

HR Excellence in Research Action Plan

2015-2019

This action plan covers the period 2015 – 2019 with updates covering 2015 - 2017.

Introduction

The actions within this plan were developed during 2015 by incorporating existing action plans including; HR Activity Plan, Athena SWAN Action Plan, Research Development Strategy and Action Plan, the carrying forward of actions within the 2013-2015 HR Excellence in Research action plan and new actions identified during the development and consultation phase of this plan.

Updates for the 2015 - 2017 period are provided here as part of the 6 year internal review process. New actions that have been identified for the 2017 – 2019 period are also included. Success measures and deadlines are not included for items that are now business as usual.

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					
	2015-2017 Actions	2015 -2017 Success Measures/Deadline /Lead	Deadline/ Lead	2017 update	2017 -2019 Success Measures/Deadline /Lead
1.2	Continue to review and update how the University's HR Excellence in Research Award is promoted during the recruitment process	HR Excellence in Research Award links clearly highlighted on all relevant adverts 8/2017 HR/OSDU		<p>Completed/business as usual</p> <p>The HR Excellence in Research logo is displayed on the e-recruitment landing page. This links to the Strathclyde HR Excellence in Research landing page which provides further information regarding the HR Excellence in Research Award.</p> <p>The recruitment landing pages were reviewed during summer 2017 as part of the implementation of our recruitment marketing strategy. The new webpages, launched in September 2017, include reference to our HR Excellence in Research Award as well as links to our training and development provision at each stage.</p> <p>CROS2017 results demonstrate an increase on awareness of the European HR Excellence in Research Award amongst Strathclyde research staff since 2013 (40% 2017; 25% 2013; 41% national 2017).</p>	See 2017 - 2019 Action 1.2 (b)
1.3(a)	Review the Fixed Term Contract Process	Recommendations of business process review implemented 8/2017 HR		<p>Completed</p> <p>All actions from the fixed term contract process review have now been implemented. These have been designed to increase transparency and efficiency around the management of fixed term contracts. Key changes include revised guidance for Heads of Department and line managers to increase clarity on consultation and process requirements, the establishment of a line manager field within the HR system that allows direct communication on fixed term contract end dates within their team and FAQs for those employees on a fixed term contract.</p> <p>There is a continuing effort to consider the impact of these changes on research staff and further development will be implemented to build on the good practice established during this review where appropriate.</p>	See 2017 - 2019 Action 1.3(c)

1.3(b)	Continued application of University Fixed-Term Contracts Use Policy	Policy continues to be applied as appropriate 8/2017 HR		Completed/business as usual See 1.3(a) above.	See 2017 - 2019 Action 1.3(c)
1.4	Encourage and promote the equality training to all staff responsible for recruitment and selection of research staff (Athena SWAN action)	Increase in number of staff participating in training 8/2017 E&D (AMcL)		Completed/business as usual Staff take up rate is monitored and we have seen the completion rate for the recruitment and selection e-module to increase between the periods 2014-15 and 2015-16. *1 Oct 2016-21 August 2017 = 134 completions 1 Oct 2015-30 Sept 2016 = 367 completions 1 Oct 2014 - 30 Sept 2015 = 199 completions It should be noted that during 2015-2016 an effort was made to encourage those with responsibility for recruitment and selection of research staff who had started at the university before the module was introduced to complete the training. Rates will continue to be monitored alongside the a new online training module on Unconscious Bias and communications to staff to encourage them to complete the training (see Future Action 1.4) <i>*As this training is hosted by an external provider it is not possible to separate completions by staff category (see action 6.2)</i>	N/A

1	Consider the recommendations (subject to approval by executive team) that arise from Leadership Development Strategic Project on Attracting Global Talent Group	Following consideration by Executive Team appropriate recommendations are implemented	8/2017 HR/OSDU	<p>Completed</p> <p>The following activities have taken place in relation to the 'Attracting Global Talent' Strategic Project:</p> <ul style="list-style-type: none"> • A review of the recruitment website was undertaken and a revised website and case studies were launched in September 2017. The new website provides information about Strathclyde's career pathways, including terms of employment and development opportunities. Strathclyde performs well compared to the national averages in CROS with respect to information provided during the recruitment process and has seen a steady increase in performance in this area since undertaking the survey: <ul style="list-style-type: none"> • 94% of Strathclyde respondents received a written summary of what the job entailed in the 2017 CROS results (61% 2011; 89% 2013; 92% 2015 90%; 2017 national average) • 92% of Strathclyde respondents received details of the qualifications required in the 2017 CROS results (52% 2011; 88% 2013; 83% 2015 90%; 93% 2017 national average) • 82% of Strathclyde respondents received details of the transferable/personal/management skills required in the 2017 CROS results (39% 2011; 70% 2013; 71% 2015 90%; 76% 2017 national average) • 85% of Strathclyde respondents received details of the specialist research skills required in the 2017 CROS results (51% 2011; 85% 2013; 87% 2015 90%; 88% national average) <p>These processes are now business as usual.</p> <ul style="list-style-type: none"> • The Strathclyde Chancellor's Fellows Scheme has run for the last four years, this aims to appoint new, early career, academic staff members in areas of strategic priority. Support has been put in place for Strathclyde research staff aspiring to these positions in terms of workshops to support internal applicants' submissions and profiling of current Chancellor's Fellows on the Strathclyde website. The support sessions, introduced in 2016, have been very popular with research staff. A total of 46 have attended with 100% stating that the course met their needs. <p>Reporting and success measures related to this support are included within Action 3.1.</p>	N/A
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New actions for 2017 – 2019 period			
Clause	Actions	Success Measures	Deadline/Lead
1.2(b)	Continue to promote Strathclyde's participation in the HR Excellence in Research Award and the Concordat to Support the Career Development of Researchers	At least 40% awareness of HR Excellence in Research Award in future CROS surveys	06/2019 OSDU/HR (ECD)
1.3(c)	Review the desirability of the use of fixed term contracts, together with the impact of changes to the fixed-term contract process on research staff.	Greater proportion of staff moved to open ended or longer-term contracts Impact of changes have been reviewed and enhancements implemented as required	12/2018 HR (AL)

1.4(b)	Provide online Unconscious Bias online training for all staff and ensure that all members of recruitment panels complete the training	<ul style="list-style-type: none">• At least 40% of staff have taken Unconscious Bias training by 2020• Recruitment panel members have taken Unconscious Bias training before participating in interviews	08/2019 E&D (AMcL)
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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.					
Clause					
	2015-2017 Actions	2015 -2017 Success Measures/Deadline /Lead	Deadline/ Lead	2017 update	2017 -2019 Success Measures/Deadline /Lead
2.1(a)	Assess whether further arrangements are necessary to ensure that all employees have the opportunity and the confidence to offer their views and ideas as key Strathclyde stakeholders (HR Activity Plan, Operational Excellence - action 5)	<ul style="list-style-type: none"> Assessment completed and stakeholder input received Additional opportunities for consultation and stakeholder input are implemented if necessary 	3/2016 HR / OSDU	<p>Completed/business as usual</p> <p>An Executive Team Project considering internal communications recently concluded in June 2017. A recommendation for a specialist staff engagement role has been made in the recent strategic review. The Principal also holds engagement sessions with all faculties and professional services in September each year to which all staff are encouraged to attend.</p> <p>Strathclyde has used CROS to gather information about the research staff experience since 2011. Participation in the survey has increased year on year and has been above the national average in 2015 and 2017: 2017: 166 (30%, national average 24%) 2015: 132 (31%, national average 28%) 2013: 93 (25%, national average 27%) 2011: 71 (18%, national average 28%)</p> <p>The Researcher's Group also provides a platform for research staff to anonymously raise views, ideas and concerns. They are supported by the ADL(R) and liaise with relevant parts of the university where appropriate. In 2017 the group organised a university wide, research staff conference, Strathwide, as well as organising events on areas such as Brexit. These events provide engagement opportunities for all research staff. They also have representatives on the University Research and Knowledge Exchange Committee and, recently appointed, on the Faculty Research Committees. See action 4.13 for further detail on the Researcher's Group.</p>	<ul style="list-style-type: none"> Undertake CROS2019 and maintain response rates above the national average <p>08/2019 OSDU (ECD)</p> <ul style="list-style-type: none"> Researchers Group continue to provide representation and engagement opportunities for research staff <p>08/2019 RG</p>

2.1(b)	Review Impact of University Values via a repeat of the all Staff Survey (HR)	Values survey undertaken	12/2015 HR / OSDU	Completed The first Strathclyde Values Survey ran in 2014 and was used to establish the University Values of: Bold, Ambitious, Collaborative, Innovative and People Oriented. A follow-up survey ran in 2016 to ensure these still were considered to describe Strathclyde. All faculties now have action plans in place relating to these.	N/A
2.2(a)	Implement the new processes for managing the end or the renewal of fixed term contracts for research staff, ensuring that this is enhanced to support our People Oriented Value. HR Project. (HR Activity Plan – action 14).	Recommendations of business process review implemented	6/2016 HR	Completed/business as usual See 1.3(a) above.	N/A
2.2(b)	Use the outcomes of the current review to enhance the University Fixed-Term Contracts Use Policy with respect to fixed term contract renewal, especially for fixed term contracts 4 years and over.	Policy is amended as per the outcomes of the current review	8/2016 HR	Completed/business as usual See 1.3(a) above.	N/A
2.2(c)	Utilise information from the exit survey reporting and feed results to appropriate University committees (Athena SWAN - action 3)	<ul style="list-style-type: none"> Results from exit surveys produced annually Issues from exit surveys highlighted and reported to 	8/2017 HR	In progress An initial assessment of the Exit survey data was undertaken in 2017, this data has been refreshed in January 2018 and a more detailed analysis has been undertaken specifically in relation to the research staff population. A total of 71 employees have completed the survey from the research staff category covering a period of November 2014-Jan 2018. A summary report	Summary report considered by RDSC and actions identified 05/2018 HR

		University committees annually		of this analysis will be submitted to the RDSC for consideration in April 2018.	
2.3(a)	<ul style="list-style-type: none"> Implementation of the 'Best Practice Guide for the Management of Research Staff' to enhance research managers/ leaders awareness of their responsibilities for the management of researchers. Communicate the guide through advertising and organising appropriate training and development interventions to support the skills and knowledge of research managers / leaders in supporting research staff. 	Best practice guide is completed and implemented	8/2017 HR/OSDU (FB/ECD)	<p>Completed and in progress</p> <p>A management of research staff web page, linking to all best practice guidance on managing research staff and providing links will be published in January 2018 on the HR website. We have found that this format works best for staff, for ease of access and accessibility reasons. The HR website will migrate to the new website structure in due course, and the content of these pages will be reviewed again, with a view further developing them based on feedback from research staff and their managers.</p>	N/A
2.3(b)	Encourage departmental/faculty websites to include links to the HR Excellence in Research webpages, OSDU Researcher Development	Increased number of departments with links to relevant webpages	8/2017 OSDU (ECD)	<p>Completed</p> <ul style="list-style-type: none"> A new central web-portal has been launched for research staff (https://www.strath.ac.uk/hr/learninganddevelopment/researchstaffdevelopment/). This is highlighted at induction and is promoted with the new programmes each year. This is hosted within the central OSDU website and enables all research staff, regardless of department, to find information about relevant courses, HR Excellence in Research and the Researchers' Group. 	N/A

	webpages and RKES/RDP webpages.			<ul style="list-style-type: none"> A new University-wide booking system was launched in 2016, this provides centralised access to all courses and staff comment that they find this system helpful and easy to use. 	
2.4	Review the Research and Development Fund annually, enhancing when appropriate.	Enhancements made if necessary	8/2017 RKES (AMcF)	<p>Completed</p> <p>The remit of the Research and Development Fund (RDF) was changed from August 2016, i.e. for the fiscal year 2016 – 2017. Whereas previously RDF had been for both pump-priming and bridging, its remit is now for bridging only, because there are several other University funds available for pump-priming. 3 awards were made during 2016 – 2017.</p>	Research and Development Fund continues to provide bridging funding and enhanced if necessary 8/2019 RKES (AMcF)
2.6(a)	Report promotions data as standard alongside other recruitment data in E&D data collection schedule to fully capture data around applications for promotion against successful applications (Athena SWAN – action 7).	<ul style="list-style-type: none"> Gendered data on promotion applications vs. success available as part of E&D data monitoring schedule Issues identified and reported via E&D data reporting structures and action forums (including AS Steering Group) 	8/2017 E&D (AMcL/NA)	<p>Completed/business as usual</p> <p>Promotions data captured twice annually as part of ED data collection schedule and reported to Athena Swan Action Group and Gender Equality Steering Group for analysis and action. Related actions have included:</p> <ul style="list-style-type: none"> Specific circumstances (e.g. career breaks) better incorporated into promotions policy and considered by panels so that women in particular are not disadvantaged as a result of maternity leave(s) Establishment of promotion workshops within Faculties to assist staff at key career stages to prepare for promotion. Particular consideration given to women in areas where they are underrepresented and workshop organisation takes into account the need to appeal to underrepresented groups <p>Professorial pay and grades have recently been reviewed and there are now clear criteria within the overall professorial grade for promotion and progression. Alongside the university’s previously published job level descriptors for all academic job families, this provides open and transparent information on career progression for all staff considering and planning their careers.</p>	N/A

New actions for 2017 – 2019 period			
Clause	Actions	Success Measures	Deadline/Lead
2.6	Provide support for research staff aspiring to Strathclyde Chancellor's Fellow Scheme -	Attendance and satisfaction figures are monitored and actions identified/undertaken if there is a decrease.	08/2019 OSDU/HR (ECD/AL)

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).					
Clause					
	2015-2017 Actions	2015 -2017 Success Measures/Deadline /Lead	Deadline/Lead	2017 update	2017 -2019 Success Measures/Deadline /Lead
3	To implement and support the Researcher Development Strategy and Action Plan 2015-18.	Actions implemented as per the plan and monitored via RDSC	8/2017 RDP/OSDU (CJ/ECD/GJ)	Completed/business as usual The implementation and progress against of the Researcher Development Strategy and Action Plan is monitored and reviewed through RDSC. All actions relevant to HR Excellence in Research are reported separately within this HR Excellence in Research updated action plan. The action plan was recently reviewed and amended to ensure it remains relevant and fit for purpose.	N/A
3.1	Continue to provide training through the SPARK and SPIRAL programmes	Programmes delivered and evaluation undertaken	8/2017 OSDU	Completed and continuing Responsibility for research staff learning and development activities moved from RDP to OSDU in September 2015. A consultation, comprising a survey, interviews and focus group, was undertaken with research staff and relevant stakeholders throughout the 2015/2016 academic year with new provision implemented in September 2016. The findings of the consultation showed that the programmes provided by OSDU largely met research staff needs with a small number of new courses added to support career transitions out of the research role.	<ul style="list-style-type: none"> Research Staff opportunities within SPARK and SPIRAL are delivered in line with demand Evaluations maintain high levels of satisfaction OSDU

				<p>There are two research-focused development programmes at Strathclyde: SPARK, which allows participants to gain a PGCert, PGDip or MSc in Researcher Development, Academic Practice, Knowledge Exchange or Teaching & Learning and, SPIRAL, a workshop-based CPD programme. However, research staff can also attend any staff-facing training activity. Both programmes are evaluated and reviewed annually at the end of the academic year.</p> <p>During 2016/2017 there were a total of 1,137 attendances by 342 members of research staff across all staff development programmes. Approximately a third of research staff (187) engaged with the research-focused SPARK and/or SPIRAL programmes.</p> <p><i>SPIRAL</i> During 2016/2017, 151 research staff members, representing all faculties, attended SPIRAL events, almost doubling the engagement from 2015/2016 (84). The new research staff-focused workshops have proven popular with 103 attendances across 5 workshops. 100% of attendees stated that these courses met their needs in the post-course evaluations.</p> <p><i>SPARK</i> During 2016/2017 78 members of research staff were registered on the SPARK programme with 11 receiving Postgraduate Certificates, 3 receiving Postgraduate Diplomas and 1 receiving a Masters degree. In 2015/2016, 13 received Postgraduate Certificates and 2 received Postgraduate Diplomas.</p> <p>CROS 2017 shows that 80% of research staff are aware of the support available through SPARK and SPIRAL, with 66% of these finding the SPARK Researcher Development Pathway in SPARK helpful and 56% finding the ECR support in SPIRAL helpful.</p>	8/2019 OSDU
3.3(a)	Promote and encourage broader engagement with and usage of the MyCPD tool and Strathclyde Career Pathways, redeveloping if necessary.	Increased numbers using the MyCPD tool by at least 20%	8/2017 OSDU (GJ/ECD)	<p>Ended</p> <p>MyCPD and Strathclyde Career Pathways provided personal development planning based on elements of the Vitae Researcher Development Framework (RDF). Since 2015, Strathclyde have been working with Vitae to develop and pilot the Vitae International Researcher's Award (VIRA), a recognition framework for researcher's skills development also based on the RDF. A decision was taken to focus on using the RDF/VIRA framework rather than MyCPD/Strathclyde Career Pathways going forward.</p>	N/A

3.3(b)	Ensure there are centrally funded places annually and encourage departments to fund places for the Aurora Women's Leadership Programme. (Athena SWAN action 17)	At least 15 women taking part in Aurora programme annually (5 centrally funded places)	8/2017 E&D (AMcL)	<p>Completed</p> <p>Central funding now secured via Gender Equality Steering Group recommendations to Executive Team for the maximum allowed participants in Aurora annually (15). This is an increase in central funding for Aurora from 5 to 15 places.</p> <p>Since 2013/2014, a total of 8 members of research staff have attended Aurora from Strathclyde. Participants have found this to be an inspirational opportunity. These are some quotes from research staff who have attended the programme <i>'It made me realise I do have what it takes to become a leader', 'Aurora gave me the confidence to speak up and be comfortable stepping out of my comfort zone'.</i></p>	Research staff are able to apply for centrally funded Aurora places each year. 08/2019 E&D (AMcL)
3.5	Map SPARK, SPIRAL and STEP (where appropriate) courses to RDF	All appropriate courses are mapped to RDF	8/2016 OSDU (ECD)	<p>In progress</p> <p>This action forms part of the VIRA project using the RDF for personal professional development reflection and planning described in Action 3.3 (a). Mapping of courses forms part of this project.</p>	10/2018 OSDU (ECD)
3.8(a)	Design a visual diagram and gateway portal to all provision which enables staff to easily understand the content of and differences between programmes (Researcher Development Strategy and Action Plan- action 45)	Gateway portal launched with graphic content and usage monitored	12/2015 OSDU/RDP (ECD/CJ/GJ)	<p>Completed</p> <p>A new university-wide booking system was implemented in 2016. The landing page (https://bookings.strath.ac.uk/) forms a gateway portal to all activities and providers of development activities at the University. Usage is not directly monitored, however all bookings must be made through this system. The new booking system also contains links to provider's webpages.</p> <p>The OSDU webpage (https://www.strath.ac.uk/hr/learninganddevelopment/) has also been redeveloped to make the content of and differences between programmes easier to understand. While OSDU programmes are open to any member of staff, a separate page for research staff has been developed to highlight the most relevant opportunities (https://www.strath.ac.uk/hr/learninganddevelopment/researchstaffdevelopment/).</p>	N/A

3.8(b)	<ul style="list-style-type: none"> Develop / enhance long term/qualitative evaluation processes for all development interventions within the RDP/OSDU programmes offered to researchers (including challenges), to measure and demonstrate any impact /outputs of these interventions. Using this data to inform future enhancement / re-design of programmes. (Researcher Development Strategy and Action Plan- actions 15, 50, 10) 	<ul style="list-style-type: none"> Long term/qualitative evaluation framework developed, implemented and reported on. Programmes enhanced where necessary 	8/2017 OSDU/RDP (ECD/CJ/GJ)	<p>In progress SPIRAL and SPARK are evaluated annually through the appropriate committees and enhancements are made to the programmes as a result.</p> <p>We are exploring other styles of long-term evaluation such as reporting outcomes of events through infographics. A Human Resource Management Master student is also placed within the unit to conduct a report in this area. The outcomes should support us in moving forward.</p>	<p>Long term/qualitative evaluation framework developed, implemented and reported on. Programmes enhanced where necessary</p> <p>08/2019 OSDU</p>
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3.8(c)	<ul style="list-style-type: none"> Develop Best Practice Guidance for the Management of Research Staff 	Guide is completed and published on web	8/2016 HR/OSDU (FB/ECD)	See 2.3(a) above.	12/2017
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New actions for 2017 – 2019 period

Clause	Actions	Success Measures	Deadline/Lead
3.3(c)	Continue the VIRA pilot using the RDF for personal/professional development through SPARK and other avenues as appropriate	Research staff cohorts are successful in completing project activities and receiving the Vitae International Researcher's Award.	08/2019 OSDU (ECD)

	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.				
	2015-2017 Actions	2015 -2017 Success Measures/Deadline /Lead	Deadline/ Lead	2017 update	2017 -2019 Success Measures/Deadline /Lead
4(a)	To implement and support the Researcher Development Strategy and Action Plan 2015-18.	Actions implemented as per the plan and monitored via RDG	8/2017 OSDU/RDP (ECD/CJ/GJ)	Completed/business as usual The implementation and progress against of the Researcher Development Strategy and Action Plan is monitored and reviewed through RDSC. All actions relevant to HR Excellence in Research are reported within this HR Excellence in Research updated action plan.	N/A
4(b)	Launch a peer-support network for staff studying part-time PhDs	Network launched and evaluated	12/2016 OSDU (ECD/KS)	Completed/business as usual A peer-support network for staff studying doctorates alongside their employed roles has been set up. This meets monthly and allows staff an opportunity to review their progress and provide each other with practical and emotional support. Feedback from participants demonstrates they find this network provides much-needed peer-support and motivation.	N/A
4.12(a)	Launch Strathclyde Teaching Excellence Programme (STEP) CPD programme and evaluate outcomes	Programme commenced and evaluation undertaken	12/2016 OSDU (KS)	Completed/business as usual STEP launched in September 2015 and has been very warmly received. The programme is currently targeted at academic and teaching staff, although research staff are also able to attend. In its pilot year, 2015/16, the programme hosted 50 events, with 731 attendances by 378 individuals. The average responses for STEP in 2015/2016 were: Met your needs: 1.2 Quality of delivery: 1.3 Course content: 1.5 (On a scale where 1 is 'fully met needs' and 5 'did not meet needs') A series of short workshops are being developed for inclusion in 2017 to support research staff who teach or are interested in teaching. These will	N/A

				be designed, developed and delivered by research staff supported by OSDU personnel. (see Action 4.12 (b)).	
4.12(b))	Continue to provide training for research staff that teach through the PGCert in Teaching and Learning	Ongoing development support continues to be provided	8/2019 OSDU (ECD/KS)	<p>Completed Research staff are able to access training in teaching, learning and assessment through a number of avenues.:</p> <ul style="list-style-type: none"> • In 2017 we introduced a research-staff focused class within the SPARK teaching and learning pathway (the core class for the PGCert in Teaching and Learning). The class provides a grounding in teaching pedagogy and practice for research staff with small or no teaching loads to support them early in their teaching careers. Research staff with larger teaching loads are able to take the class with academic staff. 10 members of research staff attended in 2017. • In 2017 we received HEA re-/accreditation for both taught and experiential pathways leading to AFHEA, FHEA and SFHEA, depending on the level of teaching experience. This allows research staff to attain HEA fellowship status appropriate to their experience. See new action 4.12 (c). • In 2017 a series of short workshops covering the types of teaching that research staff are likely to undertake (tutorials, one-off lectures, lab demonstrations, informal supervision, etc) were introduced. Not only are these sessions aimed at research staff, they are designed and delivered (with support from academic developers) by research staff with experience in these areas. This provides experiential development for the researchers delivering the workshops and a space to test out new teaching styles, as well as training for researchers interested in developing in these areas. The first workshop was delivered June 2017 on 'Delivering Ad Hoc Lectures. 16 members of research staff attended and 100% stated that the course met their needs. Further workshops are being designed for delivery in 2018. 	<ul style="list-style-type: none"> • SPARK teaching and learning class is delivered in line with demand. Research Staff complete class and SPARK qualification • Research staff teaching classes are delivered by teaching staff in line with demand and satisfaction levels remain high 08/2019 OSDU (ECD/KS)

4.13(a)	Support existing research staff associations/networks and the restructuring of the institutional Research Staff Association	Support provided during the restructuring of the RSA and ongoing	8/2017 OSDU/RKE C	<p>Completed and ongoing</p> <p>Strathclyde's institutional research staff association, the 'Researchers' Group', was relaunched during 2015. This is a sub-group of RKEC with its minutes included within the RKEC papers. The Researchers' group meets monthly and comprises approximately 15 - 20 members. It is supported by the Deputy Associate Principal (Research and Knowledge Exchange).</p> <p>The Researchers' group has organised bimonthly 'surgeries' that take place across the campus on a variety of themes relevant to research staff as well as providing a social networking opportunity and opportunity to gather input from a wider group of research staff. They also organise one-off larger events around current 'hot topics'.</p> <p>In June 2017, the group organised a conference, Strathwide, to enable Strathclyde research staff to network around the University's Strategic Research themes to boost networking and collaboration. 50 members of research staff attended and feedback from participants, presenters and sessions chairs was very positive with several researchers exchanging contacts for potential future collaborations.</p> <p>Representatives from the group also sit on RKEC, RDSC and liaise with professional services units on areas related to research staff.</p> <p>Support is provided for faculty/departmental RSAs through the Researchers' Group.</p> <p>https://www.strath.ac.uk/hr/learninganddevelopment/researchstaffdevelopment/researchersgroup/</p>	Researchers Group continue to provide representation and engagement opportunities for research staff 08/2019 RG
4.14	Implement an academia cross-mentoring scheme with industry to support research, academic and knowledge exchange staff.	Mentoring scheme launched and evaluated	8/2017	<p>In progress</p> <p>A mentoring scheme based on a model at Chalmers University is under consideration.</p>	Mentoring scheme launched and evaluated 08/2019 OSDU GJ/ECD

New actions for 2017 – 2019 period

Clause	Actions	Success Measures	Deadline/Lead
4.12(c)	Support research staff to achieve Associate Fellow/Fellow of the HEA through Strathclyde's newly accredited HEA pathways	Research staff achieve fellowships as appropriate to their teaching experience	08/2019 OSDU (KS/ECD)
4.13(b))	Researchers' Group seek to increase research staff representation across University committees and ensure this is consistent across the University.	Increase in research staff representatives on relevant committees	08/2019 RG

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.

Clause	2015-2017 Actions	2015 -2017 Success Measures/Deadline /Lead	Deadline/ Lead	2017 update	2017 -2019 Success Measures/Deadline /Lead
5	To implement and support the Researcher Development Strategy and Action Plan 2015-18	Actions implemented as per the plan and monitored via RDG	8/2017 OSDU/RDP (ECD/CJ/GJ)	Completed/business as usual The implementation and progress against of the Researcher Development Strategy and Action Plan is monitored and reviewed through RDSC. All actions relevant to HR Excellence in Research are reported within this HR Excellence in Research updated action plan.	N/A
5.1(a)	Develop provision to support good research conduct aligned with the Concordat to Support Research Integrity e.g. how to comply with the relevant ethical,	Build research integrity and ethics within CPD and PGCert programmes	8/2017 RDP (CJ)	In progress The Research Code of Practice review and update has been completed and approved by Senate after incorporating significant changes during 2017 in response to RCUK policy. OSDU and RKES are now working in partnership to develop training to support the code of practice.	Training is provided through appropriate means to support research integrity training for research staff RKES/OSDU 08/2019

	legal and professional frameworks.			An online research integrity training package has been purchased by the university and will be made available to research staff from 2018 onwards. See 5.1(b) below	
5.1(b)	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.	University of Strathclyde Research Code of Practice revised as appropriate	08/2017	In progress The Research Code of Practice review and update has been completed and approved by Senate during 2017 year in response to RCUK policy. Significant last minute changes by RCUK caused this process to be delayed however this action is now progressing. Planning for webpages to host the associated guidance and reporting of annual efforts in relation to research integrity in under way. This will be augmented by communications to ensure that messages contained within the new code in relation to the UKRIO code and the Concordat reach across the research community.	Strathclyde Research Code of Practice is available to all staff 08/2019 RKES (AMcF)
5.2(a)	Deliver SPARK Knowledge Exchange Pathway modules in pilot year and evaluate.	Evaluation is undertaken and relevant recommendations and actions taken forward	12/2016 OSDU (SB)	In progress Due to staff resourcing matters the complete delivery of this pathway has been delayed, however the programme is now up and running to be delivered in 2017/2018.	KE path is delivered, evaluation is undertaken and relevant recommendations and actions taken forward OSDU 08/2018
5.2(b)	Develop a KE CPD programme with industry mentoring linked to PGCert KE pathway.	KE programme and mentoring programme launched and monitored through annual reporting	9/2017 OSDU (FC)	Completed It was decided that KE activities would remain integrated with the SPIRAL programme following review of CPD activities and resources.	N/A
5.2(c)	Support University KE centres to ensure research staff have appropriate and inclusive access to learning and development opportunities	Monitor numbers through annual reporting procedures	12/2016 OSDU/RKE S (SB)	Completed/business as usual Academic developers in the University of Strathclyde's Organisation and Staff Development Unit (OSDU) are working with researchers in Strathclyde's Hunter Centre for Entrepreneurship to develop and update Knowledge Exchange courses delivered as part of the Knowledge Exchange MSc. This blended MSc offers tailored learning and development opportunities open to all research and knowledge exchange staff. The current research is focused on providing more targeted support for early career researchers and knowledge exchange staff, emphasising developing best practice in	Monitor numbers through annual reporting procedures OSDU 08/2018

				disciplinary knowledge exchange practice. A report and recommendations from the research will impact the updated Understanding and Exploring Knowledge Exchange (core) module in November 2017 and will impact a further four, Masters level modules in KE over the next twelve months, looking into topics as varied as public engagement, relationship management, intellectual property and commercialisation, entrepreneurship, and knowledge exchange development.	
5.5(a)	<p>1) Consult research staff on training needs and developmental provision during the transition of research staff developmental support from RDP to OSDU</p> <p>2) Continue engagement with the research staff community through focus groups and surveys as appropriate to provide feedback on all development programmes.</p>	<ul style="list-style-type: none"> • One to one consultations and focus groups are conducted to establish training needs • Focus groups are undertaken, engagement is ongoing 	8/2019 OSDU (ECD)	<p>Completed</p> <p>1) A consultation took place from November 2015 – March 2016 to establish the existing and future development needs of Strathclyde research staff (research assistants, research associates and research fellows). This followed the transfer of responsibility for supporting development of these researchers from the Researcher Development Programme (RDP) to OSDU in 2015. The outcomes of the consultation exercise have been used to inform the design of a programme of development activities for this group combining current and planned provision with relevant new courses.</p> <p>To inform this consultation, research staff from all faculties and other stakeholders were consulted through the means of a survey and interviews exploring areas where research staff are seeking developmental support in relation to their day-to-day responsibilities and future needs, as well as the best format to present these opportunities.</p> <p>The outcomes of the survey and interviews along with the results of CROS 2015, feedback collected during OSDU courses and consideration of external drivers, were used to develop a draft programme of workshops and courses tailored towards research staff. These were presented to and developed further through a focus group of 12 members of research staff and approved at RDSC.</p> <p>It was felt that there was no need for this to be presented as a separate programme, instead a website was developed to bring together current</p>	N/A

				<p>and new opportunities within existing programmes under themes related to research staff activities (https://www.strath.ac.uk/hr/learninganddevelopment/researchstaffdevelopment/) .</p> <p>The consultation process was also used to engage members of research staff to form the RSA, the 'Researchers Group' (Action 4.13)</p> <p>The website and new activities were launched during 2016/2017.</p> <p>As described in greater detail Action 3.1, during 2016/2017 approximately one third of research staff (187) engaged with the research/academic staff focused programmes SPIRAL and SPARK with 1,137 attendances by 342 members of research staff across all staff development programmes. The new research staff-focused workshops were popular with 103 attendances across 5 workshops. 100% of attendees stated that these courses met their needs in the post-course evaluations. and will be reviewed at the end of the first year.</p> <p>2) Engagement with the research staff community continues through the Researchers' Group, CROS2017 and engagement with staff on courses. This will be reviewed as business as usual and other avenues pursued where relevant.</p>	
5.5(b)	Run focus groups with women in SET departments to determine support required for career development, report findings to appropriate committees and stakeholders and implement any career development	<ul style="list-style-type: none"> Focus groups taken place. Data collected and analysed 	12/2015 E&D (AMcL)	<p>Completed/business as usual</p> <p>Recruitment & Career Development focus groups discussed issues around promotion, reporting back to Athena SWAN Action Group. This also informed the Gender Equality Steering Group agenda. Recommendations formulated included: 1) updating promotion policy to take account of individual circumstances, similar to REF 2) Faculty promotion workshops, with particular attention to under-represented groups 3) Online Unconscious Bias training should be mandatory for all staff on recruitment or promotion panels 4) Funding to allow maximum number of women to attend Aurora leadership development programme</p> <p>Further focus groups were conducted in Spring 2017 to inform development of the institutional 2017-2021 Athena SWAN Action Plan.</p>	N/A

	actions as a result of focus group findings.				
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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.

Clause	2015-2017 Actions	2015 -2017 Success Measures/Deadline /Lead	Deadline/ Lead	2017 update	2017 -2019 Success Measures/Deadline /Lead
6.1(a)	Plan and run 'Diversity Week 2016'. To support new and existing staff and student experience and celebrate diverse population and communities within Strathclyde	The University engages with Diversity Week and provides relevant activities for staff and students	3/2016 E&D (NA)	<p>Completed/business as usual</p> <p>Diversity Week (organised by Equality & Diversity Office and USSA) is a programme of events to raise awareness of Equality & Diversity issues as well as promote dialogue between students, staff and the community from all backgrounds.</p> <p>The week was piloted in 2015, attracting over 2000* participants to 20 events and attracting international media coverage:</p> <p>http://www.kabarpapua.net/2015/03/tari-saman-menarik-perhatian-skotlandia.html http://www.vietmaz.com/tag/strathclyde-university/</p> <p>The success of the week, including feedback from attendees, secured the endorsement of the University Equality Strategy Committee to establish it as an annual feature (April 2015) that remains popular with students and staff alike.</p> <p>The Diversity Week's positive coverage by the international media helped to promote Strathclyde by showcasing the best of student engagement and experience. Feedback from the events suggested that they helped in building student capacity, confidence and skillset. The 65% increase in the Diversity Week's events between 2015 and 2016 (from 20 to 32) also indicates the positive influence the events had on students in coming forward to take responsibility for promoting more events.</p> <p>Feedback from Diversity Weeks:</p>	The University engages with Diversity Week and provides relevant activities for staff and students 08/2019 E&D

				<p>2015</p> <p>89% of participant’s overall impression of the week ranged from Good to Excellent.</p> <p><i>“It was good to participate in a range of activities, some of which I likely wouldn't have been interested in on my own. Seeing different events and hearing different points of view is good for perspective.”</i></p> <p><i>“The opportunity to meet with people from diversified backgrounds, hear about their culture and try some of the traditional food.”</i></p> <p>2016</p> <p><i>“Yesterday’s Diversity Event was such a success enjoyed by students from many departments. So thank you for your hard work and great effort in organisation and support. My colleagues and me were impressed by the food, performance and exhibitions by the student groups, which showed the rich culture diversities in the Southern and Eastern Asian region. We hope to see more similar events in the future. “</i></p> <p><i>“You are making a difference for students from different cultural backgrounds, please keep it up!”</i></p> <p><i>*Only total attendance numbers were gathered during the pilot of this event and it is not possible to determine research staff numbers.</i></p>	
6.1(b)	Ensure appropriate web links from OSDU webpage and RDP webpage to the E&D training webpage.	Web links are in place and updated where appropriate	12/2015 OSDU/RDP (ECD/CJ/GJ)	<p>Completed</p> <p>Web links are in place from OSDU webpage to E&D webpages as they now support for research staff rather than RDP, in addition all training can be accessed through the newly developed, centralised booking system.</p>	N/A
6.2	Investigate collecting job family data for those taking the Equality and Diversity e-module, to allow	Analysis of participants by job family is undertaken if possible	12/2015 E&D (NA)	<p>Completed</p> <p>The possibility of collecting job family data for those taking the Equality and Diversity e-module has been investigated. It is not possible to collect this data as the e-module is provided by an external source and there is no facility to collect or request this information.</p>	N/A

	reporting by staff groups				
6.3(a)	Deliver personal and professional development activities to support staff whose first language is not English	Activities are piloted and evaluated	12/2016 OSDU/E&D	<p>Completed and ongoing</p> <p>Training is provided for staff whose first language is not English in both presentation and writing skills. Nine members of research staff attended this training during 2015/2016 and 2016/2017 (total 18 members of research staff).</p> <p>The university also has an English Language Training unit which supports academic writing and reading, research and general English skills. Self-study resources are available to all staff and students.</p>	Research staff continue to access support for those whose first language is not English and numbers are monitored 08/2019 OSDU
6.4(a)	Produce a 'Good practice guide on managing maternity/paternity leave support' guide and disseminate to all departments. Review on an annual basis (Athena SWAN action).	<ul style="list-style-type: none"> • Good practice guide produced. • Future surveys (e.g. Athena SWAN Survey 2017) include question for women who have taken maternity leave and results show positive experiences of departmental support 	8/2017 E&D (AMcL)	<p>Completed/business as usual</p> <p>The Athena SWAN Action Group decided to extend this from the initial focus of a maternity good practice guide to a wider flexible and family friendly guide (to include work life balance, shared parental leave, flexible working etc).</p> <p>A benchmarking exercise was conducted to ascertain what other institutions currently do, with Imperial College London found to have a particularly good resource. A draft guide was developed and will now be incorporated into a new 'Flexible and Family Friendly' website.</p> <p>This will include promotion of new 'Family Friendly Research Leave' policy to centrally fund research sabbatical leave for academics returning from maternity/shared parental leave. As an addition to this, a 'family friendly mentoring scheme' has also launched to assist in advising women/men taking maternity / shared paternal leave (whether or not they choose to take the sabbatical).</p>	N/A
6.4(b)	Cross reference both the 'Good practice guide on managing maternity leave support' and the 'Best Practice Guide for the Management of Research Staff' in	<ul style="list-style-type: none"> • Guides are cross-referenced in all appropriate documentation 	8/2017 HR/E&D (ECD/AMcL)	<p>In progress</p> <p>Guides will be referenced when both projects are completed and published.</p>	Guides are cross-referenced in all appropriate documentation HR/E&D 08/2019

	webpages and documents.				
6.4(d)	Continue to promote Flexible Working Policy, Shared Parental Leave Policy and Sick Pay Policy as appropriate.	Future staff surveys show increased awareness of these policies	12/2017 HR Managers	Completed A best practice review has been completed. All information relating to these policies is published on the university's website and flexible working communications are sent to Heads of Departments to encourage promotion of options to staff.	N/A
6.4(e)	Promote the UK wide shared parental leave entitlement to research and academic staff.	<ul style="list-style-type: none"> • Policies are widely advertised and promoted at induction • Uptake levels monitored 	8/2016 HR	<p>Completed/Business as usual</p> <p>A link to the policy exists on the University recruitment site, promoted as a benefit. It will also be incorporated into the University's new 'Flexible and Family Friendly' website pages.</p> <p>HR system now has the ability to capture and monitor shared parental leave data.</p> <p>In addition, since 2016 staff in all categories who are on, or who have returned from, family leave have had access to our Family-Friendly Mentoring scheme, which is designed to provide practical advice, share experiences and provide suggestions on how to balance the demands of an academic role with family life, including advice on career and professional development. A Family Friendly mentoring scheme booklet had been launched and the scheme is attracting both mentors and mentees wishing to participate.</p>	N/A
6.7	Continue to offer 'Differing Cultural Awareness and Equality and Diversity e-module' to appropriate staffing groups (HR Activity Plan - operational excellence action 9).	<ul style="list-style-type: none"> • E-module is offered, uptake monitored and reported. 	12/2016 E&D	<p>Completed/business as usual</p> <p>Diversity in the workplace e-module continues to be offered through induction processes.</p> <p>Completion rates for staff*: 2015 = 192 2016 = 344 2017 (Jan-April) = 29</p> <p>In addition, facilitator led training on disability awareness, cultural diversity and unconscious bias is delivered.</p>	N/A

				<i>*As this training is hosted by an external provider it is not possible to separate completions by staff category (see Action 6.2)</i>	
6.10(a)	Progress applications for all remaining SET departments to apply for Athena SWAN awards (Athena SWAN action 1).	<ul style="list-style-type: none"> Athena SWAN awards applications submitted by all SET departments by 2015/16 	4/2016 E&D (AMcL)	Completed/business as usual All SET departments have submitted applications, with a total of 9 current awards.	N/A
6.10(b)	Extension of Athena SWAN principles in scope and beyond STEM subject areas via participation in ECU's extended Athena Swan Charter Mark (HR Activity Plan - operational excellence action 21).	Support and encourage non-STEM depts. to apply for and attain AS. Depts. are processing applications	8/2016 E&D (AMcL)	Completed/business as usual Athena SWAN teams now exist in all HASS and Business Schools/departments. First non STEM Athena SWAN application (School of Humanities) to be submitted in April 2017, with remaining HASS and Business applications submitted in November 2017 and April 2018.	All departments to submit Athena SWAN applications E&D (AMcL) 08/2019
6.10(c)	Support the institution and departments in activities that contribute to and enhance Athena Swan accreditation, and similar charters, through representation on appropriate groups and delivering activities aligned to the Equality and Diversity Agenda (Researcher Development	<ul style="list-style-type: none"> Relevant activities are provided 	8/2017 OSDU/RDP (ECD/CJ)	Completed/business as usual Support has been provided through facilitation of focus groups and consultation activities as well as representation on Athena Swan and related committees.	N/A

	Strategy and Action Plan – 12).				
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New Actions for 2017 – 2019 period			
Clause	Actions	Success Measures	Deadline/Lead
6.3(b)	Utilise the submission process for the University's next institutional Athena SWAN award to identify further actions to recruit, support and develop research staff	Results from Gender Equality Survey and Focus Groups conducted in Spring 2017 and analysis of staff data by gender have been used to inform development of actions to support and develop researchers, especially where their gender is under represented	11/17 E&D (AMcL)

	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.				
Clause					
	2015-2017 Future Actions	Success Measures	Deadline/Lead		
7	Undertake a gap analysis for all Concordat Principles to inform the institutional HR Excellence in Research 2 year action plan for 2019-2021.	Gap analysis conducted	8/2017 OSDU RDP/RDSC	On hold This has been put on hold in light of the upcoming review of the Concordat to Support the Career Development of Researchers.	Analysis regarding institutional support for research staff undertaken in relation to reviewed Concordat Principles OSDU 08/2019
7.1(a)	Seek input and support from appropriate University committees regarding the progress and implementation of the HR Excellence in Research Action Plan. Provide 6 monthly updates and make any appropriate recommendations to the Researcher Development Sub-Committee, HR	Updates and action plan are included in committee agenda items (RKEC/Staff Committee) via appropriate groups such as RDSC	9/2017 OSDU/RDP	Completed/business as usual 6 monthly updates have been provided to RDSC and any resulting recommendations followed up with relevant members of staff. This updated action plan and the accompanying report have been considered and agreed by the University Staff Committee and RKEC (Research and Knowledge Exchange Committee). Actions that sit within this plan also sit within other related University Action Plans (eg Athena Swan, Researcher Development Strategy) and are also reported at relevant committees.	N/A

	Director and OSDU Manager to ensure progression of activities.				
7.1(b)	<p>1) Share the results of the 2015 CROS and PIRLS survey to appropriate audiences across the University</p> <p>2) Implement meetings between stakeholder units to communicate survey and reporting findings, in particular CROS/PIRLS, Equality and Diversity Reporting.</p>	<ul style="list-style-type: none"> Report produced on CROS/PIRLS outcome and circulated to University depts. Reports provided to appropriate committees 	8/2017 OSDU/E&D	<p>Completed</p> <p>1) Results of CROS2015 and PIRLS2015 were analysed and reports/resulting action plans presented at RDSC and Researchers' Group. The reports were also distributed via email to HODs and their relevant staff groups. They are also available on our CROS and PIRLS websites.</p> <p>CROS2017 and PIRLS2017 were open during May 2017 and the results will be analysed over the summer. The Researchers' Group, VDRs and HODs aided in dissemination of these surveys. The results were distributed during late 2017 (see Future Action 7.1(e))</p> <p>2) OSDU and Equality & Diversity colleagues met to discuss CROS and PIRLS outcomes, it was decided to continue monitoring these responses through CROS2017 and PIRLS2017.</p>	N/A
7.1(c)	Retain European recognition for HR Excellence in Research. This will include six-monthly updates to RDG, a self-assessment every two years (2017) and external evaluation every 4 years (2019).	<ul style="list-style-type: none"> Accreditation is successful Reports provided to appropriate committees 	8/2017 OSDU (ECD)	<p>Completed/business as usual</p> <p>We were successfully reaccredited with the EU HR Excellence in Research Award. Reports and updates have been provided to RDSC and this action plan forms part of our two-year assessment.</p>	N/A

7.1(d)	Continue implementing the actions as specified in the HR Excellence in Research Action Plan and the Researcher Development Strategy 2015-2018.	Actions implemented as per the plan and monitored via RDG	8/2019 OSDU/RDP	<p>Completed/business as usual The actions have been implemented as reported in this document.</p>	N/A
7.2	Participate in the Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey (PIRLS) and (i) undertake a full analysis of the results (ii) use the results to make recommendations to RDG for positive improvements to the research community (iii) support faculties develop, implement and monitor local action plans (Researcher Development Strategy and Action Plan – action 55).	Participate in surveys, outcomes are reported	9/2017 OSDU (ECD)	<p>Completed/business as usual CROS2017 and PIRLS2017 closed on 31st May 2017. The Strathclyde response rates were 30% (CROS) and 29% (PIRLS), above the national response rates of 24% and 21%. The results were analysed over summer 2017 and have been reported to appropriate committees. (see Future Action 7.1(e))</p>	N/A

7.4	Maintain a role in a number of relevant UK-wide initiatives for research staff led by Vitae and other external bodies, taking the lead on projects where appropriate.	University engages with appropriate organisations and networks that support research staff career development.	8/2017 OSDU/RDP	<p>Completed and ongoing</p> <p>OSDU and RDP staff are members of the following committees: Universities Scotland Research and Knowledge Exchange Committee Research Training Sub-Committee (US-RKEC-RTSC), Scottish Higher Education Researcher Developers (ScotHERD), Scottish Higher Education Developers (SHED) and the UK Research Staff Association (UKRSA). These all provide scoping, networking and practice sharing opportunities related to supporting research staff career development. The ADLR is a member of the Expert Review Panel for the Review of the Concordat to Support the Career Development of Researchers and the Vitae Regional Representative for Scotland.</p> <p>OSDU and RDP staff have presented at and attended a range of researcher development conferences, events and workshops arranged by organisations such as Vitae, QAA, UKCGHE and EURAXESS.</p> <p>Strathclyde hosted the Vitae Scotland and Northern Ireland Regional meeting in April 2017 and the RDP hosted the Part-time Researchers' conference in 2016.</p>	University engages with appropriate organisations and networks that support research staff career development. OSDU/RDP 08/2019
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New Actions for 2017 – 2019 period			
Clause	Actions	Success Measures	Deadline/Lead
7.1(e)	1) Share the results of the 2017 CROS and PIRLS survey to appropriate audiences across the University 2) Implement meetings between stakeholder units to communicate survey and reporting findings, in particular CROS/PIRLS, Equality and Diversity Reporting.	<ul style="list-style-type: none"> Report produced on CROS/PIRLS outcome and circulated to University depts. Reports provided to appropriate committees and action plans drawn up where appropriate 	08/2019 OSDU/E&D

2015-2019 4 Year Proposed Strategy

Principles 1 & 2 (Recruitment & Selection, Recognition & Value)

- To continue to implement, and improve where appropriate, the Policy for the Use of Fixed-Term Contracts.
- To ensure that research staff are represented consistently across the University.
- The Researcher Development Strategy 2015-2018 and the HR Strategy (HR Activity Plan) build on recognition of the importance of researchers, as set out in the Concordat.

Principles 3, 4 & 5 (Support, Career Development and Researchers' Responsibilities)

- To support research staff development in line with Researcher Development Strategy and Action Plan 2015-2018 and the University's strategic aims: *Internationally Leading Research, World-leading Innovation and Impact, Global Engagement*
- To implement the researcher development recognition framework for the Vitae International Research Award.
- To develop and implement long-term evaluation processes for all institutional learning and development interventions for researchers, including online learning.
- Continue to increase Research Staff engagement with SPIRAL and SPARK.

Principle 6 (Diversity & Equality)

- To pursue accreditation for Athena SWAN Charter Mark for all University departments, with departments in all faculties to achieve an Award.

Principle 7 (Implementation and Review)

- RDSC/RKEC, the Researchers' Group and Staff Committee receive regular updates on progress on staff related matters including all researcher development activities and action plans.
- Annual review of Researcher Development Programmes including new research staff provision.

Acronyms

ADLR	Academic Development Lead (Research)
ADR	Accountability and Development Review
CPD	Continuing Professional Development
CROS	Careers in Research On-line Survey
EDSC	Equality and Diversity Strategy Committee
E&D	Equality and Diversity
HoD	Head of Department
HR	Human Resources Directorate
JNCHES	Joint Negotiating Committee for Higher Education Staff
LFHE	Leadership Foundation for Higher Education
OH	Occupational Health
OSDU	Organisational and Staff Development Unit (a division of HR)
PGR	Postgraduate Research Student
PRES	Postgraduate Research Experience Survey
PIRLS	Principal Investigators and Research Leaders Survey
RDF	(UK) Researcher Development Framework
RDG	Researcher Development Group (now known as RDSC)
RDP	Researcher Development Programme
RDSC	Researcher Development Sub-committee (formerly RDG)
RG	Researcher's Group
SPARK	Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange
SPIRAL	Strathclyde Programme in Research and Leadership
STEM	Science, Technology, Engineering and Mathematics
STEP	Strathclyde Teaching Excellence Programme
REF	Research Excellence Framework
RKES	Research & Knowledge Exchange Services
RKEC	Research and Knowledge Exchange Committee
RSA	Research Staff Association

AL	Alison Locke
AMcL	Annie McLaughlin
AMcF	Alison McFarlane
CJ	Claire Jackson
ECD	Emma Compton-Daw
FB	Fergus Brown
FC	Fiona Conway
GJ	Gillian Johnstone
GM	Gabrielle Milson
KS	Kathleen Savage

