University of Strathclyde – HR Excellence in Research Action Plan (2024 – 2027)

		Details						
	Institution name:	**University of Strathclyde**		**The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):**				
	Cohort number:	**4**		**Audience (direct beneficiaries of the action plan)**		**Number of**	**Comments**	
	Date of submission:	**26 January 2024**		Research staff		562	This includes Research Assistants / Associates / Fellows / Senior & Principal Fellows; this group is our key 'Researcher' audience (number based on population in Oct 2023).	
	Institutional context:	**Actions and timelines**: Please note that the actions described below have been defined as action packages centred around the five strategic themes described in the Institutional Context Report. They are re-structured here to show connections with individual obligations; in many cases an action will tackle a set of obligations and thus is applied to several items in the table. Thus, while the same action may be linked to multiple obligations, the intended impact is described with more targeted details for each obligation. Following a comprehensive Gap Analysis in 2020/21, a new, ambitious Action Plan was developed in 2021 with implementation being multi-phased and expected to take more than 2 years. Therefore, most actions will continue to remain an ongoing focus; these will have been carried over from the 2022-24 Action Plan, but adapted in terms of the specific targeted impact, in order to recognise the progress that has already been made. New actions have also been added to include institutional initiatives which have been implemented since the 2022-2024 Action Plan and relevant actions from related updated actions plans (e.g. Athena SWAN) have been included.		Academic Staff		817	This includes Academic and Professorial staff; this group is our key 'Manager of Researchers' audience (number based on population in Oct 2023).	
				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.				

Complete for submission								***To be completed only when reporting on action plan***		
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture										
Awareness and engagement										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										
ECI1	Ensure all relevant staff are aware of the Concordat.	Action 1: Develop a sustained Communication Strategy around the Concordat principles and their implementation at the University	Yes	Jul 2024 Jul 2025 Jun 2024 / 2025 / 2026	OSDU (ECD)	i) A communication strategy has been developed and put into practice. ii) Communication approaches have been aligned and streamlined with online platforms for different institutional contexts. iii) At least 80% awareness of the Concordat by Researcher and Manager respondents in future CEDARS surveys (2023 baseline: 61% Researchers, 84% Managers; national 2023 results: 53% Researchers, 67% Managers).				
ECI2	Ensure 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 EI2, 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 ECR1, ECM5, EM5, ECR5, ER4)	Yes	Oct 2025 Jul 2025	OSDU (ECD) RDCSC, E&D (AB), RKES (HY), OSDU (ECD)	Action 1: i) An Online Hub has been launched. ii) Communication approaches have been aligned and streamlined with online platforms for different institutional contexts. iii) Online Hub content is reviewed annually. *The development of an Online Hub will aim to improve Researchers' overall awareness and understanding of institutional processes, practices and expectations and, as such, will underpin not only this obligation but also many others across the Action Plan.* Action 2: iv) Based on recommendations from the national Concordats & Agreements Review, an institutional approach to Research & KE Culture has been				

				Mar 2024/ 2025 / 2026 Aug 2025 Aug 2025 Dec 2026 Jun 2024 / 2025 / 2026		developed that links and aligns individual agreements, concordats and initiatives. v) An annual 'Research Integrity & Culture Week' event series is held with staff engagement increasing on a year-to-year basis. vi) EDI committees or groups are established for all Faculties, Directorates and, where large enough, Departments, including the provision of relevant training and reporting mechanisms [*Athena Swan*]. vii) Information about the EDI committee and governance structures is made available across the University to all staff through a communication plan [*Athena Swan*]. viii) Department Equality & Diversity contacts and EDI Network initiatives have been reviewed, in order to understand, refine and enhance their role within the wider institutional EDI ecosystem [*Athena Swan*]. ix) At least 80% of Researchers and Managers of Researchers are actively engaged or interested in improving the Research Culture in the research & innovation system based on future CEDARS surveys (2023 baseline: 66% Researchers, 87% Managers; national 2023 results: 68% Researchers, 77% Managers).				
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using 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 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 (Career development reviews))	Yes	Jul 2025 Dec 2026 Dec 2026 Jun 2024 / 2025 / 2026	RDCSC, HR (GB), E&D (AB), OSDU (ECD), ShaWS (KD) OSDU (ECD), HR (LS), E&D (AB)	Action 1: i) Research Culture indicators and reporting mechanisms have been embedded and linked into the broader institutional committee structure. ii) The analysis and reporting of staff equality data has been expanded, including intersectional data [*Athena Swan*]. iii) Further data collection and reporting routes on potentially systemic inequality challenges have been considered, including through CEDARS, CEDARS *Lite*, Departmental Wellbeing Reviews and other routes. Action 2: iv) Engagement of Researchers and Managers of Researchers with institutional surveys, such as CEDARS and CEDARS Lite, has been increased (target survey participation rate for				

				Jun 2025 Dec 2026		CEDARS at least 30%, 2023 baseline: 21% Researchers, 24% Managers). v) Monitoring processes for engagement with Career Development Reviews and enhanced training provision have been developed. vi) A comprehensive consultation and revision of the Action Plan has been set up for Strathclyde's 15-year HR Excellence in Research Award review.				
ECR1	Encourage researchers to 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.	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 Action 2: Explore ways to create more inclusive cultures of collaboration in the institutional research environment (also PCDR2, PCDR6) *Also addressed through Action 2 in ECI2; the proposed action aims to develop a more collaborative approach to shaping institutional Research Culture which includes Researchers*	No	Dec 2024 Dec 2025 Dec 2025 Dec 2026 Jul 2025 Mar 2026	RKES (HY), OSDU (ECD), DAP-RKE (Open Research), E&D (AB) Project Leads (CM, ECD)	Action 1: i) A culture of open research continues to be developed, including through an institutional Open Research Network, and the effectiveness of current provision and training is evaluated regularly. ii) Policies to ensure that all staff participate in regular relevant training have been developed or amended. iii) Regular, recurring online training relating to Research Culture is in place and being monitored. iv) Staff confidence and competence is built in key EDI/support areas where development requirements have been identified (e.g. through Athena Swan), such as on inclusive language, disability, neurodiversity and autism [*Athena Swan*]. v) A programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resources has been launched. Action 2: ii) Data, resources and interventions to support inclusive research collaboration are developed as part of an institutional project funded by the Wellcome Trust Research Culture Call.				
Wellbeing and mental health										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
ECI3	Promote good mental health and wellbeing through the effective	Action 1: Continue to embed Wellbeing and Mental Health support, with consideration of effective management of workload	Yes	Jul 2024	HR (LS, VW), SHaWS (KD), OSDU (ECD),	i) Researcher involvement in the development and regular review of HR policies is ensured.				

	management of workloads and people.	(also ECI4, ECM3, ECR3)		Dec 2025 Dec 2024 Dec 2025 Dec 2025 Dec 2026 Jun 2024 / 2025 / 2026	E&D (AB), RDCSG	ii) A staff Wellbeing Strategy has been developed and implemented, including Departmental Wellbeing Review processes and a Wellbeing Champion Network [*Athena Swan*]. iii) A suite of resources and support for Wellbeing and Mental Health targeted at Researchers and Managers of Researchers are available. iv) Guidance around workload and work hour expectations has been enhanced. v) Staff workload allocation procedures have been reviewed and improved, in particular in relation to gender imbalances [*Athena Swan*]. vi) Methods to recognise and value all aspects of individuals' roles have been considered and trialled. vii) There are at least 70% positive perceptions on mental health and wellbeing as returned in future CEDARS surveys (2023 baseline: between 63% and 72% for Researchers, between 50% and 72% for Managers; national 2023 results: between 53% and 59% for Researchers, between 40% and 55% for Managers).				
ECI4	Ensure managers of researchers are effectively trained in relation to 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 ECM3, ECR3, ECI4/ECM1, ECR2 (ED&I), ECI5/ECM2, ECR2 (Research Integrity)) 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 ECM3 (Wellbeing), ECM3 (Bullying & Harassment), ECI4/ECM1, ECI5/ECM2, EM2, EI4, EI5, EM1, PCDM5) *Also addressed through Action 1 in ECI3 (Wellbeing); the proposed action includes a range of activities to help all*	Yes	Dec 2025 Dec 2025 Dec 2026 Jul 2025 Dec 2024 Dec 2024	E&D (AB), OSDU (ECD), RKES (HY)	Action 1: i) Policies to ensure that all staff participate in regular relevant training have been developed or amended. ii) Regular, recurring online training relating to Research Culture is in place and being monitored. iii) Staff confidence and competence is built in key EDI/support areas where development requirements have been identified (e.g. through Athena Swan), such as on inclusive language, disability, neurodiversity and autism [*Athena Swan*]. iv) A programme to support departments to engage in meaningful Research Culture conversations and peer-learning with centrally developed resources has been launched. v) 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. vi) Processes to monitor and report on engagement with EDI and Research Integrity training has been set up.				

		staff think more actively about health and wellbeing through training and other mechanisms		Dec 2026 Oct 2025 Oct 2025 Mar 2026 Oct 2026	OSDU (ECD), E&D (AB), RDCSG	vii) At least 75% of Researchers and Managers of Researchers have participated in ED&I and Research Integrity development opportunities at Strathclyde based on institutional training records. Action 2: viii) Uptake and engagement with line and project management training among Managers of Researchers has been reviewed, including suitable routes for delivering training. ix) Research Culture training has been embedded and aligned within line and project management training. x) Mechanisms to support senior staff members, such as Heads of Departments and Directors of Research have been considered and trialled. xi) Mechanisms and specific activities to embed excellent people management have been considered and trialled.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	*Addressed through Action 1 in ECI3 (Wellbeing) as well as Actions 1 and 2 in ECI4; the proposed actions focus on a number of activities to help staff to think more actively about health and wellbeing as well as for Managers of Researchers in particular to engage in training relevant to Research Culture and the responsibilities of their manager role*								
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	*Strathclyde has a Flexible Working Policy as well as an Agile Working Toolkit which support Managers and Researchers in relation to working arrangements. Awareness raising of these existing mechanisms is embedded within other actions focusing on training and support for Managers of Researchers throughout this plan (such as Action 2 in ECI4 and Action 2 in EM2)*								
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	*Addressed through Action 1 in ECI3 (Wellbeing) and Action 1 in ECI4; the proposed actions focus on supporting Researchers to understand good practices and actively think about their health and wellbeing*								

Bullying and harassment										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	Action 1: Enhance awareness of and processes for reporting routes for Research Culture related issues for staff, including through Report and Support, the Dignity & Respect Advisor and GBV First Responders networks and other channels (also ECM3 (Bullying & Harassment), ECR4 (Bullying & Harassment), ECM3 (Research Integrity), ECR4 (Research Integrity))		Dec 2024 Dec 2024 Jun 2024 / 2025 / 2026 Jun 2024 / 2025 / 2026	HR (VW), E&D (AB), RKES (HY, DMcH), Report & Support (IM)	i) Awareness of and processes for reporting routes for Research Culture related issues for staff have been enhanced, with communication channels reviewed and enhanced as necessary. ii) Strathclyde's unique and tailored safeguarding framework, Safe360°, has been fully implemented; it sets out our commitment to the welfare and wellbeing of our community [*Athena Swan*]. iii) 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. iv) Responses by majority and minority groups (in gender, ethnicity, sexual orientation) around Research Culture are monitored in CEDARS surveys.				
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	*Addressed through Action 1 in ECI3 (Bullying & Harassment) and Action 2 in ECI4; the proposed actions include activities aiming at raising awareness and trust of reporting mechanisms for all staff as well as dedicated training around Research Culture for Managers of Researchers*								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	*Addressed through Action 1 in ECI3 (Bullying & Harassment); the proposed action aims to raise awareness and trust in available reporting mechanisms for all staff, including in particular Researchers*								
Equality, diversity and inclusion										
The aims of these obligations are to ensure managers and researchers are trained in, aware of and adopt practices enhancing equality, diversity and inclusion.										

ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	*Addressed through Actions 1 and 2 in ECI4; the proposed actions aim at embedding training around Research Culture, including ED&I, for all staff as well as specifically Managers of Researchers*								
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	*Addressed through Action 1 in ECI4; the proposed action aims to embed training and development around Research Culture, including ED&I, for all staff, including specific research- and funder-focused aspects*								
Research Integrity										
The aims of these obligations are to ensure managers and researchers are trained in, aware of and maintain high standards of research integrity, and are able to report infringements or misconduct.										
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	*Addressed through Actions 1 and 2 in ECI4; the proposed actions aim at embedding training around Research Culture, including research integrity, for all staff as well as specifically Managers of Researchers*								
ECM3	Ensure managers report and address incidents of poor research integrity.	*Addressed through Action 1 in ECI3 (Bullying & Harassment); the proposed action aims to enhance awareness and trust in reporting mechanisms for research misconduct among all staff, including Managers of Researchers*								
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	*Addressed through Action 1 in ECI4; the proposed action aims to embed training and development around Research Culture, including research integrity, for all staff*								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected	*Addressed through Action 1 in ECI3 (Bullying & Harassment); the proposed action aims to enhance awareness and trust in reporting mechanisms for research misconduct among all staff, including Researchers*								

	standards of behaviour in relation to research misconduct.									
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
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.	Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Managers of Researchers with Institutional Policy Development and Decision-Making (also ECM5, EM5, ECR5, ER4) Action 2: Enhance Researcher and Manager of Researcher engagement and representation opportunities within Faculties and Departments (also ECM5, EM5, ECR5, ER4) Action 3: Develop approaches to recognise roles of staff across the institution in delivering the Concordat obligations (also ECM5, EM5, ECR5, ER4)		Oct 2024 Oct 2025 Jul 2026 Dec 2024 Dec 2024 Dec 2024 Jun 2024 / 2025 / 2026 Jun 2024 / 2025 / 2026	OSDU (ECD) Faculty VDRs, Researchers' Group Chairs RDCSG	Action 1: i) Resources and provision to support staff taking on new committee roles have been developed and their effectiveness is monitored regularly. ii) Resources and mechanisms have been developed to inform staff of the University's committee structure and communicate opportunities for engagement. iii) A forum targeted at early- and mid-career academics has been implemented; its effectiveness as well as staff awareness are monitored regularly. Action 2: iv) Ongoing opportunities for engagement and support for Researchers are created within Faculties. v) The institutional Researchers' Group has grown, including through offering a wider social programme and events aligned with institutional / Faculty / Department activities. Action 3: vi) Staff contributions to delivering the Concordat, e.g. through roles on committees, are recognised and staff remain able to contribute. All: vii) At least 85% of Researcher respondents and 65% of Manager respondents are aware of the Researchers' Group as returned in future CEDARS surveys (2023 baseline: 78% Researchers, 71% Managers). viii) At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2023 baseline: 10% Researchers, 24%				

						Managers; national 2023 results: 7% Researchers, 20% Managers).				
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	*Addressed through Actions 1 to 3 in EI7 and Action 2 in ECI2; the proposed actions aim to enhance staff awareness and understanding of the routes that Managers have in shaping institutional decision-making and their Research Culture, while also creating new routes for engagement*								
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	*Addressed through Actions 1 to 3 in EI7 and Action 2 in ECI2; the proposed actions aim to enhance staff awareness and understanding of the routes that Managers have in shaping institutional decision-making and their Research Culture, while also creating new routes for engagement*								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	*Addressed through Actions 1 to 3 in EI7 and Action 2 in ECI2; the proposed actions aim to enhance staff awareness and understanding of the routes that Researchers have in shaping institutional decision-making and their Research Culture*								
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	*Addressed through Actions 1 to 3 in EI7 and Action 2 in ECI2; the proposed actions aim to enhance Researchers' understanding of available opportunities for shaping their community and institution, including their Research Culture*								
Employment										
Recruitment and induction										
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										

EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Action 1: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to encourage a positive Research Culture (also EM3)		Oct 2024	HR (VW, DM, LL)	i) Academic recruitment policies and procedures have been reviewed and improved to positively impact underrepresentation by gender with an intersectional lens [*Athena Swan*].				
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 addressed through Action 1 in ECI2; the proposed action will aim to create an Online Researcher Hub that will support Researchers in finding relevant information for their roles and context from the beginning of their contract onward*		Mar 2025	OSDU (ECD)	i) Enhanced induction resources for international staff are in place as part of online and face-to-face induction and are being maintained regularly.				
Recognition, reward and promotion										
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.										
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: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to encourage a positive Research Culture (also EM3) Action 2: Seek to improve job security for Researchers (also EM3)		Dec 2026 Dec 2025 Dec 2024 Jun 2024 / 2025 / 2026	RKES (GM) HR (GS, ND), OSDU (ECD)	Action 1: i) An institutional Responsible Research Assessment Framework has been developed to embed appropriate assessment of research and Researcher contributions. Action 2: ii) The academic promotions process has been improved through implementing a number of new guiding principles which focus on career support, the composition and operation of faculty panels as well as monitoring and annual reporting [*Athena Swan*]. iii) Guidance for Researchers and Line Managers around promotion processes has been enhanced and communicated. iv) At least 60% 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				

						(2023 baseline: 46%; national 2023 results: 35%).				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	*Addressed through Action 1 in EI1 as well as Actions 1 and 2 in EI3; the proposed actions include a range of activities that will enhance existing processes in relation to recruitment, promotion and reward as well as developing guidance for Managers of Researchers on best practices within these topics*								
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	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 EI4, EI5, EM1) Action 2: Implement research-focused induction activities for Managers of Researchers (also EI4, EI5, EM1, PCDM5) Action 3: Enhance Training and Development provision and resources for roles inside and outside of academia (also ER1, ER2) *Also addressed through Action 2 in ECI4; the proposed action aims to expand and enhance current training and development for Managers to support them in understanding and carrying out their responsibilities*		Mar 2026 Mar 2026 Mar 2026 Mar 2025 Dec 2024	OSDU (ECD) OSDU (ECD) RKES (TK)	Action 1: i) A dedicated 'manager' section within the induction checklist has been created to highlight expectations associated with managers. Action 2: ii) Induction and probationary activities for Managers of Researchers have been reviewed. iii) A dedicated induction process for Academic Staff/Managers of Researchers has been created (including a checklist and induction event). iv) Micro-credential badges have been developed to recognise development activities aligned to this Concordat. Action 3: v) Resources to support staff in applying the principles of Responsible Research & Innovation in their research contexts have been put in place and are maintained regularly.				
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and	*This is addressed through Action 1 in ECI2 and Action 3 in EM2, which focus on increasing awareness and understanding of processes, policies and expectations for Researchers; it is also more broadly supported through training, development and guidance*								

	employment legislation, as well as the requirements of their funder.	*across various topics within this action plan*								
ER2	Researchers understand their reporting obligations and responsibilities.	*This is addressed through Action 1 in ECI2 and Action 3 in EM2, which focus on increasing awareness and understanding of processes, policies and expectations for Researchers; it is also more broadly supported through training, development and guidance across various topics within this action plan*								
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	*Addressed through Action 2 in ECI4, Actions 1 and 2 in EM2; the proposed actions aim to expand and enhance relevant training and development for Managers of Researchers through a range of activities*								
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 through Action 2 in ECI4, Actions 1 and 2 in EM2; the proposed actions aim to support Managers of Researchers in their approach to excellent people management*								
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and	*Addressed through Action 2 in ECI4, Actions 1 and 2 in EM2; the proposed actions aim to expand and enhance relevant training and development for Managers of Researchers, especially relating to people management*								

	fulfil their duty of care.									
EM4	Managers 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, including in the context of performance review processes (also ER3)		Dec 2025 Jun 2024 / 2025 / 2026	HR (LS), OSDU (ECD)	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 Managers of Researchers believe in the University valuing their various work contributions as staff managers (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys (2023 baseline: 47%; national 2023 results: 36%).				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	*Addressed through Action 1 in EM4; the proposed action aims to review current performance review processes and embed key Concordat principles in them*								
Job security										
The aim of this obligation is to improve the job security of researchers.										
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		Dec 2024 / 2025 / 2026 Oct 2025 Mar 2025 Dec 2025	HR (ND), OSDU (ECD)	i) 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. ii) A review of Strathclyde's fixed-term contract policy has been undertaken and the revised policy communicated. iii) 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. iv) 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.				

				Jun 2024 / 2025 / 2026 Dec 2025 Dec 2026		v) At least 40% of Researcher and Manager respondents are aware of redundancy and redeployment processes as returned in future CEDARS surveys (2023 baseline: 19% Researchers, 23% Managers; national 2023 results: 20% Researchers, 23% Managers). vi) A baseline of Researcher numbers using the redeployment portal has been established to allow future targets to be defined. vii) A review of existing methods to record staff career destinations has been completed and specific actions and success measures defined based on this.				
Professional and Career Development										
Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
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 PCDI6 (Championing CPD), PCDM3, PCDR1, PCDI4, PCDM4, PCDR5)		Oct 2024 Jun 2024 / 2025 / 2026 Oct 2024 Oct 2025 Jun 2024 / 2025 / 2026	OSDU (ECD), RKES (AW), RDCSG	i) The new Researcher Development Time Policy and related guidance resources have been communicated and are embedded through a communications strategy as well as monitoring of awareness and engagement. ii) At least 50% of Researchers indicate 10 days or more as development time spent per year (pro rata) as returned in future CEDARS surveys (2023 baseline: 25%; national 2023 results: 16%). iii) Guidance and monitoring processes for Managers of Researchers to include Researchers' development time into research costings are in place. iv) Methods and distinct actions to embed support of Researchers' development within the role of Managers of Researchers have been considered. v) At least 60% of Managers of Researchers believe in the University valuing their various work contributions as staff managers (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys (2023 baseline: 47%; national 2023 results: 36%).				

PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	*Addressed through Action 1 in PCDI1; the proposed action includes activities focusing on measuring engagement with professional development time through the new Researcher Development Time Policy*								
PCDM 3	Managers 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 through Action 1 in PCDI1; the proposed action includes activities focusing on raising awareness of Managers' responsibilities in supporting Researchers in their professional development, driven by the new Researcher Development Time Policy*								
PCDR 1	Researchers 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 through Action 1 in PCDI1; the proposed action includes activities focusing on raising awareness of Researchers' responsibilities in taking ownership of their career and development, driven by the new Researcher Development Time Policy*								
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career	Action 1: Implement a Career Development Review process for all Researchers, alongside the development of supporting practices, guidance and additional resources		Oct 2025	OSDU (ECD)	i) A structured process for Career Development Reviews has been developed, launched and is being monitored to define a baseline and reported on regularly.				

	development reviews with their researchers.	(also PCDI6 (Career development reviews), PCDM1, PCDR4)		Oct 2025		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.				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	*Addressed through Action 1 in PCDI2 and Action 2 in ECI6; the proposed actions aim to develop a structured Career Development Review process along with related monitoring and reporting mechanisms*								
PCDM 1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	*Addressed through Action 1 in PCDI2; the proposed action aims to develop a structured Career Development Review process, including clear responsibilities for Managers of Researchers*								
PCDR 4	Researchers positively engage in career development reviews with their managers.	*Addressed through Action 1 in PCDI2; the proposed action aims to develop a structured Career Development Review process that Researchers can engage with on a regular basis*								
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
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, PCDR2, PCDR6)		Oct 2024 Jun 2024 / 2025 / 2026	OSDU (ECD)	i) Mechanisms and pathways for Researchers to engage with the Career Development Advisor have been set up and communicated; Researcher engagement is monitored. ii) At least 40% of Researchers have discussed their career options with a Professional Careers Advisor as returned in future CEDARS surveys (2023 baseline: 10%; national 2023 results: 14%).				

PCDR 3	Researchers 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.	Action 1: Enhance Training and Development provision and resources for roles inside and outside of academia (also PCDR2, PCDR6) *+ Also addressed through Action 1 in PCDI3; the proposed action aims to provide professional careers support for Researchers, to help them develop and use tools, such as a career development plan or portfolio of evidence*		Dec 2024 Dec 2024 Mar 2025	OSDU (ECD), RDCSG	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.				
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	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 PCDM4, PCDR5) Action 2: Enhance Training and Development provision and resources for roles inside and outside of academia (also PCDM4, PCDR5) *+ Also addressed through Action 1 in PCDI1; the proposed action aims to support Researchers in finding time and opportunities to develop their research identity and leadership skills through the new Researcher Development Time Policy*		Jul 2025 Dec 2024 Jul 2025	RDCSG RKES (AW), OSDU (ECD), DAP-RKE (Open Research)	Action 1: i) Approaches and targeted activities have been trialled and put in place to recognise Researchers' leadership activities beyond research project roles, including through support around expressing informal leadership contributions. Action 2: ii) Available support & development mechanisms around fellowship and grant writing are communicated regularly and widely through suitable channels, including resources from the Fellowship Academy; potential gaps in the current suite of support are identified and new mechanisms developed, in particular for Grade 8-10 research staff roles. iii) An institutional Grant Peer Review Process set up to support the development of high-quality funding proposals through internal peer review and it includes Researchers.				

PCDM 4	Managers 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 PCDI1 as well as Actions 1 and 2 in PCDI4; the proposed actions include a range of activities to raise awareness and understanding for Managers of Researchers of the Concordat's obligations around research identity and leadership development and their role in this context*								
PCDM 5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	*Addressed through Action 2 in ECI4 and Action 2 in EM2; the proposed actions aim to support Managers of Researchers in undertaking training relating to leadership, project and people management*								
PCDR 5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	*Addressed in Action 1 in PCDI1 as well as Actions 1 and 2 in PCDI4; the proposed actions include a range of activities to support Researchers in taking responsibility for their professional & career development and engaging with relevant opportunities*								
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										
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.	*Addressed through Action 1 in PCDR3 and Action 1 in PCDI3; the proposed actions aim to support Researchers (and Managers of Researchers) in thinking more openly about their career options and opportunities across different sectors*								

PCDM 2	Managers 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 through Action 1 in PCDR3 and Action 1 in PCDI3; the proposed actions aim to include a number of activities targeted at Managers of Researchers to support them in their understanding of diverse careers and their responsibility to support their Researchers*								
PCDR 2	Researchers 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 through Action 1 in PCDR3, Action 1 in PCDI3 and Action 2 in ECR1; the proposed actions include a range of activities aiming to raise understanding and experience among Researchers regarding different sectors and diverse career options*								
PCDR 6	Researchers 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 through Action 1 in PCDR3, Action 1 in PCDI3 and Action 2 in ECR1; the proposed actions include a range of activities aiming to raise understanding and experience among Researchers regarding different activities and contexts within the research system*								

* The Researcher Development 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 Researcher Development 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.

Further hyperlinks and supplementary information (more rows can be added)	
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Abbreviations and glossary (more rows can be added)	
ADR	Accountability & Development Review (annual institutional appraisal process for all staff)
CEDARS	Culture, Employment & Development in Academic Research Survey

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CEDARS *Lite*	Institutional version of CEDARS, using a sub-set of questions from the national survey
DAP-RKE (Open Research)	Deputy Associate Principal (Research & Knowledge Exchange) with responsibility for Open Research
E&D	Equality & Diversity Team
EDI	Equality, Diversity & Inclusion
HR	Human Resources
Faculty VDRs	Faculty Vice-Deans (Research)
KE	Knowledge Exchange
OSDU	Organisational & Staff Development Unit
RDCSC	Research Development & Culture Sub-Committee
RDCSG	Researcher Development Concordat Steering Group
Report & Support	Team managing the institutional platform 'Report & Support' where staff / students can report problematic behaviours and safety concerns
RKES	Research & Knowledge Exchange Services
SHaWS	Safety, Health and Wellbeing & Security
AB	Amanda Baldwin
AW	Dr Antony Weir
CM	Prof Churnjeet Mahn
DM	Dhrubajyoti Mandal
DMcH	Dr Devon McHugh
ECD	Dr Emma Compton-Daw
GB	Graeme Brewster
GM	Grace Murkett
GS	Gordon Scott
HY	Dr Helen Young
IM	Ian McLellan
KD	Kevin Donovan
LL	Laura Lilburn
LS	Lesley Storer
ND	Natalie Deatcher
TK	Tanya Kay
VW	Verity Watson