyde – a Mentoring Scheme to support Research Staff with their Career Development: www.strath.ac.uk/hr/mentoringstrathclyde/ The first cycle was completed in May 2013, the second cycle applications opened in August 2013. The scheme will continue to run whilst responding to participant feedback as appropriate. **Update 2015.** Please see 2013-2015 clause 3.2 for further information about research staff engagement with Mentoring@Strathclyde.
3.9 OSDU	Include on HR website. (links to OSDU's accredited courses)	**Completed.** A link from the OSDU (http://www.strath.ac.uk/hr/learninganddevelopment/) webpages is live and includes information about University regulations which support members of staff undertaking an accredited course of study within the University of Strathclyde. The link provided directs staff to the General Regulations Document Part 1. Within Part 1 you can view fees for members of staff.

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.

Clause		

		PROGRESS ON 2013-2015 ACTIONS

	Action	**Progress and evidence**
4.11 OSDU	Provide a programme of development activities to enhance	**Completed and ongoing (2015-2017 actions 3.1, 5.2(a), 9b) and 9(c))** The Knowledge Exchange pathway for SPARK has been approved by Senate with the first module in delivered in August 2015. Participants will achieve a PGCert, PGDip or Masters level award in Knowledge Exchange.

	knowledge exchange and business impact for research staff.	There is also a Knowledge Exchange strand within SPIRAL, which is reviewed and re/developed annually. A Professional Engineers Development Programme supports research and knowledge exchange staff within the new Technology and innovation Centre (TIC) and their KE activities. This programme has a cohort of 10 research staff; part of the programmes aims is to develop commercial leadership and skills of research staff in KE.
4.12(a) OSDU	Compile a guide for international cultural business etiquette and publish on the web.	**Completed** A UHR Scotland publication 'The Scotland Handbook for Higher Education Institutions' (https://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/The_Scotland_Handbook_for_Higher_Education_Institutions.pdf) is available on the web through the Staff Induction webpages (https://www.strath.ac.uk/staffinduction/). This includes guides to working and living in Scotland as well as a section specific to the University of Strathclyde.
4.12(b) OSDU	Provide further development support for research staff internationalisation activity – such as International programmes including business etiquette; international business development.	**Completed and in progress (2015-2017 action 1).** A University Internationalisation working group has been formed and an action plan is in development. A number of activities have already been introduced to provide further developmental support around Internationalisation: • Mandarin courses have been delivered through a collaboration between Strathclyde's Confucius Institute and OSDU. • For those who do not have English as their first language there are workshops on Presentation Skills, and from September 2015 Academic Writing Skills. Seven members of research staff have attended the Presentation Skills training so far. Participants rated the course as excellent for content and quality an found the following the most useful aspects of the training: '*Pronunciation of difficult/tricky sounds and presentation skills tips*', '*Confident in front of a large group of audience – more willing to speak out*'. • A series of workshops (online and face-to-face) will be delivered as part of the 2015/2016 SPIRAL programme exploring the UK Higher Education, Research, Knowledge Exchange and Teaching landscapes. • Networking events are being held for International Staff. • The module 'Developing an Inclusive Curriculum' is available under the SPARK (AAS) programme and the Equality and Diversity Unit run a Cultural Diversity programme, as well as OSDU providing a course on Unconscious Bias. The Human Resources directorate holds a weekly drop in clinic for International Staff and this is advertised in our Institutional weekly digest – emailed to all University staff. The drop in sessions provide assistance with: annual checks (right to work), certificates of sponsorship, Leave to Remain, Switching immigration categories, relocation enquires/claims.
4.13(a) OSDU RKES	Implement a cross-faculty research and academic staff forum twice per year to create opportunities for research staff to be involved in	**Completed and ongoing (2015-2017 action 5.5(a)).** Please see 2013-2015 clause 3.3(c) above for further information regarding research staff engagement activities. Regular research staff forums have taken place and will be scheduled after Research Staff Induction in the future.

	developments, provide feedback for improvements, and create networks. Encourage PIs/grant holders/research managers to support this and faculties to host.	
4.13(b) RKES	Continue engagement at regular intervals with the research staff community, providing improved ways to feedback on the RDP.	**Completed and ongoing (2015-2017 action 5.5(a)).** Please see 2013-2015 clause 3.3(c) above for further information regarding research staff engagement activities. Regular research staff forums have taken place and will be scheduled after Research Staff Induction in the future.
4.13(c) RKES	Support existing research staff associations/network s, effectively engaging them in University-level decision making. Ensure PIs/grant holders/research managers fully support the empowerment of the research community through this approach.	**Completed and ongoing (2015-2017 action 4.13).** An Institutional level Research Staff Association, the 'Researcher's Group was established in 2013 as a sub-group of the University level Research and Knowledge Exchange Committee (RKEC), with a representative from the RSA attending RKEC meetings. There is a well-established local Research Staff Association in the Strathclyde Institute of Pharmacy and Biological Sciences as well as the Strathclyde Energy Researchers Network that brings together researchers at all levels. Please also see 2013-2015 clause 2.1(a) above for information regarding research staff representation across the University.
4.14(a) OSDU	*(In reference to the mentoring scheme:)* Monitor the effectiveness of the mentoring scheme and respond to	**Completed.** This action is included in 2013-2015 clause 3.2. Briefly, the number of mentoring partnerships has increased from 14 in 2012/13 to 30 in 2013/2014 (the 2014/2015 scheme is currently underway). Feedback demonstrates that participants are satisfied with the mentoring scheme and training provided to support it.

	feedback from the schemes 6 month and 12 month evaluation points.	
4.14(b) OSDU	Investigate the possibility of an academic cross mentoring scheme with Industry to support academic staff.	**In progress (2015-2017 action 4.14).** This action will be led by the newly recruited Academic Developer for Knowledge Exchange for delivery in September 2016.
4.14(c) OSDU	Promote existing mentoring scheme for new international staff.	**Completed and ongoing.** The mentoring scheme is advertised in the University Weekly Digest and ResNews. It is also advertised within the Research Staff Induction Guidelines and at the Research Staff/ General Staff Induction seminars which run 3 times per year, to which new international staff are automatically invited.
4.14(d) OSDU	Implement professional one to one coaching strategy and framework. Promote coaching provision to female researchers in STEM departments and all research staff, academics, research leaders and PIs. Publish on web.	**Completed.** Coaching provision is included within the Strathclyde Programme for Research and Leadership (SPRIAL). Adverts are run throughout the year for the STEM audience and research/academic staff, in particular targeted at female staff. The coaching provision is also promoted in SPIRAL, the Research Staff Induction seminar and the Research Staff Induction Guidelines. The Coaching service is advertised on the Organisational Staff Development Unit webpages: http://www.strath.ac.uk/hr/spiral/toolsandresources/. The numbers of Research and Academic staff that have undertaken one to one professional coaching are encouraging, in 2012/13 there were 8 in total rising to 47 in 2013/14.
4.14(e)	Develop a communication plan for Athena SWAN to increase further awareness and understanding with research and academic staff.	**Completed.** An Athena SWAN website has been developed and is regularly updated. A regular Athena SWAN newsletter is produced and circulated once per semester to all staff in Science and Engineering plus other relevant Professional Services staff. Communication will be reviewed in 2015/16 to ensure a wide reach across all four Faculties as the charter extends into HASS and Business School. Ad-hoc updates are distributed to Athena SWAN contacts and information is also included on a need to know basis in the University staff weekly digest. A standard presentation on Athena SWAN has been distributed to all STEM departments for use at events/ awareness raising, Departmental leads have been using this at general departmental meetings to introduce the concept and process of Athena SWAN to the wider department. It has also been used at the initial meetings of the departmental Athena SWAN Self-Assessment Teams to set the context for the Athena SWAN submission process at the beginning.

PROGRESS ON 2011-2013 ACTIONS		
	Action	**Progress and evidence**
4.11 OSDU	*No specific action in 2011-2013 plan, but in reference to progress on the Advanced Academic Studies Programme.*	**Completed and ongoing.** AAS has two pathways – Researcher Development and Academic Practice. Uptake has been excellent with all places filled. A new Knowledge Exchange Pathway within the Advanced Academic Studies Programme (PgCert) will shortly be in development to provide a suite of innovative modules to support the career and professional development of KE staff. The new Researcher Development module in Knowledge Exchange and Innovation Training has been validated and will be delivered in the Autumn. Two further modules, Enterprise for Researchers and Research Management and Leadership, are proposed for development. http://www.strath.ac.uk/hr/learninganddevelopment/advancedacademicstudies/ (*Web page has been replaced by: https://www.strath.ac.uk/hr/learninganddevelopment/spark/*) **Update 2015.** Please see 2011-2013 clause 3.1 for further information regarding the Advanced Academic Studies Programme and 2013-2015 clause 4.11 for further information regarding expansion of this programme to include a Knowledge Exchange pathway within the SPARK programme.
4.12 OSDU	Encourage ADR reviewers to direct researchers to make use of the support available in CAPLE.	**Completed and ongoing.** (*The web pages referenced here have been replaced by http://www.strath.ac.uk/hr/adr/.*) AAS now comes under OSDU. ADR is now going into the third year and reviewer training has continued. We provide extensive ADR guidance procedures for reviewers on our webpages: www.strath.ac.uk/hr/learninganddevelopment/adr/ Specific guidance for ADR for Research Staff can be found on webpages: www.strath.ac.uk/hr/learninganddevelopment/adr/adr-typesandexamplesofobjectives-academic/ In addition we provide a guidance document on 'Setting work objectives and associated Development Planning': www.strath.ac.uk/media/ps/humanresources/adr/ADRAdditionalGuidanceObjectiveSetting.pdf Please see 2011-2013 clause 2.3(a) for further information on ADR support.
4.13 OSDU RKES	Explore with academic departments how to provide researchers with information and integrate them into consultation	**Completed and ongoing.** ADR guidance on Activities Supporting Personal and Professional Learning and Development and Setting Work Objectives and Associated Development are available on the HR webpages**.** This includes guidance for research and academic staff objectives**.** **Further action 2013.** Explore with academic departments how to provide researchers with information and integrate them into consultation exercises and decision making activities. **Update 2015.**

	exercises and decision making activities. Confirm to departments that an ADR objective for research staff might include participation in appropriate cross institutional working groups	This action now sits in the 2013-2015 clause 2.1 for information regarding representation of research staff across the University.
4.14 OSDU	The University will implement a mentoring scheme.	**Completed.** Mentoring@Stratchlyde was launched in February 2012. In 2012/13 31 research/academic staff joined the Mentoring Scheme with 14 mentoring partnerships successfully matched. In 2013/14 68 research/academic staff joined the Mentoring Scheme with 30 mentoring partnerships successfully matched www.strath.ac.uk/hr/mentoringstrathclyde/ Mentoring skills development is also offered for research leaders through SPIRAL: https://bookings.strath.ac.uk/courseDetails.asp?course=SLR2 Please see 2013-2015 clause 3.2 for further information.

Researchers' Responsibilities (Principle 5). Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

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PROGRESS ON 2013-2015 ACTIONS

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	Action	**Progress and evidence**
5.1(a) RKES	Develop communication and implementation plans for the Concordat for Engaging the Public with Research, Concordat to Support Research Integrity and RCUK Pathways to Impact.	**Completed.** The Concordat for Public Engagement support is provided through our Public Engagement development provision as described in 2013-2015 clause 3.3(b) above. The Concordat to Support Research Integrity has been disseminated to Faculties and Pathways to Impact were utilized throughout the REF process. Research Integrity workshops are also available for research staff through the RDP programme.

5.1(b) RKES	Review and implement the UK Research Integrity Office Code (UKRIO) and the Concordat on Research Integrity can inform the University of Strathclyde Research Code of Practice.	**In progress (2015-2017 action 5.1(b)).** RKES has started to review the Research Code of Practice in general and also to review and implement the UK Research Integrity Office Code (UKRIO) and the Concordat on Research Integrity to inform the University's Research Code of Practice. A Working Group within RKES has been formed and will work alongside relevant Senior Officers and HR to inform the review.
5.1(c) RKES	Develop research data management training.	**Completed.** Research data management courses, 'Creating Research Data Management Plans', have taken place during 2014/15.Please see link for details of the training course: https://bookings.strath.ac.uk/courseDetails.asp?course=CRDM . Demonstration sessions have also taken place in all departments across the University, covering all four faculties, with some departments having follow up demonstrations. The main aspects covered are Research Data Management good practice, which is especially important to early career research staff/postdocs who may work in Industry where there high standards are expected. This is highlighted in the 20 min demonstration sessions.
5.2 RKES	Develop an online research staff induction programme to include KE and Entrepreneurship.	**Completed** Research Staff have been consulted around provision of an online Research Staff Induction (see 2013-2015 clause 3.6(b) for further details) and expertise has been sought from the Academic Development Lead for Knowledge Exchange to input into Knowledge Exchange and Entrepreneurship (please see 2013-2015 clause 3.3(a) for further details of the online Induction).
PROGRESS ON 2011-2013 ACTIONS		
	Action	**Progress and evidence**
5.1 RKES	*No specific action in plan, but in reference to 'Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their career'.*	**Completed and ongoing.** Training sessions for researchers in the 'Research Code of Practice' and 'University Policy and Procedures on Investigations on Human Beings' were introduced in 2011, supported by the University Ethics Committee and Research and Knowledge Exchange Services. 'Researchers' Guide to Ethics' has been delivered twice, with good uptake from the research staff community. Additionally, new training in Research Integrity which covers the importance of maintaining the highest standards of research integrity, and aims to develop an understanding of the responsibilities of an effective researcher as part of a wider research community has been developed.

5.2 RKES OSDU	Include a session on KE and Entrepreneurship in the Induction session for ECRs.	**Completed and ongoing.** Research Staff Induction event (https://bookings.strath.ac.uk/courseDetails.asp?course=IDFR) includes sessions on KE and Entrepreneurship which is run 3 times per year and is being covered with a blended learning approach, both through seminar presentations at the researcher induction event and online learning. The RDP (http://www.strath.ac.uk/rdp/) also provides training and development opportunities in KE and Entrepreneurship, mapped to the RDF, which includes the Enterprise Academy Programme (http://www.strath.ac.uk/rdp/enterpriseacademy/), and Knowledge Exchange and Innovation Training. SPIRAL also provides sessions on KE, including Knowledge Exchange Challenge – an output driven, peer to peer initiative to support researchers in their KE endeavors. **Further action 2013.** Develop an online research staff induction programme to include KE and Entrepreneurship. Please see 2013-2015 clause 3.3(a) for further information on the online induction.
5.4 OSDU	*No specific action in plan, but in reference to developing 'career pathway guidance materials for research staff, drawing on the Researcher Development Framework'*	**Completed.** The Strathclyde Researcher Career Pathway clearly explains the knowledge, skills and behaviour of a Researcher at different career stages. www.strath.ac.uk/media/ps/humanresources/ecr/Strathclyde_Researcher_Career_Pathway.pdf The University's annual ADR will support research staff in gaining valuable feedback on their career aspirations.
5.6 OSDU	*No specific action in plan, but in reference to developing an online CPD framework tool 'to assist research staff in taking responsibility for their own personal development, highlight institutional provision relevant to personal needs and provide CV guidance'.*	**Completed.** My CPD offers a record of career and personal development as part of the tool. Researcher's plans and activities are formally discussed annually at ADR and informally throughout the year. Further guidance for managers is available as part of the Strathclyde Researcher Career Pathway: www.strath.ac.uk/rdp/toolsresources/researchercareerpathways/srcpguidanceformanagers/ ADR guidance for reviewers is also available. www.strath.ac.uk/hr/adr/

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Diversity and Equality (Principle 6). Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

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PROGRESS ON 2013-2015 ACTIONS

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	Action	Progress and evidence
6.1(a) E&D	As well as current online Equality and Diversity training, provide be-spoke training to relevant departments on Equality and Diversity topics and provide specific training (such as Unconscious Bias) to selected staff groups. Sept 2015.	**Completed** Facilitator led training on Unconsciousness Bias ran in March 2015 with 8 members of research and academic staff attending, another session is planned for November 2015. The total number of staff that have attended cultural diversity training is 237 (2012/13 x 87, 2013/14 x 36, and 2014/15 x 114). The total number of staff attending disability awareness training is 129 (2011/12 x 53, 2013/14 x 76). The University ran Diversity Week during March 2015 - a people-oriented week of events celebrating the rich diversity of cultures, backgrounds, beliefs, and lifestyles of the University's students and staff. A range of social and learning events were available to enhance knowledge and awareness among the University community and foster excellent relations between people of different cultures, backgrounds and lifestyles. It was estimated that 700 staff and students attended the events during Diversity Week as well as up to 1500 students attending student association diversity events. A Diversity in the Workplace e-learning module is available to all students and staff. Since 2012, there have been a total of 688 staff completing the module (21% of the staff population). The e-learning module is an external source, and we are therefore unable to extract data by specific staff category such as research staff. A specific module on *Developing an Inclusive Curriculum* is now offered as an option on the SPARK programme.
6.1(b) E&D	Make use of the Vitae resources of 'Every Researcher Counts' Equality and Diversity materials; providing web links to resources, materials and utilising the Vitae	**Completed.** Links to 'Every Researcher Counts' resources are available on the Equality and Diversity 'Useful Resources' web page http://www.strath.ac.uk/equalitydiversity/resources/ Facilitator led training session on Equality and Diversity and unconsciousness bias is planned for 2015 which will incorporate some of the Every Researcher Counts training materials.

	case studies. Sept15	
6.1(c) E&D	Re-launch the Dignity and Respect Advisers network during 2013-2014.	**In progress.** The Dignity and Respect advisers' network meets 3 times per year to help discuss and resolve cases of bullying and harassment. Enhanced training support has been provided to the Advisers' network and a role profile and standard means of collecting anonymous information on case work introduced. Work is planned to re-advertise and expand this network during 2016.
6.3 E&D	Review progression/promotion opportunities and processes to check that researchers are treated equally in relation to this area. Create an implementation and action plan from the results of the review	**Completed** Data on number of promotions per staff category and by protected characteristics is gathered, monitored and openly published in the Annual Equality Monitoring Report.
6.4(a)	Brief Departmental Athena SWAN and other groups to raise awareness of Athena SWAN and outline the purposes and benefits of the award.	**Completed.** In September 2014, the University was re-accredited with the institutional Bronze award. Athena SWAN website has been developed and regularly updated. http://www.strath.ac.uk/equalitydiversity/athenaswan/ A regular Athena SWAN newsletter is produced and circulated once per semester to all staff in Science and Engineering plus other relevant Professional Services staff. Communication will be reviewed in 2015/16 to ensure a wide reach across all four Faculties as the charter extends into HASS and Business School. Ad-hoc updates are distributed to Athena Swan contacts and information is also included on a need to know basis in the University staff weekly digest. A standard presentation on Athena Swan has been distributed to all STEM departments for use at events/ awareness raising, Departmental leads have been using this at general departmental meetings to introduce the concept and process of Athena SWAN to the wider department staff. It has also been used at the initial meetings of the departmental Athena SWAN Self-Assessment Teams to set the context for the Athena SWAN submission process at the beginning.
6.4(b)	As set out in the Athena SWAN action plan, monitor the number of staff who take maternity, paternity, adoption	**Completed.** This data was gathered and analysed for the institutional renewal submission and the following actions were identified: advertising of coaching/mentoring to maternity returners; development of a parental support guide for departments; enhanced monitoring of parental leave data. An Athena SWAN annual report was produced in May 2015, which will contain most recent data updates for consideration by the Athena SWAN Steering Group.

	and parental leave and statistics on staff choosing to return/not return after such leave. This is then reported to EDSC/Athena SWAN steering group who will identify actions.	
6.4(c) HR	Communicate and signpost the flexible working policy, sick pay and maternity policy to all research staff.	**In progress and ongoing (2015-2017 action 6.4(d))** The University flexible working policy was updated in June 2014 to include all members of staff. A new Shared Parental Leave policy has been drafted and agreed. The Trade Unions are being consulted on this policy and other family leave policies that have had changes made to them, when this consultation is completed they will be published on the web. All current policies are accessible to staff on the internet http://www.strath.ac.uk/staff/policies/hr/ and the revised policies will be communicated in due course. The terms and conditions of employment that are issued with contracts detail the sickness absence entitlement. Please see links to conditions of employment for research staff: http://www.strath.ac.uk/hr/careerpathways/informationtermsconditions/ and http://www.strath.ac.uk/media/ps/humanresources/conditionsofemployment/coejune12/CoE_Research.pdf. The flexible working policies will be highlighted to all staff during Summer 2015. New research staff are sent an email welcoming them to the University, included are links to webpages and Research Staff Induction Guidelines which include information on HR policies.
6.7(a)	Undertake research on gender equality initiatives and good practice in higher education and other organisations, sharing this information with relevant stakeholders to review and implement best practice.	**Completed.** The University Athena SWAN Officer is a member of the Athena SWAN Scotland network which meets 3 times per year to share best practice. Information is fed back via the Athena SWAN Steering Group and leads within departments. The Officer is also a member of electronic networks/mailbases such as Athena SWAN UK network; Equate Scotland; LFHE Aurora network. Recent examples include: Athena SWAN Officer made a call out to Athena SWAN network asking for examples of maternity support guides to aid in development of Strathclyde guide as per Athena Swan Action Plan. Good response received and guides are being considered as part of an Athena SWAN Steering Group sub group. Athena SWAN Officer attended a 'Better with Bronze' Equate Scotland workshop on implementing actions at Bronze institutional level. Recommendations shared are being fed back to Steering Group. Athena SWAN Officer, E&D Manager and academic staff members have been selected as national assessors on Athena SWAN application panels and have used the opportunity to review good practices at other institutions (as detailed in their Athena SWAN applications).

		A short term working group to consider what other actions to promote gender equality are desirable will be established later in 2015.
6.7(b)	Review the LERU paper 'Women, research and University's: excellence without gender bias (Jul 2012) and the LFHE paper 'Women and Higher Education Leadership: Absences and Aspirations' (January 2013) to identify best practice that we could adopt in Strathclyde.	**Completed.** Good practice adopted at the University includes a central budget to support women on the Aurora leadership programme; the development of unconscious bias training and hosting targeted gender equality events aimed at raising awareness and aspirations. 5 women sponsored on Aurora programme 2014/15, which was increased to 8 in 2015/16. Aurora participants participating as speakers in 2015 Strathclyde International Women's Day event. Aurora 2013/14 participants took part in a focus group in summer 2014 and gave very positive feedback on the programme. Profiles of participants have been uploaded to the Athena SWAN website. 2013/14 participants agreed to join future cohorts in creating a network of Aurora 'graduates' whose progress since the programme can be tracked. Women in STEM profile raising events held in 2014/15 include International Women's Day 2014 and 2015, Women in STEM lecture by Dr Maggie Aderin Pocock, WISE collaboration event (Faculties of Engineering and Science WISE Committee). An event is planned for October for Ada Lovelace Day. Feeback on the International Womens Day 2014 was positive, example comments include: **"**I really enjoyed Dame Jocelyn's keynote speech today. What she had to say really helped me to frame the Athena Swan initiative within a historical framework of attempts by the research councils at balancing gender ratios, and a future of addressing diversity overall."
6.10(a)	Continue to implement the Institutional Athena SWAN action plan and encourage and support the STEM departments applying for Bronze, Silver and Gold accreditation.	**Completed and ongoing (2015-2017 action 6.10 (a), (b) and (c)).** The 2014-2017 institutional Athena Swan action plan has been developed and is being implemented. It is overseen by the University Athena SWAN Steering Group and two sub groups (Communications, Events and Visibility and Retention, Career Development and Promotion). Six departments hold Athena SWAN awards (1 silver, 5 Bronze) as of April 2015. The remaining 6 STEM departments are applying in April and November 2015. STEM departments are engaged with the wider University action plan via their department having a representative on the Athena SWAN Steering Group. Departmental representatives not on the Steering Group are also taking part in Athena SWAN sub groups. Extension of Athena SWAN to non-STEM departments is being implemented during 2015/16 and as such briefings will take place with HASS and Business School from May 2015 – November 2015. Since gaining our initial award in 2011, we have seen an increase in the proportion of female SET Professors (8.8% to 9.5%). At Grade 9 level, there has been an increase of 5.8 percentage points in female staff within SET departments. Since 2011, there has also been an increase of almost 7 percentage points in the proportion of female applications to Grade 8 posts (Lecturer level) within SET. As part of our 2014-17 action plan, we will produce an annual report which will track impact since the 2014 renewal. The first report is due in May 2015. Athena Swan webpages can be found here: http://www.strath.ac.uk/equalitydiversity/athenaswan/
6.10(b)	Revise dedicated Athena SWAN website and host specific Athena SWAN events.	**Completed and ongoing (2015-2017 action 6.10(b)).** The Athena SWAN website is updated as need arises and includes information about up –coming events: http://www.strath.ac.uk/equalitydiversity/athenaswan/ Events held in 2014/15 include International Women's Day 2014 and 2015, Women in STEM lecture by Dr Maggie Aderin Pocock, WISE collaboration event (Faculties of Engineering and Science WISE Committee). An event is planned in October for Ada Lovelace Day.

		Expansion of Athena SWAN to HASS and Business School planned in 2015/16.
6.10(c)	Apply for renewal of University Bronze Award.	**Completed.** University was successful in renewing the Bronze award in September 2014. As a result of the award this has increased awareness, confidence and engagement of the Athena SWAN agenda.

		PROGRESS ON 2011-2013 ACTIONS
	Action	**Progress and evidence**
6.1 E&D	*No specific action in 2011-2013 action plan, but in reference to the University's Equality and Diversity Policies.*	**Completed.** The Dignity and Respect policy (http://www.strath.ac.uk/media/ps/humanresources/policies/DignityandRespectPolicy.pdf) was amended in 2013 to take account of updated student appeals, complaints and discipline procedures. The University produced the Equality Outcomes 2013-2017 (http://www.strath.ac.uk/media/ps/sees/equality/Strathclyde_Equality_Outcomes_2013-2017.pdf) after extensive consultation with staff and students. There is an Equality Outcomes Consultation Report (this document has been replaced with this page https://www.strath.ac.uk/equalitydiversity/equalityreports/) which details the process of the consultation. The Equality Outcomes scheme replaces the former Gender, Disability and Race Equality Schemes. For more information see: www.strath.ac.uk/equalitydiversity/publicsectorequalityduty/ (*Webpage no longer available*). The Equality and Diversity Policy (http://www.strath.ac.uk/equalitydiversity/policies/equalopportunities/) was approved by the Equality and Diversity Strategy Committee after consultation with HR staff, University staff and the EDSC. A Classroom protocol was included in the University Students Handbook in 2012 and made available to all students via the University website: www.strath.ac.uk/equalitydiversity/equalityinformationforstudents/classroomprotocol/ A statement on Equality and Diversity, support available for students with disabilities and classroom protocol was distributed to all staff responsible for producing course handbooks for undergraduate and postgraduate students. This would provide consistent information to all students from 2013-2014. Specific information on accessibility and supporting students and staff with disabilities is provided via the University web pages. Each page includes specific web links: www.strath.ac.uk/accessibility/ and www.strath.ac.uk/about/equality/
6.2(a) HR	Recruitment Practice Guide to be updated and placed on website	**Completed.** Recruitment Practice Guide updated and placed on University website in Apr 2011 which includes guidance for managers involved in recruitment and selection of staff. A review of recruitment documentation was carried out, now making more available online to enhance our branding as an employer of choice. Please see website at: www.strath.ac.uk/hr/recruitingatstrathclyde/ **Update 2015.** The Recruitment Practice guide has been replaced with the Recruitment section on the University website www.strath.ac.uk/hr/recruitingatstrathclyde/ This part of the website has been further updated with the introduction of the

		new online recruitment system.
6.2(b) HR	The standard recruitment literature will be reviewed to ensure that opportunities for international working and global collaborations are promoted. A link to EURAXESS website will be place on all further particulars to provide information for international applicants.	**Completed.** The University provides guidance on the 'Recruiting at Strathclyde' webpages, in particular we have a dedicated web page for international recruitment procedures: www.strath.ac.uk/hr/recruitingatstrathclyde/internationalrecruitment/ This also includes a Relocation Policy: http://www.strath.ac.uk/media/ps/humanresources/policies/Relocation_policy_-_revised_Sept_13.pdf The University also subscribes to the www.internationalstaff.ac.uk/ website which offers general assistance to those moving from overseas to work in Higher Education. Within this website there is also specific guidance on working at Strathclyde and living in Glasgow. The HR department ran a pilot of the possible use of EURAXESS; the decision was made not to pursue this option as this time due to resource implications and problems with the interface. However in light of this we have joined www.internationalstaff.ac.uk and we publicise this in recruitment materials. **Update 2015.** The 'www.internationalstaff.ac.uk/' website no longer exists, the UHR Scotland 'The Scotland Handbook for Higher Education Institutions' (https://www.strath.ac.uk/media/ps/humanresources/newstaffinductionmaterials/The_Scotland_Handbook_for_Higher_Education_Inst itutions.pdf) has been developed as a replacement.
6.3(c) E&D	Develop a single equality scheme.	**Completed.** The University produced the Equality Outcomes 2013-2017 (http://www.strath.ac.uk/media/ps/sees/equality/Strathclyde_Equality_Outcomes_2013-2017.pdf) after extensive consultation with staff and students. The Equality Outcomes Consultation Report details the process of the consultation: www.strath.ac.uk/media/ps/sees/equality/Strathclyde_Equality_Outcomes_Consultation_Report_Apr_2013.pdf (*this document has been replaced with this page https://www.strath.ac.uk/equalitydiversity/equalityreports/*) The Equality Outcomes scheme replaces the former Gender, Disability and Race Equality Schemes. For more information see: www.strath.ac.uk/equalitydiversity/publicsectorequalityduty/ (*Webpage no longer available*). The Equality and Diversity Policy was approved by the Equality and Diversity Strategy Committee after consultation with HR staff, University staff and the EDSC www.strath.ac.uk/equalitydiversity/policies/equalopportunities/ (*Webpage no longer available*) The University produced an Equalities Mainstreaming Report in April 2013 (*this document has been replaced with this page https://www.strath.ac.uk/equalitydiversity/equalityreports/*) which gives an overview of the University of Strathclyde's approach on equality and diversity and how it is meeting the public sector general equality duty as defined by the Equality Act 2010. **Update 2015.** An online survey regarding Equality and Diversity single equality scheme was carried out in January 2015, the outcomes of the analysis of

		this data will inform the impact this has had and inform future strategy and plans for Equality and Diversity initiatives.
6.4	Complete and submit application for Athena SWAN Bronze Award.	**Completed.** The application was completed and submitted and the University was awarded the Athena SWAN Bronze August 2011. OSDU/ HR/ ED are currently taking stock of progress made to date as per the action plan for 2011-12. **Further action 2013.** To continue to embed the action plan for the next two years. **Update 2015.** The renewal of the institutional application in 2014 ensured that we were able to push forward with individual departmental applications (please see 2013-2015 clause 6.10(a) for further details).
6.9 HR	With reference to clause 6.9 (All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties), monitor annually to establish whether researchers have concerns.	**Completed and ongoing.** Dignity and Respect Policy was reviewed and updated, following consultation it was implemented in Apr 2012. The Dignity and Respect Policy Framework provides support to all staff. Subsequently The Dignity and Respect Policy (www.strath.ac.uk/media/ps/humanresources/policies/Dignity_and_Respect_Policy.pdf) was amended in 2013 to take account of updated student appeals, complaints and discipline procedures. We also provide procedural support for Research and Academic staff in issues of Grievance. http://www.strath.ac.uk/media/ps/humanresources/policies/GrievanceProcedure..pdf We will continue to monitor annually to establish whether researchers have concerns. **Update 2015.** See also 2013-2015 action 6.1(c) for information regarding the re-launch of the Dignity and Respect Advisers network.
6.10	With reference to clause 6.10 (Employers should also consider participation in	**Completed and ongoing.** The department of Physics has appointed an Athena SWAN self-assessment team who will submit an application for a Silver award in November 2013. The University appointed a dedicated Athena SWAN officer in Jun 2013 to support the development of silver award level applications by Science and Engineering departments and assist with the implementation of the University Bronze Award action plan. The University appointed an Athena SWAN Champion at the Senior Management level to convene the Athena SWAN Steering

	schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers) work with Physics department to pursue this	Group. First University Athena SWAN newsletter produced in August 2013. Department of Civil and Environmental Engineering and Strathclyde Institute of Pharmacy and Biomedical Sciences submitted applications for Athena SWAN Silver award in Apr 2013. **Further action 2013.** Revision of dedicated Athena SWAN website. Host specific Athena SWAN events. Submission of department applications (including Physics) for silver awards in November 2013 and Apr 2014. Submission for renewal University bronze award application in Apr 2014.

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.

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<div align="center">PROGRESS ON 2013-2015 ACTIONS</div>

	Action	Progress and evidence
7.1(a) OSDU	Seek input and support from appropriate University committees regarding the progress and implementation of the HR Excellence Action Plan 2013-2015.	**Completed and ongoing (2015-2017 action 7.1(a)).** From 2011 updates on the progress and implementation of the HR Excellence in Research Action Plan go to the Researcher Development Group (RDG) every 6 months which itself reports to the University Research and Knowledge Exchange Committee (RKEC) and the University Staff Committee. The HR Excellence in Research 2015-2017 Action plan and Four Year Review Report have been formally approved by these committees. An HR Excellence in Research four year review 'short life working group' was formed in November 2014, chaired by the Deputy HR Director. The working group meets monthly and reports in to Researcher Development Group (RDG) monthly. The working group representatives include the Organisational Staff Development Unit Manager, the Deputy Director of RKES, the Equality and Diversity Manager, the Academic Lead for Researcher Development, a Staff Development Adviser, an Assistant HR Advisor, a Researcher Developer from RKES and research/academic staff representing each of the 4 faculties.
7.1(b) OSDU HR RKES	Share the results of the 2013 CROS and PIRLS survey to appropriate audiences across the University to inform	**Completed.** Results of the surveys have been shared via the Researcher Development Group to Faculties, RKEC and Staff Committee. Results of the CROS and PIRLS 2013 surveys have been used to inform actions within the Researcher Development Strategy 2015-2018, the Athena SWAN 2014-2107 action plan, the HR Directorate Activity Plan 2013/14 and 2014/15, and the HR Excellence in Research 2015-2017 action plan.

	future policy and strategy and provide feedback on specific areas of the Concordat implementation.	
7.1(c) ALL	Develop institutional and local action plans with key stakeholders upon the full review of the data and results of both CROS and PIRLS surveys 2013	**Completed.** Results of the CROS and PIRLS 2013 surveys have been used to inform actions within the Researcher Development Strategy 2015-2018, the Athena SWAN 2014-2107 action plan, the HR Excellence in Research 2015-2017 action plan and the HR directorate Activity Plan 2013/14 and 2014/15. The STEM departments who have / are applying for Athena SWAN Silver or Bronze have local Athena SWAN action plans.
7.1(d) OSDU	Provide 6 monthly updates against the 2013-15 HR Excellence action plan and make any appropriate recommendations to the Researcher Development Group, HR Director and Organisational Staff Development Unit Manager to ensure progression of actions and activities.	**Completed and ongoing (2015-2017 action 7.1(c)).** From 2011 updates on the progress and implementation of the HR Excellence in Research Action Plan report to the Researcher Development Group (RDG) every 6 months which itself reports to the University Research and Knowledge Exchange Committee (RKEC) and the University Staff Committee. The HR Excellence in Research 2015-2017 Action plan will be formally approved by these committees. An HR Excellence in Research in Research four year review 'short life working group' was developed in October 2014, the working group meets monthly, is chaired by the Deputy HR Director and reports in to Researcher Development Group (RDG) monthly. The working group representatives include the Organisational Staff Development Unit Manager, Assistant HR Adviser, Staff Development Adviser, Academic Lead for Research, Researcher Developer from RKES, Equality and Diversity Manager, Deputy Director of RKES and research/academic staff representing each of the 4 faculties.
7.1(e) RDG	Continue implementing the actions as specified in the HR Excellence in Research Action Plan and the Researcher Development Strategy and	**Completed and ongoing (2015-2017 action 7.1(d)).** Updates on the progress and implementation of the HR Excellence in Research Action Plan report to the Researcher Development Group (RDG) which itself reports to the University Research and Knowledge Exchange Committee (RKEC) and the University Staff Committee. The HR Excellence in Research 2015-2017 Action plan has been formally approved by these committees. A new Researcher Development Strategy and Action Plan 2015-2018 has been widely consulted upon and developed with considerable stakeholder input through focus groups and consultations.

	Operational Plan 2011 -15, both via RDG.	
7.2 OSDU	Participate in CROS and PIRLS during Spring 2015 communicate results and engage stakeholders in the development of action plans.	**Completed and ongoing (2015-2017 action 7.2).** CROS and PIRLS 2015 ran from March – April 2015. Analysis and reporting of the results is complete and the results are being communicated to the relevant committees.
7.3(a) RDG	Continue driving forward the actions as specified in the Concordat/HR Excellence action plan and the Researcher Development Strategy and Operational Plan 2011 -15.	**Ongoing (2015-2017 action 7.1(a) & (c)).** These actions have been implemented across the University as described throughout this document and with the support of the appropriate University committees.
7.3(b) RDG /RKES	Respond to external developments, particularly with reference to key funders.	**Completed.** Support is constantly adapting and changing in response to external influences and developments, for instance providing provision around Pathways to Impact, REF, Public Engagement and Research Impact as described in 2013-2015 clause 3.3(b) and work around Athena SWAN as described throughout Principle 6. For example, in 2012, RE:ACTIVE, a funding scheme to support research staff in the development of new transferable skills through researcher-led projects was launched as part of the Commonwealth Games legacy initiative. For further information please see Case Study 2.
7.4 RKES OSDU	Maintain role in a number of relevant UK- wide initiatives for research staff led by Vitae & other external bodies, taking the lead on projects where	**Completed and ongoing (2015-2017 action 7.4).** Members of OSDU and RKES were part of the SNI Vitae Hub Advisory Group (until the closure of the Vitae Hubs in 2014) and regularly attend the Scottish Higher Education Researcher Developer group (ScotHERD). We have also led on collaborations with other Universities such as the 'Developments in Supervision' Series, a series of workshops designed in collaboration with 3 Scottish Universities to support Supervisor Development, and the conference 'Mentoring Scotland 2013' in collaboration with the University of St Andrews. The University is a Vitae member, with representatives from OSDU and RKES attending the 2015 Vitae Regional meeting and the Vitae Researcher Development International Conferences. OSDU members facilitated workshops at the conference in 2015. The Researcher Development Manager (RKES) is a member of Vitae Advisory Group working on projects including: PI Resources and

		Resources for Research Staff. The Academic Development Lead for Researcher Development (OSDU) is a Co-Chair of the UK Research Staff Association and has worked with Vitae at national events.
	appropriate.	
7.5(a) E&D	Publish the 'Staff Equality Monitoring Report' annually and use this data to identify best practice and monitor and improve procedures and policies. Share data results with the Equality and Diversity Strategy Committee (EDSC) and implement localised action plans where appropriate.	**Completed.** The Staff Equality Monitoring Report has been produced annually and is discussed by the Equality and Diversity Strategy Committee and Staff Committee.
7.5(b) E&D	Analyse CROS/PIRLS 2013 in terms of equality and diversity indicator and implement actions where appropriate.	**Completed.** Results of the CROS and PIRLS 2013 surveys have been used to inform actions within the Researcher Development Strategy 2015-2018, the Athena SWAN 2014-2107 action plan, the HR Excellence in Research 2015-2017 action plan and the HR directorate Activity Plan 2013/14 and 2014/15. The STEM departments who have / are applying for Athena Swan Silver or Bronze have local Athena Swan action plans.
7.5(c) OSDU	Review the information on the website regarding the HR Excellence in Research Award and update information to include: relevant internal and external information.	**Completed.** The information has been reviewed and updated in 2013 and again in August 2015.
PROGRESS ON 2011-2013 ACTIONS		
	Action	**Progress and evidence**

7.1	Link to Researcher Development Strategy once approved.	**Completed:** The Researcher Development Strategy and Operational Plan 2011-2015 has been developed and approved, a link is available from the OSDU researcher development webpages direct to the Researcher Development Strategy and Operational Plan 2011-15 (*webpage no longer available)*. The strategy includes an action to attain the HR Excellence in Research Award to support the implementation of the Concordat principles and an action to retain the Award in the 2013 internal review. The development of the strategy was heavily informed by analysis from surveys such as PRES CROS and PIRLS, as well as consultation with staff from across the University in particular through Faculty Researcher Development Champions who were seconded one day a week for a six month period to assist with its development, ensuring representative input. These secondments were by postdoctoral fellows and research assistants. Consultation was also sought from members of OSDU, HR, RKES, RDG and RKEC.
7.2	Monitor uptake of the survey and analyse results.	**Completed.** To encourage participation in the surveys 2011 and 2013, OSDU advertised and promoted this to the relevant audience for CROS and PIRLS. The analysis of the results helped determine how to use the information provided and communication of the results and any further actions required. This will be an ongoing process for future surveys.
7.3		**Completed and ongoing.** A six monthly update has been provided to the Researcher Development Group regarding the implementation of the HR Excellence in Research Action Plan 2011-2013. This action plan has been monitored by RDG and recommendations suggested and actioned. **Future Actions 2013.** RDG to continue driving forward the actions as specified in the Concordat/ HR Excellence in Research action plan and the Researcher Development Strategy and Operational Plan 2011 -15. RDG remain responsive to external developments, particularly with reference to key funders.
7.5	With reference to clause 7.5 (monitor and analyse equality and diversity indicators for researchers) monitor and analyse this data.	**Completed and ongoing.** Data from CROS/PIRLS 2011 has been analysed. The analysis has helped shape the Athena SWAN Action Plan and the current HR Excellence in Research Excellence Action Plan and share good practice between faculties and departments. The annual Staff Equality Monitoring Report and the Equal Pay Statement and Analysis are analysed to seek improvement to policy and practice (*current reports can be found here: http://www.strath.ac.uk/staff/equalitydiversity/*). **Update 2015.** The Staff Equality Monitoring Report is shared with management and the University Equality Champion and relevant committees, such as the Staff Committee and Diversity Strategy Committee, this report data has been used to inform Athena SWAN work.