HREiR Action Plan: 2022 - 2024

University of Strathclyde Glasgow — HR EXCELLENCE IN RESEARCH

Details

Institution name:	University of Strathclyde	The institutional audience* for this action plan includes:			
Cohort number:		Audience (beneficiaries of the action plan)		Number of	Comments
Date of submission:		Research staff		569	This includes Research Assistants / Associates / Fellows / Senior & Principal Fellows; this group is our key 'Researcher' audience.
Further comments:	Submission dates: Strathclyde moved from a September 2021 submission date to January 2022 to align our internal RD Concordat reporting and HR EiR processes.	Academic Staff		764	This includes Academic and Professorial staff; this group is our key 'Manager of Researchers' audience.
	Actions: Please note that the actions described below have been defined as action packages centred around the five key themes described in the Institutional Context Report. They are re-structured here to show connections with individual obligations but in many cases an action will tackle a set of obligations and thus is applied to several items in this table. The publication of the revised Concordat was seen as an institutional opportunity for a comprehensive Gap Analysis, including the development of a new Action Plan. Almost all actions listed here are therefore new, based on this assessment exercise carried out in 2020/21, while only a small number of items have been taken forward from previous action plans.	Please note that other groups, such as Knowledge Exchange and Teaching Staff as well as PGR students and Technicians, may also benefit from the actions in this plan, however they are not the directly targeted audience.			
	Deadlines: For clarity, this action plan only considers deadlines until the 12-year HR Excellence in Research review in Jan 2024. It is, however, expected that some actions will continue beyond this deadline (e.g. those focusing on the annual review of resources), while others may evolve into new or follow-on actions beyond Jan 2024. It should also be considered that not all actions are currently fully resourced; the time and extent of completion for these - in particular large-scale actions - is thus dependent on further resourcing being gained within the University.				

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
Environment and Culture									
Institutions must:									
ECI1	Ensure that all relevant staff are aware of the Concordat	Action 1: Develop governance processes to monitor, review and communicate implementation and progress of the Concordat through appropriate committees/groups ensuring comprehensive Researcher representation	Action 1: i) The Concordat Steering Group remit and membership is being reviewed annually. ii) Concordat progress is annually reported to University committees including University Court with the annual report made public. iii) Representation of the RD Concordat on relevant institutional working groups and committees is in place. iv) Formal communication routes with Faculties/Departments is in place. v) Updates on Concordat progress are published via Strathclyde's internal Concordat Sharepoint site at least annually.	Nov 2023	RDCSG, OSDU (ECD)			No	New
		Action 2: Develop a sustained Communication Strategy around the Concordat principles and their implementation at the University	Action 2: vi) A communication strategy has been written, agreed and launched.	Mar 2022	OSDU (ECD)				
			All: vii) At least 80% awareness of the Concordat by Researcher and Manager respondents in future CEDARS surveys (2021 national results: 55% for Researchers, 66% for Managers).	Jun 2023					
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECR2, ECR3, ECR4, EI2, EM2, ER1, ER2)	Action 1: i) An Online Hub has been launched. ii) Online Hub content is reviewed annually.	Jan 2024	OSDU (ECD)			No	P2.1 P6.8
		Action 2: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to encourage a positive Research Culture (also ECR1, ECR2)	Action 2: iii) Working groups and RD Concordat/Researcher representation have been put in place with aligned initiatives represented to develop specific approaches. iv) Specific actions, monitoring processes and further success measures have been defined to implement approaches for encouraging and embedding positive Research Culture as appropriate.	Oct 2022	RDCSG				
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Action 1: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECM3, ECM4, ECR3, EI3, EI5)	Action 1: i) The inclusivity of policies around health and wellbeing (incl. workload) for Researchers is reviewed and Researcher involvement in the development of new wellbeing provision is ensured. ii) Resources and support for Wellbeing and Mental Health are integrated within staff development training courses and programmes. iii) There is at least 70% positive perception on mental health and wellbeing as returned in future CEDARS surveys.	Jun 2023	OSDU (ECD), RDCSG, OSHAW			No	P6.9
		Action 2: Enhance access to and awareness of support mechanisms for staff with Research Culture related concerns (also ECM3, ECR4)	Action 2: iv) The Dignity and Respect Advisor network of trained, informal contact persons in Departments/Schools has been reviewed. v) Processes for Report and Support and other reporting routes for Research Culture related issues for staff as well as their awareness have been reviewed and revised as appropriate. vi) At least 70% of Researcher and Manager respondents are aware, comfortable and trust reporting mechanisms for Discrimination, Bullying & Harassment and Research Integrity as returned in future CEDARS surveys. vii) Responses by majority and minority groups (in gender, sexual orientation) around Research Culture are monitored in CEDARS surveys.	Jun 2023	HR (MLH), E&D Team (SM), Report & Support (IM)				
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Action 1: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI5, ECM1, ECM2, ECM3, ECR2, ECR4, EI1)	Action 1: i) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. ii) Regular, recurring online training relating to Research Culture is in place and being monitored. iii) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resourceshas been launched. iv) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. v) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers).	Oct 2023	OSDU (ECD), E&D Team (SM), RKES (HY)			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	P2.3
		Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI5, ECM1, ECM2, ECM3, ECM4, EI1, EI4)	Action 2: vi) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. vii) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. viii) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management.	Oct 2023	OSDU (ECD), E&D Team (SM), RCDSG				
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	*Addressed in Actions 1 and 2 in ECI4; both include equality, diversity, wellbeing and mental health as well as research integrity as topics under the umbrella term 'research culture':* Action 1: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECM1, ECM2, ECM3, ECR2, ECR4, EI1)	Action 1: i) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. ii) Regular, recurring online training relating to Research Culture is in place and being monitored. iii) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resourceshas been launched. iv) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. vii) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers).	Oct 2023	OSDU (ECD), E&D Team (SM), RKES (HY)			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	P6.1
		Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM1, ECM2, ECM3, ECM4, EI1, EI4)	Action 2: viii) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. ix) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. x) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management.	Oct 2023	OSDU (ECD), E&D Team (SM), RCDSG				

ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Action 1: Enhance understanding of issues, stakeholder needs and effectiveness of support through monitoring and reporting on Research Culture (also EI1) Action 2: Develop data gathering and monitoring procedures for implementation and progress of the Concordat, including retention of the EU HR Excellence in Research Award (also PCDI6)	Action 1: i) Appropriate and effective reporting mechanisms and routes have been put in place and are reviewed biennially. ii) Departmental / Faculty / University-level data collection and reporting routes on potentially systemic inequality challenges have been set up and data is compared with national data wherever possible. Action 2: iii) A reporting structure for CEDARS is in place, covering relevant stakeholders; it is reviewed biennially. iv) Participation incentives are implemented in CEDARS to improve survey participation. v) Review processes to retain Strathclyde's EU HR Excellence in Research Award are in place and the award is retained at the 2- and 4-year review points under the revised Concordat. All: vii) Survey data on Research Culture and other aspects is gathered on a regular basis, including through running CEDARS in 2021 and biennially thereafter; an additional short survey in interim years is considered. viii) Survey participation rates increase on a year-to-year basis to reach at least 30% (2021 CEDARS survey: 21% for Researchers, 31% for Managers).	Jan 2023 Jan 2024 Jun 2023	RDCSG, OSDU (ECD), E&D Team (SM), RKES (HY) OSDU (ECD), E&D Team (SM), HR (MLH)			Yes, partly carried over and expanded from Action 1.4(b) in relation to monitoring training of recruitment panel members	P6.10 P7.5
Funders must:									
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	N/A							P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	N/A							New
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions	N/A							P6.6
Managers of researchers must:									
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	*Addressed in Actions 1 and 2 in ECI4; both actions include mechanisms to ensure and monitor manager of researcher participation in relevant development opportunities with an emphasis on traditional training as well as more applied discussions related to managers' work practice on equality, diversity and inclusion:* Action 1: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECI5, ECM2, ECM3, ECR2, ECR4, EI1) Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECI5, ECM2, ECM3, ECM4, EI1, EI4)	Action 1: i) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. ii) Regular, recurring online training relating to Research Culture is in place and being monitored. iii) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resourceshas been launched. iv) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. vii) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers). Action 2: viii) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. ix) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. x) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management.	Oct 2023 Oct 2023	OSDU (ECD), E&D Team (SM), RKES (HY) OSDU (ECD), E&D Team (SM), RCDSG			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	*Addressed in Actions 1 and 2 in ECI4; the proposed actions ensure that managers of researchers participate in relevant training and are aware of expectations on them with regard to research integrity and professional conduct:* Action 1: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECI5, ECM1, ECM3, ECR2, ECR4, EI1) Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECI5, ECM1, ECM3, ECM4, EI1, EI4)	Action 1: i) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. ii) Regular, recurring online training relating to Research Culture is in place and being monitored. iii) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resourceshas been launched. iv) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. vii) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers). Action 2: viii) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. ix) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. x) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management.	Oct 2023 Oct 2023	OSDU (ECD), E&D Team (SM), RKES (HY) OSDU (ECD), E&D Team (SM), RCDSG			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	New
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	*Addressed in Actions 1 and 2 in ECI3 and ECI4; the proposed actions ensure that managers of researchers are, through training, aware of relevant mechanisms / processes as well as the expectations on them in relation to health and wellbeing, discrimination, bullying and harassment and research misconduct:* Action 1: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECI3, ECM4, ECR3, EI3, EI5) Action 2: Enhance access to and awareness of support mechanisms for staff with Research Culture related concerns (also ECI3, ECR4) Action 3: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECI5, ECM1, ECM2, ECR2, ECR4, EI1) Action 4: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECI5, ECM1, ECM2, ECM4, EI1, EI4)	Action 1: i) The inclusivity of policies around health and wellbeing (incl. workload) for Researchers is reviewed and Researcher involvement in the development of new wellbeing provision is ensured. ii) Resources and support for Wellbeing and Mental Health are integrated within staff development training courses and programmes. iii) There is at least 70% positive perception on mental health and wellbeing as returned in future CEDARS surveys. Action 2: iv) The Dignity and Respect Advisor network of trained, informal contact persons in Departments/Schools has been reviewed. v) Processes for Report and Support and other reporting routes for Research Culture related issues for staff as well as their awareness have been reviewed and revised as appropriate. vi) At least 70% of Researcher and Manager respondents are aware, comfortable and trust reporting mechanisms for Discrimination, Bullying & Harassment and Research Integrity as returned in future CEDARS surveys. vii) Responses by majority and minority groups (in gender, sexual orientation) around Research Culture are monitored in CEDARS surveys. Action 3: vii) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. ix) Regular, recurring online training relating to Research Culture is in place and being monitored. x) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resourceshas been launched. xi) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. xii) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers). Action 4: xiii) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. xiv) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. xv) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management.	Jun 2023 Jun 2023 Oct 2023 Oct 2023	OSDU (ECD), RDCSG, OSHAW HR(MLH), E&D Team (SM), Report & Support (IM) OSDU (ECD), E&D Team (SM), RKES (HY) OSDU (ECD), E&D Team (SM), RCDSG			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	P6.9

Ref	Concordat Principle	Proposed Actions	Success Measures	Timescale	Responsibility			Carried Over	Priority
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	*Addressed in Action 1 in ECI3, Action 2 in ECI4 as well as Actions 1 to 3 in EI4; all actions support improved training provision for managers of researchers (as well as staff in general) on aspects of health and wellbeing, line and project management, thus creating an increased understanding of aspects such as flexible working:* Action 1: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECI3, ECM3, ECR3, EI3, EI5) Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECI5, ECM1, ECM2, ECM3, EI1, EI4) Action 3: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, EI4, EI5, EM1, EM2, EM3, EM4, PCDM5) Action 4: Implement research-focused induction activities for Managers of Researchers (also EI4, EI5, EM1, EM2, EM3, EM4, PCDM5) Action 5: Enhance peer-learning and networking activities for Managers of Researchers (also EI4, EI5, EM1, EM2, EM3, EM4, PCDM5)	Action 1: i) The inclusivity of policies around health and wellbeing (incl. workload) for Researchers is reviewed and Researcher involvement in the development of new wellbeing provision is ensured. ii) Resources and support for Wellbeing and Mental Health are integrated within staff development training courses and programmes. iii) There is at least 70% positive perception on mental health and wellbeing as returned in future CEDARS surveys. Action 2: iv) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. v) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. vi) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management. Action 3: vii) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed viii) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. ix) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. x) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. xi) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. Action 4: xii) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. xiii) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. Action 5: xiv) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Jun 2023 Oct 2023 Oct 2023 Jan 2023 Jun 2022	OSDU (ECD), RDCSG, OSHAW OSDU (ECD), E&D Team (SM), RCDSG OSDU (ECD), RDCSG OSDU (ECD) OSDU (ECD/MW)			No	New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Managers of Researchers with Institutional Policy Development and Decision-Making (also ECR5, EI7, EM5, ER4) Action 2: Enhance Researcher and Manager of Researcher engagement opportunities and representation opportunities within Faculties, Departments and Schools (also ECR5, EI7, EM5, ER4) Action 3: Develop approaches to recognise roles of staff across the institution in delivering Concordat obligations (also ECR5, EI7, EM5, ER4)	Action 1: i) A forum targeted at early- and mid-career academics has been implemented; its effectiveness as well as staff awareness are monitored regularly. ii) Resources and provision to support staff taking on new committee roles has been developed and their effectiveness is monitored regularly. iii) Resources and mechanisms have been developed to inform staff of the University's committee structure and communicate opportunities for engagement. iv) At least 85% of Researcher respondents and 65% of Manager respondents are aware of the Researchers' Group as returned in future CEDARS surveys. Action 2: v) Faculty-level Researchers' Groups have been set up for all four Faculties. vi) Official routes for Researchers and Managers to engage in Department/School decision-making are set up and communicated for each Department/School. Action 3: vii) Staff contributions through roles on committees are recognised and staff remain able to contribute. All: viii) At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2021 national results: 8% for Researchers).	Jun 2023 Jan 2023 Oct 2022 Jun 2023	OSDU (ECD) OSDU (ECD/MW) RDCSG			No	New
Researchers must:									
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	*Addressed in Action 2 in ECI2; while existing policies already encourage staff to contribute positively towards research culture, the proposed action aims to create further opportunities to develop and embed good practices:* Action 1: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to encourage a positive Research Culture (also ECI2, ECR2)	Action 1: iii) Working groups and RD Concordat/Researcher representation have been put in place with aligned initiatives represented to develop specific approaches. iv) Specific actions, monitoring processes and further success measures have been defined to implement approaches for encouraging and embedding positive Research Culture as appropriate.	Oct 2022	RDCSG				New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	*Addressed in Actions 1 and 2 in ECI2 as well as Action 1 in ECI4; the combination of these proposed actions will ensure that researchers have received meaningful training on research integrity, equality, diversity and inclusion and that they are aware of the institution's expectations, resources and support mechanisms:* Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR3, ECR4, EI2, EM2, ER1, ER2) Action 2: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to encourage a positive Research Culture (also ECI2, ECR1) Action 3: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECI5, ECM1, ECM2, ECM3, ECR4, EI1)	Action 1: i) An Online Hub has been launched. ii) Online Hub content is reviewed annually. Action 2: iii) Working groups and RD Concordat/Researcher representation have been put in place with aligned initiatives represented to develop specific approaches. iv) Specific actions, monitoring processes and further success measures have been defined to implement approaches for encouraging and embedding positive Research Culture as appropriate. Action 3: v) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. vi) Regular, recurring online training relating to Research Culture is in place and being monitored. vii) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resources has been launched. viii) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. ix) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers).	Jan 2024 Oct 2022 Oct 2023	OSDU (ECD) RDCSG OSDU (ECD), E&D Team (SM), RKES (HY)			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	P5.3
ECR3	Take positive action towards maintaining their wellbeing and mental health	*Addressed in Action 1 in ECI2 and Action 1 in ECI3; the proposed actions will ensure that researchers are aware of the importance of their wellbeing and mental health and know about existing resources to support them:* Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR2, ECR4, EI2, EM2, ER1, ER2) Action 2: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECI3, ECM3, ECM4, EI3, EI5)	Action 1: i) An Online Hub has been launched. ii) Online Hub content is reviewed annually. Action 2: iii) The inclusivity of policies around health and wellbeing (incl. workload) for Researchers is reviewed and Researcher involvement in the development of new wellbeing provision is ensured. iv) Resources and support for Wellbeing and Mental Health are integrated within staff development training courses and programmes. v) There is at least 70% positive perception on mental health and wellbeing as returned in future CEDARS surveys.	Jan 2024 Jun 2023	OSDU (ECD) OSDU (ECD), RDCSG, OSHAW			No	New
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	*Addressed in Action 1 in ECI2, Action 2 in ECI3 and Action 1 in ECI4; the combination of these proposed actions will ensure that researchers are aware of expected standards of behaviour as well as available reporting and support mechanisms:* Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR2, ECR3, EI2, EM2, ER1, ER2) Action 2: Enhance access to and awareness of support mechanisms for staff with Research Culture related concerns (also ECI3, ECM3) Action 3: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECI5, ECM1, ECM2, ECM3, ECR2, EI1)	Action 1: i) An Online Hub has been launched. ii) Online Hub content is reviewed annually. Action 2: iii) The Dignity and Respect Advisor network of trained, informal contact persons in Departments/Schools has been reviewed. iv) Processes for Report and Support and other reporting routes for Research Culture related issues for staff as well as their awareness have been reviewed and revised as appropriate. v) At least 70% of Researcher and Manager respondents are aware, comfortable and trust reporting mechanisms for Discrimination, Bullying & Harassment and Research Integrity as returned in future CEDARS surveys. vi) Responses by majority and minority groups (in gender, sexual orientation) around Research Culture are monitored in CEDARS surveys. Action 3: vii) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. viii) Regular, recurring online training relating to Research Culture is in place and being monitored. ix) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resources has been launched. x) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. xi) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers).	Jan 2024 Jun 2023 Oct 2023	OSDU (ECD) HR(MLH), E&D Team (SM), Report & Support (IM) OSDU (ECD), E&D Team (SM), RKES (HY)			Yes, partly carried over and expanded from Action 5.1(a) in relation to research integrity training	P6.9

University of Strathclyde Glasgow — HR EXCELLENCE IN RESEARCH

Ref	Description	Actions	Success Measures	Date	Responsible		No	Ref
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	*Addressed in Actions 1 to 3 in ECM5; the proposed actions support both researchers and managers of researchers to be more aware and engaged in policy and decision-making around environment and culture:* Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Managers of Researchers with Institutional Policy Development and Decision-Making (also ECM5, EI7, EM5, ER4) Action 2: Enhance Researcher and Manager of Researcher engagement and representation opportunities within Faculties, Departments and Schools (also ECM5, EI7, EM5, ER4) Action 3: Develop approaches to recognise roles of staff across the institution in delivering Concordat obligations (also ECM5, EI7, EM5, ER4)	Action 1: i) A forum targeted at early- and mid-career academics has been implemented; its effectiveness as well as staff awareness is monitored regularly. ii) Resources and provision to support staff taking on new committee roles has been developed and their effectiveness is monitored regularly. iii) Resources and mechanisms have been developed to inform staff of the University's committee structure and communicate opportunities for engagement. iv) At least 85% of Researchers and 50% of Managers are aware of the Researchers' Group as returned in future CEDARS surveys. Action 2: v) Faculty-level Researchers' Groups have been set up for all four Faculties. vi) Official routes for Researcher and Manager respondents to engage in Department/School decision-making are set up and communicated for each Department/School. Action 3: vii) Staff contributions through roles on committees are recognised and staff remain able to contribute. All: viii) At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2021 national results: 8% for Researchers).	Jun 2023 Jan 2023 Oct 2022 Jun 2023	OSDU (ECD) OSDU (ECD/MW) RDCSG		No	P3.13
Employment								
Institutions must:								
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	*Addressed in Actions 1 and 2 in ECI4 as well as Action 1 in ECI6; research culture training, monitoring and reporting will include the context of recruitment; current practices are already perceived very positively, but we will also continue to monitor this:* Action 1: Embed meaningful, discursive engagement with Research Culture Training (on Equality, Diversity & Inclusion, Bullying & Harassment, Research Integrity) across the institution at induction and on an ongoing basis (also ECI4, ECI5, ECM1, ECM2, ECM3, ECR2, ECR4) Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECI5, ECM1, ECM2, ECM3, ECM4, EI4) Action 3: Enhance understanding of issues, stakeholder needs and effectiveness of support through monitoring and reporting on Research Culture (also ECI6)	i) Perceptions of recruitment practices, as returned in future CEDARS surveys, remain at current levels or above (2021 results - recruitment as fair: 87% for Researchers, 95% for Managers; recruitment as inclusive: 78% for Researchers, 85% for Managers; recruitment as transparent: 81% for Researchers, 80% for Managers; recruitment as merit-based: 82% for Researchers, 96% for Managers). Action 1: i) Relevant policies have been developed / amended and communicated to ensure that all staff participate in regular relevant training. ii) Regular, recurring online training relating to Research Culture is in place and being monitored. iii) A pilot programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resources has been launched. iv) Resources for guidance, support and monitoring processes for how to integrate Concordat Principles into funding proposals has been put in place and is being monitored regularly. v) At least 75% of Researcher and Manager respondents have undertaken ED&I and Research Integrity training as returned in future CEDARS surveys (2021 national results - ED&I: 58% for Researchers, 74% for Managers; 2021 national results - Research Integrity: 44% for Researchers, 55% for Managers). Action 2: vi) A dedicated 'manager' section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers. vii) Research Culture and Career Development training have been embedded and aligned within line and project management training; this is monitored regularly. viii) Specific actions, monitoring processes and success measures have been defined to further develop mechanisms to champion and embed excellent people management. Action 3: ix) Appropriate and effective reporting mechanisms and routes have been put in place and are reviewed biennially. x) Departmental / Faculty / University-level data collection and reporting routes on potentially systemic inequality challenges have been set up and data is compared with national data wherever possible.	Jan 2024 Oct 2023 Oct 2023 Jan 2023	OSDU (ECD), E&D Team (SM), RKES (HY) OSDU (ECD), E&D Team (SM), RCDSG RDCSG, OSDU (ECD), E&D Team (SM), RKES (HY)		No	P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia (also PCDI4, PCDI5) *Also addressed in Action 1 in ECI2; the Online Hub will underpin induction processes and will provide researchers with a one-stop reference point for relevant policies, practices and other information to come back to as they settle into their roles:* Action 2: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR2, ECR3, ECR4, EM2, ER1, ER2)	Action 1: i) Enhanced induction resources for international staff are in place as part of online and face-to-face induction and are being maintained regularly. Action 2: i) An Online Hub has been launched. ii) Online Hub content is reviewed annually.	Jun 2022 Jan 2024	OSDU (ECD/MW) OSDU (ECD)		No	P3.6
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	Action 1: Seek to improve job security for Researchers (also EI5, EI6, EM3) Action 2: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECI3, EI5)	Action 1: i) Enhanced guidance resources for Researchers and Line Managers around promotion processes have been developed and communicated. ii) At least 60% of Researcher respondents find promotion processes clear and perceive them as fair (based on the average of multiple CEDARS components relating to views on promotion processes), as returned in future CEDARS surveys. Action 2: iii) Wellbeing and Mental Health support is maintained, enhanced as appropriate and communicated to staff.	Jun 2023 Oct 2023	OSDU (ECD), HR (MLH) HR (MLH), OSHAW		No	P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Action 1: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM4, EI5, EM1, EM2, EM3, EM4, PCDM5) Action 2: Implement research-focused induction activities for Managers of Researchers (also ECM4, EI5, EM1, EM2, EM3, EM4, PCDM5) Action 3: Enhance peer-learning and networking activities for Managers of Researchers (also ECM4, EI5, EM1, EM2, EM3, EM4, PCDM5)	Action 1: i) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed ii) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. iii) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. iv) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. v) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. Action 2: vi) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. vii) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. Action 3: viii) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Oct 2023 Jan 2023 Jun 2022	OSDU (ECD), RDCSG OSDU (ECD) OSDU (ECD/MW)		No	P2.3
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	*Addressed in Action 1 in ECI3, Actions 1 and 2 in EI3 as well as Actions 1 to 3 in EI4; the proposed actions address workload expectations and recognition of work contributions, promotion processes as well as support for better people management in general; annual appraisals are already in place at Strathclyde and are being reviewed in the context of Action 1 in EM4 and Action 1 in PCDI1:* Action 1: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECI3, ECM3, ECM4, ECR3, EI3) Action 2: Seek to improve job security for Researchers (also EI3, EI6, EM3) Action 3: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload (also ECI3, EI3) Action 4: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM4, EI4, EM1, EM2, EM3, EM4, PCDM5) Action 5: Implement research-focused induction activities for Managers of Researchers (also ECM4, EI4, EM1, EM2, EM3, EM4, PCDM5) Action 6: Enhance peer-learning and networking activities for Managers of Researchers (also ECM4, EI4, EM1, EM2, EM3, EM4, PCDM5)	Action 1: i) The inclusivity of policies around health and wellbeing (incl. workload) for Researchers is reviewed and Researcher involvement in the development of new wellbeing provision is ensured. ii) Resources and support for Wellbeing and Mental Health are integrated within staff development training courses and programmes. iii) There is at least 70% positive perception on mental health and wellbeing as returned in future CEDARS surveys. Action 2: iv) Enhanced guidance resources for Researchers and Line Managers around promotion processes have been developed and communicated. v) At least 60% of Researcher respondents find promotion processes clear and perceive them as fair (based on the average of multiple CEDARS components relating to views on promotion processes), as returned in future CEDARS surveys. Action 3: vi) Wellbeing and Mental Health support is maintained, enhanced as appropriate and communicated to staff. Action 4: vii) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed viii) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. ix) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. x) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. xi) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. Action 5: xii) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. xiii) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. Action 6: xiv) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Jun 2023 Jun 2023 Oct 2023 Oct 2023 Jan 2023 Jun 2022	OSDU (ECD), RDCSG, OSHAW OSDU (ECD), HR(MLH) HR (MLH), OSHAW OSDU (ECD), RDCSG OSDU (ECD) OSDU (ECD/MW)			P2.6 P6.3 P6.4

Code	Description	Action	Details	Date	Responsible			Notes	Ref
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	Action 1: Seek to improve job security for Researchers (also EI3)	Action 1: i) A review of Strathclyde's use of fixed-term contracts has been completed and specific actions and success measures defined based on this. ii) Monitoring and reporting on numbers and proportion of researchers on fixed-term contracts are in place with the aim to achieve year-on-year reduction in % of fixed-term staff with more than three years' service. iii) A year-on-year reduction in the percentage of fixed term staff who have more than three years' service is achieved. iv) Resources providing guidance for managers of researchers on the use of fixed-term contracts have been put in place and effectiveness and staff awareness are monitored. v) Online resources and training provision have been put in place for Strathclyde research staff members applying for Chancellor's Fellowships. vi) A review of end-of-contract support for Researchers, including redeployment policy and processes, and communication strategies, has been completed and specific actions and success measures defined based on this. vii) At least 40% of Researcher and Manager respondents are aware of redundancy and redeployment processes as returned in future CEDARS surveys (2021 national results: 25% for Researchers, 25% for Managers). viii) A baseline of Researcher numbers using the redeployment portal has been established to allow future targets to be defined. ix) A review of existing methods to record staff career destinations has been completed and specific actions and success measures defined based on this.	Jan 2024	HR (GS), OSDU (ECD)			Yes, partly carried over and expanded from Action 1.3(d) on fixed-term contracts, taking into account further University-internal developments; the new action also partly builds on Action 2.2(d) on staff exit survey monitoring as a way to track career destinations	P1.3 P2.1 P2.2
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	*Addressed in Actions 1 to 3 in ECM5; the proposed actions support researchers and managers of researchers to be more aware of existing policy and decision-making formats, while also providing additional more formal opportunities for engagement:* Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Managers of Researchers with Institutional Policy Development and Decision-Making (also ECM5, ECR5, EM5, ER4) Action 2: Enhance Researcher and Manager of Researcher engagement and representation opportunities within Faculties, Departments and Schools (also ECM5, ECR5, EM5, ER4) Action 3: Develop approaches to recognise roles of staff across the institution in delivering Concordat obligations (also ECM5, ECR5, EM5, ER4)	Action 1: i) A forum targeted at early- and mid-career academics has been implemented; its effectiveness as well as staff awareness are monitored regularly. ii) Resources and provision to support staff taking on new committee roles has been developed and their effectiveness is monitored regularly. iii) Resources and mechanisms have been developed to inform staff of the University's committee structure and communicate opportunities for engagement. iv) At least 85% of Researcher respondents and 65% of Manager respondents are aware of the Researchers' Group as returned in future CEDARS surveys. Action 2: v) Faculty-level Researchers' Groups have been set up for all four Faculties. vi) Official routes for Researcher and Manager respondents to engage in Department/School decision-making are set up and communicated for each Department/School. Action 3: vii) Staff contributions through roles on committees are recognised and staff remain able to contribute. All: viii) At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2021 national results: 8% for Researchers).	Jun 2023 Jan 2023 Oct 2022 Jun 2023	OSDU (ECD) OSDU (ECD/MW) RDCSG			No	P3.13
Funders must:									
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	N/A							P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	N/A							New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	N/A							P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	N/A							New
Managers of researchers must:									
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	*Addressed in Actions 1 to 3 in EI4; the proposed actions ensure that various training and development formats are available for managers of researchers:* Action 1: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM4, EI4, EI5, EM2, EM3, EM4, PCDM5) Action 2: Implement research-focused induction activities for Managers of Researchers (also ECM4, EI4, EI5, EM2, EM3, EM4, PCDM5) Action 3: Enhance peer-learning and networking activities for Managers of Researchers (also ECM4, EI4, EI5, EM2, EM3, EM4, PCDM5)	Action 1: i) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed ii) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. iii) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. iv) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. v) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. Action 2: vi) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. vii) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. Action 3: viii) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Oct 2023 Jan 2023 Jun 2022	OSDU (ECD), RDCSG (WJK) OSDU (ECD) OSDU (ECD/MW)			No	P2.3
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	*Addressed in Action 1 in ECI2 as well as Actions 1 to 3 in EI4; the foreseen training for managers of researchers will address their responsibilities within legislation, policy and other documentation; the proposed Online Hub will further support access to relevant online documentation and guidance to ensure that managers can refresh their knowledge easily:* Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR2, ECR3, ECR4, EI2, ER1, ER2) Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM4, EI4, EI5, EM1, EM3, EM4, PCDM5) Action 3: Implement research-focused induction activities for Managers of Researchers (also ECM4, EI4, EI5, EM1, EM3, EM4, PCDM5) Action 4: Enhance peer-learning and networking activities for Managers of Researchers (also ECM4, EI4, EI5, EM1, EM3, EM4, PCDM5)	Action 1: i) An Online Hub has been launched. ii) Online Hub content is reviewed annually. Action 2: iii) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed iv) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. v) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. vi) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. vii) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. Action 3: viii) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. ix) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. Action 4: x) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Jan 2024 Oct 2023 Jan 2023 Jun 2022	OSDU (ECD) OSDU (ECD), RDCSG (WJK) OSDU (ECD) OSDU (ECD/MW)			No	P2.2

University of Strathclyde Glasgow — HR EXCELLENCE IN RESEARCH

Ref	Description	Addressed in / Actions	Success measures	Date	Responsible			No/Yes	Priority
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	*Addressed in Action 1 in EI3 and Actions 1 to 3 in EI4; the proposed actions include guidance for managers on promotion and other duties they have as people managers:* Action 1: Seek to improve job security for Researchers (also EI3, EI5, EI6) Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM4, EI4, EI5, EM1, EM2, EM4, PCDM5) Action 3: Implement research-focused induction activities for Managers of Researchers (also ECM4, EI4, EI5, EM1, EM2, EM4, PCDM5) Action 4: Enhance peer-learning and networking activities for Managers of Researchers (also ECM4, EI4, EI5, EM1, EM2, EM4, PCDM5)	**Action 1:** i) Enhanced guidance resources for Researchers and Line Managers around promotion processes have been developed and communicated. ii) At least 50% of Researchers find promotion processes clear and perceive them as fair (based on the average of multiple CEDARS components relating to views on promotion processes), as returned in future CEDARS surveys. **Action 2:** iii) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed iv) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. v) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. vi) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. vii) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. **Action 3:** viii) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. ix) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. **Action 4:** x) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Jun 2023 Oct 2023 Jan 2023 Jun 2022	OSDU (ECD), HR(MLH) OSDU (ECD), RDCSG (WJK) OSDU (ECD) OSDU (ECD/MW)			No	P6.3
EM4	Actively engage in regular constructive performance management with their researchers	Action 1: Embed 10 days development time per year in addition to time for developing research identity and leadership skills within Institutional Policy and practice, alongside the development of supporting guidance and resources for Researchers and their Managers (also ER3, PCDI1) *Also addressed in Actions 1 to 3 in EI4; the proposed training, guidance and support for Managers with regard to their people management duties will include, among others, the topic of performance management:* Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics (also ECI4, ECM4, EI4, EI5, EM1, EM2, EM3, PCDM5) Action 3: Implement research-focused induction activities for Managers of Researchers (also ECM4, EI4, EI5, EM1, EM2, EM3, PCDM5) Action 4: Enhance peer-learning and networking activities for Managers of Researchers (also ECM4, EI4, EI5, EM1, EM2, EM3, PCDM5)	**Action 1:** i) Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate. ii) At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions), as returned in future CEDARS surveys. **Action 2:** iii) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed iv) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. v) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. vi) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. vii) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. **Action 3:** viii) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. ix) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. **Action 4:** x) Peer-learning networks have been launched through the SPIRAL programme and are being monitored.	Jun 2023 Oct 2023 Jan 2023 Jun 2022	RDCSG, OSDU (ECD) OSDU (ECD), RDCSG (WJK) OSDU (ECD) OSDU (ECD/MW)			No	P2.3
EM5	Engage with opportunities to contribute to relevant policy development within their institution	*Addressed in Actions 1 to 3 in ECM5; the proposed actions support managers to be more aware and engaged in policy and decision-making around environment and culture:* Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Managers of Researchers with Institutional Policy Development and Decision-Making (also ECM5, ECR5, EI7, ER4) Action 2: Enhance Researcher and Manager of Researcher engagement and representation opportunities within Faculties, Departments and Schools (also ECM5, ECR5, EI7, ER4) Action 3: Develop approaches to recognise roles of staff across the institution in delivering Concordat obligations (also ECM5, ECR5, EI7, ER4)	**Action 1:** i) A forum targeted at early- and mid-career academics has been implemented; its effectiveness as well as staff awareness are monitored regularly. ii) Resources and provision to support staff taking on new committee roles has been developed and their effectiveness is monitored regularly. iii) Resources and mechanisms have been developed to inform staff of the University's committee structure and communicate opportunities for engagement. iv) At least 85% of Researcher respondents and 65% of Manager respondents are aware of the Researchers' Group as returned in future CEDARS surveys. **Action 2:** v) Faculty-level Researchers' Groups have been set up for all four Faculties. vi) Official routes for Researcher and Manager respondents to engage in Department/School decision-making are set up and communicated for each Department/School. **Action 3:** vii) Staff contributions through roles on committees are recognised and staff remain able to contribute. **All:** viii) At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2021 national results: 8% for Researchers).	Jun 2023 Jan 2023 Oct 2022 Jun 2023	OSDU (ECD) OSDU (ECD/MW) RDCSG			No	New
Researchers must:									
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	*Addressed in Action 1 in ECI2; mechanisms for informing researchers of their responsibilities within legislation, policies and other documentation already exist, for example through research staff induction, but will be supported further through the proposed Online Hub as a one-stop reference point:* Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR2, ECR3, ECR4, EI2, EM2, ER2)	**Action 1:** i) An Online Hub has been launched. ii) Online Hub content is reviewed annually.	Jan 2024	OSDU (ECD)			No	New
ER2	Understand their reporting obligations and responsibilities	*Addressed in Action 1 in ECI2; mechanisms for informing researchers of their obligations and wider responsibilities already exist, for example through research staff induction, but will be supported further through the proposed Online Hub as a one-stop reference point:* Action 1: Develop and manage an Online Hub to provide a single online destination for all aspects of Researcher Development and Research Culture which can be used to underpin all related development and induction activities (also ECI2, ECR2, ECR3, ECR4, EI2, EM2, ER1)	**Action 1:** i) An Online Hub has been launched. ii) Online Hub content is reviewed annually.	Jan 2024	OSDU (ECD)			No	New
ER3	Positively engage with performance management discussions and reviews with their managers	*Addressed in Action 1 in EM4; the proposed review of the current ADR process will support researchers in more positively engaging with performance management discussions:* Action 1: Embed 10 days development time per year in addition to time for developing research identity and leadership skills within Institutional Policy and practice, alongside the development of supporting guidance and resources for Researchers and their Managers (also EM4, PCDI1)	**Action 1:** i) Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate. ii) At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions), as returned in future CEDARS surveys.	Jun 2023	RDCSG, OSDU (ECD)			No	P5.6
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	*Addressed in Actions 1 to 3 in ECM5; through increasing opportunities for engaging in institutional policy and decision-making as well as awareness around it, researchers will be supported to see themselves more as key stakeholders in a position to shape and improve their professional environments:* Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Managers of Researchers with Institutional Policy Development and Decision-Making (also ECM5, ECR5, EI7, EM5) Action 2: Enhance Researcher and Manager of Researcher engagement and representation opportunities within Faculties, Departments and Schools (also ECM5, ECR5, EI7, EM5) Action 3: Develop approaches to recognise roles of staff across the institution in delivering Concordat obligations (also ECM5, ECR5, EI7, EM5)	**Action 1:** i) A forum targeted at early- and mid-career academics has been implemented; its effectiveness as well as staff awareness are monitored regularly. ii) Resources and provision to support staff taking on new committee roles has been developed and their effectiveness is monitored regularly. iii) Resources and mechanisms have been developed to inform staff of the University's committee structure and communicate opportunities for engagement. iv) At least 85% of Researcher respondents and 65% of Manager respondents are aware of the Researchers' Group as returned in future CEDARS surveys. **Action 2:** v) Faculty-level Researchers' Groups have been set up for all four Faculties. vi) Official routes for Researcher and Manager respondents to engage in Department/School decision-making are set up and communicated for each Department/School. **Action 3:** vii) Staff contributions through roles on committees are recognised and staff remain able to contribute. **All:** viii) At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2021 national results: 8% for Researchers).	Jun 2023 Jan 2023 Oct 2022 Jun 2023	OSDU (ECD) OSDU (ECD/MW) RDCSG			No	P5.2
Professional and Career Development									
Institutions must:									

University of Strathclyde Glasgow — HR EXCELLENCE IN RESEARCH

Code	Description	Action	Action detail / Success measures	Date	Responsibility			Carried over	Principles
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Action 1: Embed 10 days development time per year in addition to time for developing research identity and leadership skills within Institutional Policy and practice, alongside the development of supporting guidance and resources for Researchers and their Managers (also EM4, PCDI4, PCDM3, PCDR1)	Action 1: i) A policy for Researcher development time has been developed, published and communicated. ii) A resource pack for Researcher and Manager respondents to understand the scope of available development activities and make effective use of their development time has been published online and communicated; it is also maintained regularly. iii) Guidance and monitoring processes for Managers of Researchers to include Researchers' development time into research costings are in place. iv) Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate. v) At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions), as returned in future CEDARS surveys. vi) At least 50% of Researcher respondents indicate 10 days or more development time spent per year (pro rata) as returned in future CEDARS surveys (2021 national results: 15%). vii) At least 50% of Manager of Researchers respondents feel that their contributions as staff managers are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.	Jun 2023	OSDU (ECD), RKES (LV), RDCSG			No	P3.1 P3.3 P5.5
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Action 1: Implement a Career Development Review process for all Researchers, alongside the development of supporting practices, guidance and additional resources (also PCDM1, PCDR3, PCDR4)	Action 1: i) A structured process for Career Development Reviews has been launched and is being monitored to define a baseline and reported on regularly. ii) Resources to support Career Development Reviews including Development Needs Analysis, guidance for Reviewers and additional career progression support through coaching or mentoring have been put in place.	Jun 2023	RDCSG			No	P3.10
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Action 1: Provide access to Professional Careers Advice for all Researchers (also PCDR3)	Action 1: i) Researchers have access to professional careers advice and researcher engagement is monitored to establish a baseline.	Jun 2023	RDCSG			No	P3.1
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia (also EI2, PCDI5, PCDM4, PCDR5) *Also addressed in Action 1 in PCDI1; the proposed action supports researcher opportunities to develop their research identity and leadership skills in addition to more general professional development:* Action 2: Embed 10 days development time per year in addition to time for developing research identity and leadership skills within Institutional Policy and practice, alongside the development of supporting guidance and resources for Researchers and their Managers (also EM4, PCDI1, PCDM3, PCDR1)	Action 1: i) Enhanced online resources and training provision on fellowship / grant writing is in place for Researchers and effectiveness as well as staff awareness are monitored. ii) Approaches to enhance engagement and performance of researchers within fellowship / grant writing endeavours have been investigated and specific actions and success measures defined based on this as appropriate. Action 2: iii) A policy for Researcher development time has been developed, published and communicated. iv) A resource pack for Researcher and Manager respondents to understand the scope of available development activities and make effective use of their development time has been published online and communicated; it is also maintained regularly. v) Guidance and monitoring processes for Managers of Researchers to include Researchers' development time into research costings are in place. vi) Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate. vii) At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions), as returned in future CEDARS surveys. viii) At least 50% of Researcher respondents indicate 10 days or more development time spent per year (pro rata) as returned in future CEDARS surveys (2021 national results: 15%). ix) At least 60% of Manager of Researchers respondents feel that their contributions as staff managers are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.	Oct 2023 Jun 2023	OSDU (ECDMW), RKES (LV), RDCSG OSDU (ECD), RKES (LV), RDCSG			Yes, partly carried over and expanded from Action 2.6(b) on funding & fellowship opportunities	P3.11 P3.14
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia (also EI2, PCDI4, PCDM2, PCDM5, PCDR2, PCDR3, PCDR6)	Action 1: i) Online career management resources are in place for Researchers and Managers and are maintained regularly. ii) Resources and training provision are made available to Researchers and Managers to support external collaborations and awareness of careers outside of academia through seminar series, peer-learning/networking opportunities and expansion of the mentoring scheme. iii) Approaches to better communicate the value of Researchers leaving academia to Managers of Researchers, e.g. as part of Manager training, have been investigated and specific actions and success measures defined based on this as appropriate.	Mar 2023	OSDU (ECD/MW), RDCSG			Yes, partly carried over and expanded from Action 5.2(d) on CPD opportunities in relation to Knowledge Exchange	P3.2 P3.4
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	*Addressed in Action 2 in ECI6; the monitoring and reporting foreseen in the context of the Concordat as well as the HR Excellence in Research Award process will include engagement with professional and career development activities:* Action 1: Develop data gathering and monitoring procedures for implementation and progress of the Concordat, including retention of the EU HR Excellence in Research Award (also ECI6)	Action 1: iii) A reporting structure for CEDARS is in place, covering relevant stakeholders; it is reviewed biennially. iv) Participation incentives are implemented in CEDARS to improve survey participation. v) Review processes to retain Strathclyde's EU HR Excellence in Research Award are in place and the award is retained at the 2- and 4-year review points under the revised Concordat.	Jan 2024	OSDU (ECD), E&D Team (SM), HR (MLH)			No	New
Funders must:									
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning	N/A							P3.7 P3.9
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	N/A							New
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit	N/A							New
Managers of researchers must:									
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	*Addressed in Action 1 in PCDI2; the proposed Career Development Review process will include expectations and guidance for Managers:* Action 1: Implement a Career Development Review process for all Researchers, alongside the development of supporting practices, guidance and additional resources (also PCDI2, PCDR3, PCDR4)	Action 1: i) A structured process for Career Development Reviews has been launched and is being monitored to define a baseline and reported on regularly. ii) Resources to support Career Development Reviews including Development Needs Analysis, guidance for Reviewers and additional career progression support through coaching or mentoring have been put in place.	Jun 2023	RDCSG			No	P2.3
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	*Addressed in Action 1 in PCDI5; the proposed action will address Managers of Researchers as key stakeholders in supporting Researchers towards a diversity of careers:* Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia (also EI2, PCDI4, PCDI5, PCDM5, PCDR2, PCDR3, PCDR6)	Action 1: i) Online career management resources are in place for Researchers and Managers and are maintained regularly. ii) Resources and training provision are made available to Researchers and Managers to support external collaborations and awareness of careers outside of academia through seminar series, peer-learning/networking opportunities and expansion of the mentoring scheme. iii) Approaches to better communicate the value of Researchers leaving academia to Managers of Researchers, e.g. as part of Manager training, have been investigated and specific actions and success measures defined based on this as appropriate.	Mar 2023	OSDU (ECD/MW), RDCSG			Yes, partly carried over and expanded from Action 5.2(d) on CPD opportunities in relation to Knowledge Exchange	P3.4 P3.8 P5.5

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Ref		Guidance	Success Measures	Date	Responsibility		Carried over	Ref	Status
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	*Addressed in Action 1 in PCDI1; guidance and expectations for Managers of Researchers to consider and support their Researchers' development time will be included in this proposed action:* *Action 1: Embed 10 days development time per year in addition to time for developing research identity and leadership skills within Institutional Policy and practice, alongside the development of supporting guidance and resources for Researchers and their Managers* *(also EM4, PCDI1, PCDR1)*	Action 1: i) A policy for Researcher development time has been developed, published and communicated. ii) A resource pack for Researcher and Manager respondents to understand the scope of available development activities and make effective use of their development time has been published online and communicated; it is also maintained regularly. iii) Guidance and monitoring processes for Managers of Researchers to include Researchers' development time into research costings are in place. iv) Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate. v) At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions), as returned in future CEDARS surveys. vi) At least 50% of Researcher respondents indicate 10 days or more development time spent per year (pro rata) as returned in future CEDARS surveys (2021 national results: 15%). vii) At least 60% of Manager of Researchers respondents feel that their contributions as staff managers are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.	Jun 2023	OSDU (ECD), RKES (LV), RDCSG		No		New
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	*Addressed in Action 1 in PCDI4; the proposed action will include a number of initiatives to support Researchers in developing their research identity and leadership skills; Managers will be included as stakeholders in these activities wherever possible:* *Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia* *(also EI2, PCDI4, PCDI5, PCDR5)*	Action 1: i) Enhanced online resources and training provision on fellowship / grant writing is in place for Researchers and effectiveness as well as staff awareness are monitored. ii) Approaches to enhance engagement and performance of researchers within fellowship / grant writing endeavours have been investigated and specific actions and success measures defined based on this as appropriate.	Oct 2023	OSDU (ECDMW), RKES (LV), RDCSG		Yes, partly carried over and expanded from Action 2.6(b) on funding & fellowship opportunities	P3.6 P3.9 P5.5	
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	*Addressed in Actions 1 to 3 in EI4 as well as Action 1 in PCDI5; the proposed actions will support Managers of Researchers through training as well as guidance in relation to professional development:* *Action 1: Identify mechanism(s) and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and Researcher Career Development topics* *(also ECI4, ECM4, EI4, EI5, EM1, EM2, EM3, EM4)* *Action 2: Implement research-focused induction activities for Managers of Researchers* *(also ECM4, EI4, EI5, EM1, EM2, EM3, EM4)* *Action 3: Enhance peer-learning and networking activities for Managers of Researchers* *(also ECM4, EI4, EI5, EM1, EM2, EM3, EM4)* *Action 4: Enhance Training and Development provision and resources for roles inside and outside of academia* *(also EI2, PCDI4, PCDI5, PCDM2, PCDR2, PCDR3, PCDR6)*	Action 1: i) A review of uptake and engagement with line and project management training among Managers of Researchers has been completed ii) Routes to deliver line and project management training have been investigated and relevant mechanisms, monitoring and reporting routes defined. iii) A dedicated 'manager' section within the induction checklist has been set up to highlight expectations associated with managers, is being maintained and monitored with regard to use and effectiveness. iv) Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place. v) Additional mechanisms to champion and embed excellent people management have been considered and specific actions, monitoring processes and success measures defined based on this. Action 2: vi) A review of current induction and probationary activities for Managers of Researchers has been completed and specific actions, monitoring processes and success measures defined based on this if appropriate. vii) A dedicated induction process for academic staff / managers of researchers has been put in place and communicated, including an induction checklist and induction event. Action 3: viii) Peer-learning networks have been launched through the SPIRAL programme and are being monitored. Action 4: ix) Online career management resources are in place for Researchers and Managers and are maintained regularly. x) Resources and training provision are made available to Researchers and Managers to support external collaborations and awareness of careers outside of academia through seminar series, peer-learning/networking opportunities and expansion of the mentoring scheme. xi) Approaches to better communicate the value of Researchers leaving academia to Managers of Researchers, e.g. as part of Manager training, have been investigated and specific actions and success measures defined based on this as appropriate.	Oct 2023 Jan 2023 Jun 2022 Mar 2023	OSDU (ECD), RDCSG (WJK) OSDU (ECD) OSDU (ECD/MW) OSDU (ECD/MW), RDCSG		No		New
Researchers must:									
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	*Addressed in Action 1 in PCDI1; the proposed action foresees to set up processes and policies as well as guidance and resources to support Researchers to take ownership of their professional development:* *Action 1: Embed 10 days development time per year in addition to time for developing research identity and leadership skills within Institutional Policy and practice, alongside the development of supporting guidance and resources for Researchers and their Managers* *(also EM4, PCDI1, PCDM3)*	Action 1: i) A policy for Researcher development time has been developed, published and communicated. ii) A resource pack for Researcher and Manager respondents to understand the scope of available development activities and make effective use of their development time has been published online and communicated; it is also maintained regularly. iii) Guidance and monitoring processes for Managers of Researchers to include Researchers' development time into research costings are in place. iv) Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate. v) At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions), as returned in future CEDARS surveys. vi) At least 50% of Researcher respondents indicate 10 days or more development time spent per year (pro rata) as returned in future CEDARS surveys (2021 national results: 15%). vii) At least 60% of Manager of Researchers respondents feel that their contributions as staff managers are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.	Jun 2023	OSDU (ECD), RKES (LV), RDCSG		No	P5.5	
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	*Addressed in Action 1 in PCDI5; a number of initiatives is foreseen to support Researchers in exploring a wide range of careers:* *Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia* *(also EI2, PCDI4, PCDI5, PCDM2, PCDM5, PCDR3, PCDR6)*	Action 1: i) Online career management resources are in place for Researchers and Managers and are maintained regularly. ii) Resources and training provision are made available to Researchers and Managers to support external collaborations and awareness of careers outside of academia through seminar series, peer-learning/networking opportunities and expansion of the mentoring scheme. iii) Approaches to better communicate the value of Researchers leaving academia to Managers of Researchers, e.g. as part of Manager training, have been investigated and specific actions and success measures defined based on this as appropriate.	Mar 2023	OSDU (ECD/MW), RDCSG		Yes, partly carried over and expanded from Action 5.2(d) on CPD opportunities in relation to Knowledge Exchange	P3.8	
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	*Addressed in Action 1 in PCDI2, Action 1 in PCDI3 as well as Action 1 in PCDI5; through the Career Development Review process, access to Professional Careers Advice and exposure to a wide range of career opportunities foreseen through the proposed actions, Researchers will have the opportunity and support to work effectively on their professional and career development:* *Action 1: Implement a Career Development Review process for all Researchers, alongside the development of supporting practices, guidance and additional resources* *(also PCDI2, PCDM1, PCDR4)* *Action 2: Provide access to Professional Careers Advice for all Researchers* *(also PCDI3)* *Action 3: Enhance Training and Development provision and resources for roles inside and outside of academia* *(also EI2, PCDI4, PCDI5, PCDM2, PCDM5, PCDR2, PCDR6)*	Action 1: i) A structured process for Career Development Reviews has been launched and is being monitored to define a baseline and reported on regularly. ii) Resources to support Career Development Reviews including Development Needs Analysis, guidance for Reviewers and additional career progression support through coaching or mentoring have been put in place. Action 2: iii) Researchers have access to professional careers advice and researcher engagement is monitored to establish a baseline. Action 3: iv) Online career management resources are in place for Researchers and Managers and are maintained regularly. v) Resources and training provision are made available to Researchers and Managers to support external collaborations and awareness of careers outside of academia through seminar series, peer-learning/networking opportunities and expansion of the mentoring scheme. vi) Approaches to better communicate the value of Researchers leaving academia to Managers of Researchers, e.g. as part of Manager training, have been investigated and specific actions and success measures defined based on this as appropriate.	Jun 2023 Jun 2023 Mar 2023	RDCSG RDCSG OSDU (ECD/MW), RDCSG		Yes, partly carried over and expanded from Action 5.2(d) on CPD opportunities in relation to Knowledge Exchange	P5.5	
PCDR4	Positively engage in career development reviews with their managers	*Addressed in Action 1 in PCDI2; in addition to Career Development Reviews themselves, guidance and resources will be provided to help Researchers and their Managers to better understand and appreciate the process:* *Action 1: Implement a Career Development Review process for all Researchers, alongside the development of supporting practices, guidance and additional resources* *(also PCDI2, PCDM1, PCDR3)*	Action 1: i) A structured process for Career Development Reviews has been launched and is being monitored to define a baseline and reported on regularly. ii) Resources to support Career Development Reviews including Development Needs Analysis, guidance for Reviewers and additional career progression support through coaching or mentoring have been put in place.	Jun 2023	RDCSG		No	P3.10	
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	*Addressed in Action 1 in PCDI4; through the proposed action a range of suitable activities will be added to the already existing portfolio of opportunities for Researchers to develop their research identity and leaderships skills:* *Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia* *(also EI2, PCDI4, PCDM4)*	Action 1: i) Enhanced online resources and training provision on fellowship / grant writing is in place for Researchers and effectiveness as well as staff awareness are monitored. ii) Approaches to enhance engagement and performance of researchers within fellowship / grant writing endeavours have been investigated and specific actions and success measures defined based on this as appropriate.	Oct 2023	OSDU (ECDMW), RKES (LV), RDCSG		Yes, partly carried over and expanded from Action 2.6(b) on funding & fellowship opportunities	P5.5	
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	*Addressed in Action 1 in PCDI5; through the proposed action a range of suitable activities will be added to the already existing portfolio of opportunities for Researchers to develop their awareness and experience of the wider research system:* *Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia* *(also EI2, PCDI4, PCDI5, PCDM2, PCDM5, PCDR2, PCDR3)*	Action 1: i) Online career management resources are in place for Researchers and Managers and are maintained regularly. ii) Resources and training provision are made available to Researchers and Managers to support external collaborations and awareness of careers outside of academia through seminar series, peer-learning/networking opportunities and expansion of the mentoring scheme. iii) Approaches to better communicate the value of Researchers leaving academia to Managers of Researchers, e.g. as part of Manager training, have been investigated and specific actions and success measures defined based on this as appropriate.	Mar 2023	OSDU (ECD/MW), RDCSG		Yes, partly carried over and expanded from Action 5.2(d) on CPD opportunities in relation to Knowledge Exchange	P5.2	

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

List of Acronyms

ADR	Accountability & Development Review (Strathclyde's annual appraisal process)
E&D Team	Equality and Diversity Team
HR	Human Resources
OSHAW	Organisational Safety, Health and Wellbeing
OSDU	Organisational and Staff Development Unit
RDCSG	Researcher Development Concordat Steering Group
Report&Support	Team managing the Report & Support Online Tool
RKES	Research and Knowledge Exchange Services

ECD	Dr Emma Compton-Daw
GS	Gordon Scott
HY	Dr Helen Young
IM	Ian McLellan
LV	Louise Virdee
MLH	Mari-Louise Hemming
MW	Dr Maria Weikum
SM	Dr Stephanie McKendry