

University of Strathclyde
EU HR Excellence in Research Eight to Ten Year Updated Action Plan
2019 – 2021



Introduction

Strathclyde has held the EU HR Excellence in Research Award since 2011. This award recognises an institution’s commitment to supporting the personal, professional and career development of its research staff through implementation of the Concordat to Support the Career Development of Researchers.

This document provides updates on actions within Strathclyde’s 2019 – 2021 EU HR Excellence in Research Award action plan as required for the ten-year internal review process.

The actions within this plan were developed in 2019 by incorporating existing action plans including: HR Activity Plan, Athena SWAN Action Plan, Research Development Strategy and Action Plan, the carrying forward of actions within the previous EU HR Excellence in Research action plan and new actions identified during the development and consultation phase for the 2019 eight-year review.

Please note the Principles and Actions here relate to the 2008 Concordat to Support the Career Development of Researchers.

Recruitment and Selection (Principle 1). Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research			
Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
1.2(b)	Continue to promote Strathclyde's participation in the HR Excellence in Research Award and the Concordat to Support the Career Development of Researchers	<ul style="list-style-type: none"> Maintain 40% awareness of HR Excellence in Research Award in future CROS surveys Maintain 50% awareness of HR Excellence in Research Award in future PIRLS surveys 06/2021 OSDU (ECD)/HR (MLH)	In CEDARS 2020 and 2021: <ul style="list-style-type: none"> 59% and 52% of Strathclyde's Researcher respondents were aware of the European 'HR Excellence in Research' Award recognition, above the national 2021 average of 44%. 55% and 59% of Strathclyde's Manager of Researcher respondents were aware of the European 'HR Excellence in Research' Award recognition, above the national 2021 average of 45%. 58% and 52% of Strathclyde's Researcher respondents were aware of the Concordat to Support the Career Development of Researchers, above the national 2021 average of 36%. 55% and 57% of Strathclyde's Manager of Researcher respondents were aware of the Concordat to Support the Career Development of Researchers, above the national 2021 average of 47%. Awareness of the Concordat amongst Strathclyde's staff has increased since 2013 (22%) and held relatively steady at slightly below 50% from 2017 to 2019 [CROS and PIRLS data].
1.3(d)	Implement actions following the conclusion of the review of the utilisation of fixed-term contracts	<ul style="list-style-type: none"> Revised guidance communicated to relevant staff and published on University website. Reduction in the proportion of research staff on fixed-term contracts with over 4 years' continuous service. 08/2021 HR	Up-to-date guidance is available for staff on the use of fixed-term contracts on the University website. Reduction of the use of fixed-term contracts is an Institutional priority with the launch of the Strathclyde Pledge as part of Strathclyde's Vision 2025 strategic plan launched in 2020. The Strathclyde Pledge commits to achieving a year-on-year reduction in the percentage of our fixed term staff who have more than three years' service. A steering group and a working group have been formed to lead the implementation of the Pledge and develop the data gathering processes to embed monitoring of the use of fixed-term contracts across the institution.

1.4(b)	Provide online Unconscious Bias training for all staff and ensure that all members of recruitment panels complete the training (Athena Swan Action Plan - Action 2.2)	<ul style="list-style-type: none"> • At least 40% of staff have taken Unconscious Bias training by 2020. • Recruitment panel members have taken Unconscious Bias training before participating in interviews. <p>08/2021 E&D (AMcL)</p>	<p>The Understanding Bias course was launched in July 2018. As of December 2020, 544 staff (around 13% of staff) had completed the course.</p> <p>In 2021/22, the Equality & Diversity team will launch a new suite of e-learning resources and engage in extended promotion across the University, in conjunction with Strathclyde Safe360.</p> <p>‘Understanding Bias’ is included in the training checklist that all new staff must complete as part of their induction and is also a pre-requisite for registration on several staff development courses, including 1st Line Leadership, Leading for Strategic Outcomes and the Professional Services Development Programme. Over the past two years, 119 members of staff have attended these workshop programmes.</p> <p>The course is also regularly advertised via the University’s weekly staff newsletter, in a monthly email update to departmental Equality and Diversity Contacts and in an Equality and Diversity Newsletter disseminated to staff and students once per semester. We continue to monitor engagement with the University’s full suite of equality and diversity courses and carry out further promotion.</p> <p>A method for tracking engagement of recruitment panel members with the course has not yet been identified, however a project to deliver a new HR system is underway which may provide this functionality.</p>
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Recognition & Value (Principle 2). Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.

Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
2.1(c)	Continue to provide opportunities for research staff to offer their views and ideas	<ul style="list-style-type: none"> Undertake CROS surveys and maintain response rates above the national average. <p>08/2021 OSDU (ECD)</p> <ul style="list-style-type: none"> Undertake Values Survey every three years and maintain agreement levels at or above 90%. <p>08/2022 OSDU(JL)</p> <ul style="list-style-type: none"> Researchers’ Group continue to provide representation and a range of engagement opportunities for research staff across the University. <p>08/2021 RG (Co-Chairs)</p>	<p>Opportunities for research staff to offer their views and ideas have increased over the 2019 – 2021 period through annual surveys, the RD Concordat consultation and formal Researchers’ Group representation roles on institutional groups and committees.</p> <ul style="list-style-type: none"> CROS ran in 2019 with a response rate of 27% (2019 national average not available, 24% in 2017). CEDARS ran in 2020 and 2021 with Research Staff response rates of 15% and 21% respectively (<i>please note national averages are not available</i>). While these are lower than for CROS, it is expected they were impacted by the pandemic and the change of survey from CROS to CEDARS. The Values Survey ran in October 2021 with research staff response rates of 27% and agreement with the University Values by these respondents was 91%. The Researchers’ Group continues to meet monthly, has formal representation roles on the Research and Knowledge Exchange Committee, Researcher Development Sub-Committee, all Faculty Research Committees, the RD Concordat Steering Group and Working Groups and are regularly invited to join University-wide working groups. In 2020, Strathclyde launched an Innovation Forum with ‘Grand Challenges’ open to responses from all staff. So far, these have focused on “How Do We Ensure A Safe Return To Work For All?” and “How Might We Adapt To Deliver Our Strategy In Light Of The Circumstances Which Covid Has Brought Us”. The outcomes of these Challenges are published online. Following recruitment of the Concordat Officer in October 2020, a substantial consultation took place to deliver our RD Concordat Gap Analysis and Action Plan. Alongside CEDARS 2020, three focus groups were held for research staff on each of the revised Concordat Principles with a total of 21 attendees representing all Faculties.
2.2(d)		Summary report considered by relevant committees and	Exit survey responses, with a focus on research staff, are now analysed annually and reported to RDSC for consideration. As a result, in 2020 the question set was slightly amended based on feedback from RDSC.

	Encourage increased uptake of staff exit survey, monitor outcomes and produce an annual report	actions identified as appropriate. 05/2020 HR (MF)	
2.6(b)	Provide development provision for targeted funding/fellowship opportunities to support research staff career progression	<ul style="list-style-type: none"> • Opportunities identified and support delivered in line with opportunities as they arise. • Attendance and evaluations monitored to determine baselines and future success measures. 08/2021 OSDU (ECD)/RKES	<p>Within SPIRAL, information sessions have been delivered for targeted funding/fellowship calls, approximately 90 members of research staff attended these sessions in 2018/2019 and 130 in 2019/2020.</p> <p>Interactive workshops supporting fellowship and grant writing more generally are also available within SPIRAL and SPARK (attended by 29 members of research staff in 2019/20 and 53 in 2020/21). In September 2020, an asynchronous online grant writing course was also introduced (13 members of research staff have accessed the course).</p> <p>Applicants for Future Leaders Fellowships, selected through an internal process, are provided with one-to-one and cohort-based support including in relation to the development of their prospective research team/group members. While the majority of these applicants are academic members of staff, a small number of research staff have benefited from this enhanced support and the model is being used to develop further support schemes.</p> <p>Attendance and evaluations are monitored as part of the standard processes; the ADLR also meets monthly with the Fellowships Officer and a Strategic Research & Knowledge Exchange Manager to review attendance, feedback and identify future support opportunities. Targeted provision for funding/fellowship opportunities is also included in the revised RD Concordat Action Plan.</p>

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

Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
3.1(a)	Continue to provide training through the SPARK, SPIRAL and Strathclyde Supervisor Development programmes	<ul style="list-style-type: none"> Research Staff opportunities within SPARK, SPIRAL and the and Strathclyde Supervisor Development Programme are delivered in line with demand. Evaluations maintain high levels of satisfaction. 08/2021 OSDU (ECD)	<p>Development opportunities for Research Staff continue to be delivered through the CPD-focused 'Strathclyde Programme in Research and Leadership' (SPIRAL) and the credit-bearing 'Strathclyde Programme in Academic Practice, Researcher Development and Knowledge Exchange' (SPARK) programmes. Research Staff are also able to attend events of the Strathclyde Supervisor Development Programme and complete the programme.</p> <p>While it has not been possible to deliver face-to-face courses since March 2020, almost all planned provision has been moved online and delivered through Zoom (or other online platforms). This has been well received and courses remain well attended.</p> <p>As has been seen in previous years, 50% or more of Strathclyde's research staff population engage with some form of OSDU's development activity each year. In 2019/2020 there were 1335 attendances by 315 members of research staff across all OSDU staff development programmes (representing 60% of the research staff population); this increased in 2020/2021 where there were 1670 attendances by 293 members of research staff (representing 52% of the research staff population).</p> <p><i>SPIRAL</i> During 2019/2020, 226 members of research staff, representing all faculties, attended SPIRAL events, 318 in 2020/2021.</p> <p><i>SPARK</i> 77 members of research staff are currently registered on the SPARK programme. In 2019/2020, 14 received 12 Postgraduate Certificates, 1 received a Postgraduate Diploma and 1 received a Masters degree. In 2020/2021, 10 members of research staff received 10 Postgraduate Certificates and 1 Postgraduate Diploma.</p> <p><i>Strathclyde Supervisor Development Programme</i> During 2019/2020 and 2020/2021, attendance by research staff on this programme has remained fairly stable with 65 and 61 members of research staff attending at least one workshop within this programme, respectively.</p> <p><i>Evaluations</i> A technical issue (now rectified) means that evaluation data for this report could not be attributed to individual events, however evaluation data across all OSDU provision demonstrates that 94% or more of all evaluations rated the quality of the content and delivery of an event good or excellent</p>

			and that they would recommend the event to a colleague. This is in line with previous evaluation data from these programmes.
3.1(b)	Provide enhanced support for Early Career Researchers in light of the Concordat review (HR activity plan - Research Action 6)	<ul style="list-style-type: none"> Support is reviewed in light of the new Concordat to Support the Career Development of Researchers and enhanced as appropriate. <p>08/2021 OSDU</p>	<p>Enhanced support for Early Career Researchers was a significant focus of the RD Concordat Consultation and forms one the five key Action Plan Themes 'Researcher Career Development and Progression'. Support was found to be well provided in line with the original Concordat and opportunities for additional support were identified in relation to new and enhanced obligations within the revised RD Concordat. A Working Group has been formed, including research staff representatives, to take these actions forward and identify further opportunities for support.</p> <p>Where possible enhancements are already underway, for example:</p> <ul style="list-style-type: none"> A month-long programme has been implemented to support staff taking part in the Future Learn 'Career Management for Early Career Academic Researchers'. This has run twice so far and it is planned that it will run twice a year going forward. In March 2021, there were 14 Research Staff attendees and 16 in October 2021. <ul style="list-style-type: none"> New peer-learning networks were launched in October 2021 with 12 Researchers joining the Researcher Careers network at its launch and 24 Researchers and Managers of Researchers joining the Research Funding network at its launch During spring / summer 2020 and in response to changes in work patterns due to the closure of labs and an increased focus of writing activities, research-staff-focused, bi-weekly Virtual Writing Retreats were delivered through SPIRAL from April to July (attended by 9 members of research staff), alongside an intensive writing workshop / retreat (25 member of research staff) in late August. An online Women's Career Development programme, UNique, was also introduced to SPIRAL in May 2020 as a collaborative cohort with Queen's University Belfast. There were 17 Strathclyde research staff attendees.

3.3(b)	Ensure there are centrally funded places Aurora Women's Leadership Programme. (Athena SWAN action 17) and develop the Beyond Aurora alumni network to allow past participants to network and input into ongoing development of University women's leadership initiatives	<ul style="list-style-type: none"> • Research staff are able to apply for centrally funded Aurora places each year. • Beyond Aurora meetings and events are held and attended by past participants with members inputting into institutional women's leadership initiatives. <p>08/2021 E&D (AMcL)</p>	<p>Strathclyde continues to fund places each year on the Aurora programme which are awarded through a competitive application process that is open to women members of staff in an academic, research, teaching, knowledge exchange or professional services role (usually between Grade 7-9). Strathclyde funded 15 places in 2018/19 and increased this to funding 20 places in both 2019/20 and 2020/2021, of which 4 have been awarded to research staff in the past two years. A support process will be developed for 2021/2022 applicants to aid those who are less experienced in writing applications.</p> <p>E&D, OSDU and HR are currently collaborating on the development of a Strathclyde Aurora Network, to provide opportunities for previous Aurora participants to connect, collaborate and provide direction for women's leadership initiatives at Strathclyde. Previous Aurorans have presented on their experiences at Strathclyde's Women's Week in 2020 and 2021 (<i>please note the nature of these events means attendance data is not currently available</i>).</p>
3.3(c)	Continue the VIRA pilot using the RDF for personal/professional development through SPARK and other avenues as appropriate	<p>Research staff cohorts are successful in completing project activities and receiving the Vitae International Researcher's Award.</p> <p>08/2021 OSDU (ECD)</p>	<p>9 members of research staff have been awarded the Vitae International Researcher Award (VIRA) during the period of this plan. Discussions with Vitae to consider next steps for this award following this pilot scheme are underway.</p>
3.3(d)	Review outcomes and impact of StrathWide funding in relation to research outputs and recipient's career development	<p>Reports on the outcomes and career development impact of StrathWide funding are reviewed.</p> <p>08/2021 RG</p>	<p>Strathwide is an annual conference run by the Researchers' Group for research staff which aims to promote new inter-disciplinary collaborations across Faculties. In 2020 and 2021, the conference successfully moved online and in 2021 University of Glasgow research staff were also invited to attend to increase the potential for collaborations arising from the conference. In 2020, there were 41 attendees and around 50 in 2021 (<i>please note the flexible format of the event in 2021 made it not possible to record exact numbers</i>).</p> <p>Reports on the Strathwide conference along with progress and impact of the associated funding awards are presented and reviewed by RDSC annually.</p>

			<p>There is competitively awarded funding available for Strathwide attendees (the lead investigator must be a member of Strathclyde research staff). The success and impact of this funding in supporting recipients' career development has been recognised by an increase in the value of the awards from £1500 to £5000 per award in 2021 (now through a stage-gated release during the project). In 2020 there were 9 funded applications and 7 in 2021 with total awards of £15.5K and £27.5K supporting a total of 19 and 20 research staff, respectively.</p>
3.6(a)	Wellbeing action plan developed to support the launch of Thrive at Strathclyde	<ul style="list-style-type: none"> • Recruitment of Staff Health and Wellbeing Manager. • Development of Action plan. <p>08/2021 OHSaW</p>	<p>The Health and Wellbeing of staff and students has been a significant priority during the COVID-19 pandemic and Strathclyde launched a number of new initiatives which contributed to the University jointly winning the national award for 'Best COVID-19 response' from the Working Families charity as well as retaining NHS Scotland's Healthy Working Lives Gold Award for the 6th year. A University wide wellbeing audit to help identify what further actions might be helpful in supporting our staff going forward has also been undertaken and findings are under consideration.</p> <p>A Wellbeing and Working from Home Hub was developed to bring together information for all staff about maintaining mental and physical health as well as an agile working toolkit (allowing staff to work anytime, anywhere, within broad business parameters) and support for working from home for individuals, teams and managers.</p> <p>During the national Scottish lockdowns staff were given Fridays each week as Rest and Recuperation days (a paid day off each week to let staff focus on their families and their personal wellbeing; staff received over 30 days additional paid leave this year with no corresponding loss of productivity); this has since become 'Meeting-Free, Low-Email' Fridays. In an all-staff wellbeing survey, 60% strongly agreed and 19% agreed that Rest Day Fridays during lockdowns helped manage work and other aspects of their life (<i>Research Staff only data not available</i>).</p> <p>Staff also have immediate, direct access to professional counsellors for colleagues requiring mental health support.</p>
3(a)	Measure and take mitigating actions to minimise the implications of Brexit on current EU staff including provision of a range of	<ul style="list-style-type: none"> • Continue to retain current EU staffing levels. • Continue to monitor and take actions as appropriate. 	<p>Monitoring of the impact of Brexit on Strathclyde staff is an ongoing activity and the introduction of the new points-based immigration system and the Global Talent Visa enabled the University to open up to a broader range of roles including Researchers.</p> <p>Support for staff has been provided throughout the period of this report including through:</p> <ul style="list-style-type: none"> • direct communications from HR providing information and support to relevant staff members

	appropriate support mechanisms (HR Activity Plan – Global Engagement Action 2)	08/2021 HR	<ul style="list-style-type: none"> • a group employment law session with Anderson Strathern, to which all EU staff had been invited and those not able to attend could watch a recording • opportunity for 1:1 advice with an immigration specialist as a follow-up to the employment law session • updated information on a dedicated website • a short survey, which confirmed the majority of staff had applied for Settled or Pre-Settled status, and felt supported by the University • review of guidance and systems to ensure compliance around new immigration rules is up-to-date • HR supporting staff on an individual basis through tailored support and guidance to those with specific circumstances.
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Support and Career Development (Principle 4). The importance of researchers personal and career development, and lifelong learning, is clearly recognised and promoted at all stages.

Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
4.12(b)	Continue to provide training for research staff that teach through the PGCert in Teaching and Learning	<ul style="list-style-type: none"> • The SPARK teaching and learning class is delivered in line with demand. Research staff complete class and SPARK qualification. • Research staff teaching classes are delivered by teaching staff in line with demand and satisfaction levels remain high. <p>08/2021 OSDU (KS)</p>	<p>All SPARK PGCert modules are open to any member of staff and research staff actively engage with the modules in the Learning and Teaching in HE pathway. The following numbers of research staff have attended this provision over the period of this report: Learning and Teaching modules: 36 in 19/20 and 26 in 20/21 Over this period, 7 members of research staff were awarded Postgraduate Certificates and 1 Masters degree in Learning and Teaching in HE.</p> <p>Teaching and Learning is also supported by STEP (Strathclyde Teaching Excellence Programme) which offers CPD workshops related to all aspects of learning and teaching. In 2019/20, 33 members of research staff attended a STEP workshop and 45 in 2020/21.</p> <p><i>Evaluations</i> A technical issue (now rectified) means that evaluation data for this report could not be attributed to individual events, however evaluation data across all OSDU provision demonstrates that 94% or more of all evaluations rated the quality of the content and delivery of an event good or excellent and that they would recommend the event to a colleague. This is in line with previous evaluation data from these programmes.</p>

4.12(c)	Support research staff to achieve Associate Fellow / Fellow of the HEA through Strathclyde's accredited HEA pathways	<p>Research staff achieve fellowships as appropriate to their teaching experience.</p> <p>08/2021 OSDU (KS)</p>	<p>Research Staff are able to access both of Strathclyde's accredited routes (taught route through SPARK Learning and Teaching in HE pathway and an experiential written route) to HEA Fellowship. In 2020 and 2021, 4 members of research staff were awarded Associate Fellowship and 9 were awarded Fellowship.</p>
4.13(b)	Support the Researchers' Group and existing research staff associations / networks	<p>Researchers' Group maintains a sustainable membership and continues to provide representation and engagement opportunities for research staff.</p> <p>08/2021 OSDU (ECD)</p>	<p>OSDU continues to provide support for the Researchers' Group, Strathclyde's Institutional Research Staff Association, through attendance at meetings and supporting the Chairs. The group has maintained a relatively stable membership and its representation on University committees and groups continues to increase.</p> <p>Researcher's Group representatives sit on the institutional-level Research and Knowledge Exchange Committee (RKEC) and all Faculty Research Committees. It also has representatives on the Researcher Development Sub-Committee (RDSC), the Researcher Development Concordat Steering Group (RDCSG), both Researcher Development Concordat Working Groups and institutional working groups as they arise.</p> <p>The Researchers' Group have also organised an AGM in 2021 and contribute to Research Staff Induction to support research staff to engagement.</p> <p>Faculty-based Researchers' Group are being considered within the new Researcher Development Concordat actions. Strathclyde Business School has launched an Early Career Researcher Forum and OSDU are supporting Faculties to develop these groups tailored to the individual Faculties' Researchers' needs.</p>
4.13(c)	Researchers' Group provides representation for research staff consistently across the University	<p>Research staff representation on relevant committees is monitored and maintained.</p> <p>08/2021 RG (Co-Chairs)</p>	Please see Update 4.13(b)

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

Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
5.1(a)	Develop provision to support good research conduct aligned with the Concordat to Support Research Integrity e.g. how to comply with the relevant ethical, legal and professional frameworks	<p>Training is provided through appropriate means to support research integrity training for research staff.</p> <p>08/2021 RKES (CC)/OSDU(ECD)</p>	<p>Courses supporting research integrity and ethics are now part of the core annual researcher development provision, with courses in SPIRAL (targeted at those undertaking research themselves, for example research and knowledge exchange staff) and Strathclyde Supervisor Development Programme (targeted at those supervising and managing staff) as well as an in-depth online course being available to all staff. During the period of this action plan, a total of 67 staff members (34 research staff, 14 academic staff and 13 from other staff categories) have taken part in these activities.</p> <p>Strathclyde's Research Code of Practice is also highlighted at induction both through the online induction checklist and at the face-to-face Research Staff Induction to which all research staff are invited when they join Strathclyde.</p>
5.1(c)	Provide annual report on progress in relation to Strathclyde Research Code of Practice to RKEC and review Strathclyde Research Code of Practice every three years	<ul style="list-style-type: none"> • Progress relating to Strathclyde Research Code of Practice is reported on to RKEC annually. • Strathclyde Research Code of Practice is reviewed every three years. <p>08/2021 RKES (CC)</p>	<p>A narrative statement report on the actions and activities taken to support research integrity, in line with the UKRIO Concordat to Support Research Integrity and the Strathclyde Code of Practice, is presented and discussed annually at RKEC. Following a significant update to the Code of Practice in 2017, the Code was reviewed through an information gathering exercise with researchers from 2019-2020. A revised version of the Code of Practice, with minor, immediate revisions, was presented to RKEC in September 2021. A more comprehensive revision will be undertaken during the 2021/2022 academic year, in consultation with stakeholders across the University.</p>
5.2(d)	Develop and implement further professional CPD opportunities in relation to Knowledge Exchange	<p>KE CPD is delivered with new provision as appropriate and attendance monitored.</p>	<p>KE provision continues to be delivered within the SPIRAL and SPARK programmes. In 2021, a university-wide entrepreneurship theme was launched under the title 'Strathclyde Inspire'. Strathclyde Inspire aims support all staff and to encourage innovation and novel approaches to incorporating entrepreneurship into research and knowledge exchange practices. This has led to a stronger focus on entrepreneurship within the Researcher Development programmes with new courses added to SPIRAL and new material</p>

	(HR Activity Plan – Innovation and Impact Action 2)	08/2021 OSDU (SB)	within SPARK in 2020/2021. This has been well received by research staff with 38 members of research staff attending KE courses in 2019/2020 within SPIRAL and SPARK, rising to 62 in 2020/2021.
5.2(e)	Continue to support development of Knowledge Exchange and Impact skills through Impact Champions	<ul style="list-style-type: none"> • Research staff are appointed as Impact Champions. • Engagement with funding and training opportunities monitored. 08/2021 RKES (TK)	<p>Since April 2019, 37 members of research staff have been appointed as Impact Champions through Strathclyde’s Impact Acceleration Account (IAA). Impact Champions take a leadership role in impact implementation, planning and execution, covering a spectrum of impact activities including: commercial exploitation, public engagement, policy influencing, enhancing research capacity and understanding by public and third sector organisations. Impact Champions are also able to attend training in Responsible Innovation, Impact Case Study Training and Networking.</p> <p>In total, £753K has been awarded to these Impact Champions for a total of 41 projects through the IAA and 77 members of research staff have attended the training (this figure includes Impact Champions and other research staff).</p>
5.5(a)	Investigate methods to capture impact of research staff-related internal webpages	<ul style="list-style-type: none"> • Method identified to track use of webpages. • Baselines measured and use monitored. 08/2021 OSDU (ECD)	<p>During 2020/2021 Strathclyde’s internally facing webpages have moved to Sharepoint. This is an ongoing project and development of a Researcher Hub is a key aim of the Researcher Development Concordat Action Plan.</p> <p>In early August 2021 we launched a suite of ‘Research and Knowledge Exchange Development’ pages providing information on our Researcher Development Programmes as well as the Researcher Development Concordat. Sharepoint provides detailed analytics on page users, views, average time spent per user and page traffic by time that will allow us to develop baseline data over the coming months.</p>

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

Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
6.1(d)	Plan and deliver activities throughout the year to support new and existing staff and students experience and celebrate diverse populations and communities within Strathclyde	The University provides relevant activities for staff and students throughout the year. 08/2021 E&D (AMcL)	<p><i>Please note attendance data at the events described below is not gathered in a manner that allows disaggregation of participants by role.</i></p> <p>The University has increasingly moved towards an Equality and Diversity events and communications strategy that marks a range of nationally and internationally recognised days, weeks and months of observance of relevance to equality, diversity and inclusion throughout the entire year. Media and Corporate Communications work closely with the Equality and Diversity Office (EDO) and departments across the University to ensure a coordinated approach to marking relevant dates that helps to promote and advance understanding of issues relevant to protected characteristic groups amongst our students, staff and wider University community. The scope and range of activities and events were impacted by the pandemic, with the cancellation of in-person events and the pivot to online delivery.</p> <p>Some examples of activities in 2019-21 include:</p> <ul style="list-style-type: none"> • LGBT History Month & Purple Friday 2020/2021 – To show our support for LGBT equality and our stand against homophobia, biphobia and transphobia, the University raised the rainbow flag for the month of February and lit up three University buildings for Purple Friday. Dedicated webpages were created showcasing our LGBT Charter Mark award and LGBT Youth Scotland. Promoting our Trans, Non-Binary and Gender Diverse Student Support named contact group and the use of pronouns, the student LGBT+ Society, The TransEDU project, CILIA-LGBTQI+ and the STEM Equals project. We also promoted Strath Union and city-wide events. • International Women’s Day 2020/2021 – In celebration of International Women’s Day, the University created a week-long programme to run face to face in 2020 and a month long programme in 2021 held online. The programmes saw prominent internal and external women – including Debbie Crosbie, the CEO of TSB, and Dr Veena O’Halloran, the University’s Secretary and Compliance Officer – hosting a series of talks, masterclasses and seminars. Advance HE’s Aurora programme was widely promoted at the events and previous participants took part in information sessions. Strathclyde Sports ran a week of events and again dedicated webpages were created to showcase the events and prominent Strathclyde women. • Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) History Month 2020 – In June the University celebrated GTRSB month. Webpages were created that shared information on GTRSB history and how

			<p>to get involved and Strathclyde’s pledge which, in January 2021, saw the University be among five UK universities to sign the newly-created ‘GTRSB into Higher Education’ pledge.</p> <ul style="list-style-type: none"> • Black History Month 2020 – To celebrate Black History Month and promote the work being undertaken by the University on Race Equality, the University created dedicated webpages that highlighted the newly established Race Equality Working Group that has been formed to ensure and promote an inclusive environment for Black, Asian and Minority Ethnic (BAME) students and staff, promote racial diversity across the University and, where required, improve educational and employment outcomes for BAME students and staff. The pages also provided information on Strathclyde’s endorsement of its commitment against racism. It also showcased research areas at Strathclyde, Strath Union and city-wide online events. • To celebrate and raise awareness of people’s multiple, intersecting identities, the University promoted International Pronouns Day on 21 October 2020. The University shared information on the importance of correct pronoun use and encouraged the sharing of pronouns on Zoom while working from home. All staff are encouraged to share their pronouns and it is now commonplace for these to be included in email signatures and in names on online calls. The LGBT Charter Mark award was also promoted alongside the Trans, Non-Binary and Gender Diverse Student Support named contact group. • Launched in October 2019, the STEM Equals project have hosted events throughout the year and supported prominent celebrations such as LGBT History Month, International Women’s Day and International Pronouns Day. They have also hosted the LGBT+ in Higher Education: Building Networks, Making Change event, LGBT+ STEM Day, launched the Strathclyde LGBT+ Staff and PhD Students Network and most recently launched the STEM Equals Reciprocal Mentoring Programme.
6.3(a)	Deliver personal and professional development activities to support staff whose first language is not English	<p>Research staff continue to access support for those whose first language is not English and numbers are monitored.</p> <p>08/2021 OSDU (JM)</p>	<p>Courses for staff whose first language is not English have been advertised however there has not been the demand to run these courses over the period of this report.</p>

6.4(a)	Review maternity leave policy and implications for those on fixed-term contracts	Updated Maternity Leave policy and related family leave policies published. 12/2019 HR	<p>The Maternity Leave Policy was updated in January 2021 and contains a number of revisions which are more beneficial for research staff. In particular, there is no longer a requirement that a member of staff must return to the University for a period of 3 months following leave in order to retain occupational maternity pay. There is no longer a requirement to have one year's service at the expected week of childbirth (EWC) in order to receive enhanced maternity pay. Instead, the required length of service now matches the eligibility criteria for statutory maternity pay (which is that you must be continuously employed (by the University) for 26 weeks or more at the beginning of the 15th week before the EWC). Breaks between employment contracts of one month or less will be discounted for the purposes of calculating entitlement to maternity leave and pay. These changes are particularly helpful for staff on fixed-term contracts who previously may not have met the eligibility requirement for our enhanced maternity pay. We also introduced an extension to maternity leave for situations where the birth results in a prolonged period in hospital for either the mother or child; for any period longer than 3 weeks, extra leave equivalent to the length of hospital stay can be added on to the end of the leave period.</p> <p>These changes are mirrored in our other related family leave policies, such as our shared parental leave policy and adoption leave policy. Our maternity support leave and pay policy was also updated so that employees are entitled to three weeks of paid leave. Previously the entitlement was 2 weeks and the rate of pay was one week's full pay and one week at the statutory paternity pay rate.</p> <p>We also introduced the following tools:</p> <ul style="list-style-type: none"> - an online calculator to help parents decide how to take their pay entitlement (the University offers 4 months full pay, or 2 months full pay and 4 months half pay). - a 'buddy system' for all staff who take a prolonged period of parental leave. - a maternity leave checklist – guidance for managers and guidance for employees, to aid and support discussions around periods of parental leave. - a work planning template in order to support discussions around the handover of work activities during a period of leave. - a FAQ section on our website. <p>We also recently published our breastfeeding support statement confirming that we wish to fully support staff who choose to continue to breastfeed or express milk during working hours.</p>
6.10(c)	Continue to support departments to submit Athena SWAN applications	All departments to submit Athena SWAN applications.	Departmental engagement with the Athena SWAN Charter and awards process continues to expand. 15 Departmental awards are currently held; this includes a Faculty level award for the Strathclyde Business School, meaning that 20 of 25 Departments / Schools are currently covered by Athena SWAN accreditation. All awards held are at Bronze level with the exception of the Department of Civil and

		08/2021 E&D (AMcL)	Environmental Engineering, which holds a Silver award. The EDO continues to offer support to Departments with awards and is working to support the remaining Departments to engage with the Athena SWAN awards process.
6(a)	Impact Acceleration Account to take special focus on Equality, Diversity and Inclusion from April 2020 to March 2021	<ul style="list-style-type: none"> Funding provided to short cross-disciplinary projects, with priority being given to research collaborations that show diversity in the team. All proposal review panel members to complete Unconscious Bias training and be aware of ED&I policies. 04/2021 RKES(TK)	<p>The Strathclyde IAA increased its focus on ED&I from April 2020 to March 2021, and aimed to increase the diversity across our IAA project portfolio. In comparison to the previous grant period, Strathclyde increased engagement of female staff members to 31% in IAA activities, from 16% in the previous period. All panel members have completed Unconscious Bias Training and are aware of and committed to improving ED&I across the institution.</p> <p>As an example of how we have sought to increase diversity, we used our EPSRC IAA to stimulate the engagement of different disciplines and underrepresented groups in our STEM Equals project (Inclusion Matters award). This resulted in a female Education academic engaging with multiple EPSRC grant holders, who she is now working with to take their research into schools for learners with intellectual disabilities, which will see our EPS research feed into the curriculum, creating societal impact. The motivation for this research is to improve the employability potential of the pupils, and to increase their awareness and knowledge of climate change.</p>

Implementation and Review (Principle 7). The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Clause	Actions	2019 - 2021 Success Measures / Deadline / Lead	2021 10-year Review Progress Update
7(b)	Review institutional support in light of the new Concordat to Support the Career Development of Researchers and implement actions as appropriate	<p>Analysis regarding institutional support for research staff undertaken in relation to the new Concordat Principles.</p> <p>08/2021 OSDU</p>	<p>Strathclyde became a signatory to the revised RD Concordat in June 2020 and undertook an extensive Gap Analysis consultation to inform development of our Action Plan.</p> <p>While internal evaluation and review processes around Researcher Development are already well embedded across the University following Strathclyde’s participation in the HR Excellence in Research (HR EIR) Award process since 2011, the publication of the revised RD Concordat was taken as an opportunity to review the institutional provision for Researchers as a whole through this comprehensive consultation process in 2020/21.</p> <p>This process was led by Strathclyde’s Institutional Concordat Champion and Senior Academic Concordat Champion as well as a Concordat Officer recruited in 2020. Oversight and advice for the consultation was provided by Strathclyde’s Researcher Development Concordat Steering Group (RDCSG), founded in November 2020 and comprised of representatives from Faculties, the Researchers’ Group and relevant Professional Services (including HR, Equality & Diversity, Research & Knowledge Exchange Services (RKES), the Careers Service and OSDU), and chaired by the Deputy Associate Principal (Research & Knowledge Exchange).</p> <p>The consultation process considered the views of Researchers and their Managers through:</p> <ul style="list-style-type: none"> • Strathclyde’s results of the Culture, Employment and Development in Academic Research Survey (CEDARS) 2020 (response rate of 15% for Researchers and 18% for Managers of Researchers); • focus groups (6 in total with 3 for Researchers, 3 for Managers of Researchers on each Principle of the revised Concordat) representing all Faculties. There were in total 21 research staff and 18 academic staff members who manage researchers involved; • direct engagement with Faculty representatives and the Researchers’ Group. <p>The Concordat Action Plan that was defined based on this Gap Analysis has been reviewed and approved by senior management committees across the University, including RDSC, RKEC, Staff Committee, Senate and the Executive Team. Furthermore, summary reports highlighting our strategy and progress against the Concordat have been received by University Court, Strathclyde’s overall governing body, in June and November 2021, to be continued on an annual basis.</p>

7.1(f)	<p>1) Share the results of the CROS and PIRLS survey to appropriate audiences across the University 2) Implement meetings between stakeholder units to communicate survey and reporting findings, in particular CROS/PIRLS, Equality and Diversity Reporting.</p>	<ul style="list-style-type: none"> • Report produced on CROS/PIRLS outcome and circulated to University Departments. • Reports provided to appropriate committees and action plans drawn up where appropriate. <p>08/2021 OSDU/E&D</p>	<p>1) CROS and PIRLS 2019 were analysed over summer 2019. The results were reported to the RDSC and the Researchers Group as well as being discussed with colleagues as appropriate.</p> <p>CROS and PIRLS were replaced with the Culture, Employment and Development in Academic Research Survey (CEDARS) from 2020 onwards. Strathclyde ran CEDARS in 2020 (its pilot year) and in 2021.</p> <p>In 2021, Faculty level reports will be provided to all Faculties to be circulated to their Departments; this did not take place in 2020 due to the pilot status of the survey.</p> <p>2) CEDARS results were analysed by role (Researchers and Managers of Researchers) to be comparable to CROS and PIRLS. Where appropriate the results were also considered by gender and sexuality (2020 and 2021) and race (2021) with this data included in reporting mechanisms. The question set in 2020 made it not possible to analyse responses by race.</p> <p>The full results have been considered by the RDSC, which has representation from all Faculties, and the RDCSG. Relevant aspects of the results, particularly in relation to Equality & Diversity and Research Culture have been discussed with stakeholder units (HR, E&D, RKES) and presented at Institutional committees and working groups including the Institutional Equality and Diversity Committee (EDIC).</p> <p>The CEDARS 2020 results were a core dataset for the RD Concordat Gap Analysis which was used to inform development of the Action Plan. CEDARS 2021 results have been considered and are being used to monitor progress against the RD Concordat and understand the experiences of our Researchers and their Managers.</p>
7.4	<p>Maintain a role in a number of relevant UK-wide initiatives for research staff led by Vitae and other external bodies, taking the lead on projects where appropriate.</p>	<p>University engages with appropriate organisations and networks that support research staff career development.</p> <p>OSDU/RDP 08/2021</p>	<p>OSDU staff continue to attend the following committees: Universities Scotland Researcher Development and Training Committee (US-RDTC), Scottish Higher Education Research Developers (ScotHERD) and UK Council for Graduate Education (UKCGE) Scottish Network events.</p> <p>The ADLR is currently Convener of US-RDTC (April 2021 – April 2023) and in this role also attends Universities Scotland Research and Knowledge Exchange Committee (US-RKEC) as well as Co-Chairing the Vitae CPD for Researcher Developers Working Group (on hold during COVID-19), has been a member of the Vitae Connections Week workshop panel and has contributed to various Vitae initiatives including the</p>

			<p>Academic Professional Apprenticeships, EU HR Excellence in Research Award Reviewer (2018 – 2021) and Vitae Connections during the period of this report.</p> <p>The CO is an EU HR Excellence in Research Award Reviewer (2021 onwards), has presented workshops at Vitae Connections 2021 and has attended events and conferences hosted by Vitae and REDS.</p>
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Abbreviations

ADLR	Academic Development Lead (Research)
BAME	Black, Asian and Minority Ethnic
CEDARS	Culture, Employment and Development in Academic Research Survey
CILIA-LGBTQI+	Comparing Intersectional Life Course Inequalities amongst LGBTQI+ Citizens
CPD	Continuing Professional Development
CO	Concordat Officer
CROS	Careers in Research On-line Survey
E&D	Equality and Diversity
EDO	Equality and Diversity Office
EPS	Engineering and Physical Sciences
EPSRC	Engineering and Physical Sciences Research Council
GTRSB	Gypsy, Traveller, Roma, Showmen and Boater
HE	Higher Education
HEA	Higher Education Academy
HR	Human Resources Directorate
IAA	Impact Acceleration Account
LGBT	Lesbian, Gay, Bisexual, and Transgender
OSDU	Organisational and Staff Development Unit (a division of HR)
OSHaW	Occupational Health Safety and Wellbeing
PGCert	Postgraduate Certificate
PGR	Postgraduate Research Student
PIRLS	Principal Investigators and Research Leaders Survey
RD	Researcher Development
RDF	Researcher Development Framework
RDP	Researcher Development Programme (PGR-focused Programme in Education Enhancement)
RDSC	Researcher Development Sub-committee
RDCSG	Researcher Development Concordat Steering Group
REDS	Researcher Education and Development Scholarship Conference
RG	Researcher's Group
RKEC	Research and Knowledge Exchange Committee
RKES	Research and Knowledge Exchange Services
SPARK	Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange
SPIRAL	Strathclyde Programme in Research and Leadership
STEM	Science, Technology, Engineering and Medicine
STEP	Strathclyde Teaching Excellence Programme
RKES	Research & Knowledge Exchange Services
RKEC	Research and Knowledge Exchange Committee
US-RDTC	Universities Scotland – Researcher Development and Training Committee

AMcL	Annie McLaughlin (Gender Equality Officer)
CC	Claire Carroll (actions now passed to Helen Young Interim Research Policy Manage)
ECD	Emma Compton-Daw (Academic Development Lead (Research) and Institutional Concordat Champion)
KS	Kathleen Savage ((Academic Development Lead (Teaching and Learning, SPARK Director))
MLH	Mari-Louise Hemming (HR Manager)
SB	Stuart Boon (Academic Development Lead (Knowledge Exchange))
MF	Mark Fothergill (HR Manager)
TK	Tanya Kay (IAA & Strategic Theme Project Manager)