HREiR Action Plan: 2022 - 2024

**Institution name:**

**HREiR Action Plan: 2022 - 2024**

**Researcher Career Development topics**

Action 1: Continue to embed Wellbeing and Mental Health support, with consideration of ECR1, ECR2, and ambitious approaches to encourage a positive Research Culture.

Action 2: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to support researcher development and induction activities.

**Goals associated to the Concordat**

Action 1: Develop governance processes to monitor, review and communicate implementation of the Concordat principles.

Action 2: Develop a Communication Strategy around the Concordat principles and progress of the Concordat through appropriate channels, ensuring comprehensive awareness.

**Summary of Key Areas**

- **Wellbeing and Mental Health**
  - Action 1: Review and update the Research Culture Training material in line with the latest developments and best practice.
  - Action 2: Identify mechanism(s) and implement mandatory training for all Managers of Researchers (ECM1, ECM2, ECM3, ECR4, ECR2, ECR1).

- **Research Integrity**
  - Action 1: Review and update the Research Integrity Training material in line with the latest developments and best practice.
  - Action 2: Identify mechanism(s) and implement mandatory training for all Researchers (ECR1, ECR2).

**Actions:**

- **Action 1:**
  - Review and update the Research Culture Training material in line with the latest developments and best practice.
  - Identify mechanism(s) and implement mandatory training for all Managers of Researchers (ECM1, ECM2, ECM3, ECR4, ECR2, ECR1).

- **Action 2:**
  - Develop a Communication Strategy around the Concordat principles and progress of the Concordat through appropriate channels, ensuring comprehensive awareness.

**Key Performance Indicators**

- At least 80% awareness of the Concordat by researchers and managers, expressed in future CEDARS surveys (2021 national results: 55% for researchers, 66% for managers).

- At least 70% positive perception on mental health and wellbeing as evaluated in future CEDARS surveys.

- A dedicated ‘manager’ section within the induction checklist has been created and is maintained regularly to highlight expectations associated with managers.

- Action 2: Develop an Online Hub for researchers and managers to access and engage in interactive workshops on Research Culture and Career Development.

**Outcomes/Results**

- A minimum of 50% of researchers have attended at least one interactive workshop on Research Culture and Career Development.

- At least 80% awareness of the Concordat by researchers and managers, expressed in future CEDARS surveys.

- Action 2: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to support researcher development and induction activities.

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- At least 80% awareness of the Concordat by researchers and managers, expressed in future CEDARS surveys.
Action 3: Continue to embed Wellbeing and Mental Health support, with concentration on effective management of workload (also ECM1, ECM2, ECR2, ECR4, EI1)

Action 1: Embed meaningful, discursive engagement with Research Culture Training (on Research Culture and Career Development) in induction (also ECM1, ECM2, ECR2, ECR4, EI1)

Action 1: Relevant policies have been developed; amended and communicated to ensure all staff participants in regular relevant training.

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Action 5.1(a) in relation to monitoring processes and success measures has been expanded from P7.5.

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The incidence of policies around mental health and wellbeing (not updated). Staff are reminded to review the Researcher inclusion in the development of new wellbeing provision is ensured.

Action 2: New roles and responsibilities for Wellbeing and Mental Health are integrated within staff development training courses and programmes.

Action 7: The impact of policies around mental health and wellbeing (not updated). Staff are reminded to review the Researcher inclusion in the development of new wellbeing provision is ensured.

Action 1: Appropriate and effective reporting mechanisms exist and routes have been put in place and are reviewed internally.

Action 3: Inappropriate and ineffective reporting mechanisms exist and routes have been put in place and are reviewed internally.

Action 3: Undertake relevant training and review relevant training in relation to monitoring and reporting on Research Culture.

Action 2: New policies to support departments to engage in meaningful Research Culture communications and peer training with centrally developed resources have been launched.

Action 3: Regular, recurring online training relating to Research Culture is in place and being monitored.

Action 3: A dedicated manager section within the induction has been embedded and aligned within line and project management training.

Action 7: The Dignity and Respect Advisor network of trained, informal contact persons in Departments/Schools has been reviewed.

Action 1: Relevant policies have been developed; amended and communicated to ensure all staff participate in regular relevant training.

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Action 1: Enhance and improve awareness of engagement opportunities for Researchers and Facilitators and Researcher Career Development topics

- Action 1: Develop and manage an Online Hub to provide a single online destination for all researchers to use.
- Action 2: Collaborate with related Institutional initiatives and groups to identify bold, innovative and ambitious approaches to encourage a positive Research Culture.
- Action 3: Embed meaningful, discursive engagement with Research Culture Training (on line and face to face) with all Faculties, Departments and Schools.

- Action 2: Enhance access to and awareness of support mechanisms for staff with Researcher Career Development (also ECI4, ECI5, ECM1, ECM2, ECM3, ECR2, EI1).
- Action 3: Embed meaningful, discursive engagement with Research Culture Training (on line and face to face) with all Faculties, Departments and Schools.
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P3.6 Ensure open, transparent and merit-based recruitment, which attracts and engages primarily the best calibre of candidates and which is fully aligned with strategic objectives.

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P3.7 Develop approaches to recognise roles of staff across the institution in delivering Concordat obligations (also ECD/MW, RKES) and ECD/MW, RKES, OSHAW.

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P3.8 Facilitate and ensure that managers of researchers are well informed about ethical research culture, equality, diversity, and inclusion, regulatory and legal frameworks, and recruitment and management practices without exception.

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P3.9 Ensure that induction and associated activities include representation of key stakeholders, including Academic Staff, Researchers, and Managers of Researchers.

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P3.10 Enhance and ensure that induction and associated activities are inclusive of, and accessible to, individuals with disabilities.

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P3.11 Enhance and ensure that induction and associated activities are inclusive of individuals from diverse backgrounds.

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P3.12 Develop approaches to ensure that induction and associated activities are delivered to staff in a timely manner.

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Managers of researchers must:

- The terms and conditions of grant agreements and relevant funding calls, terms and conditions for researchers, in accordance with relevant policy and decision-making.
- Facilitate researchers to identify and effectively manage researchers and line managers, including identification of individuals in line and project management, setting up and maintaining monitoring processes, and identifying success measures.
- Provide and enact relevant training and development opportunities for Managers of Researchers, in line with and in relation to their professional development and job descriptions.
- Close the deficit in the number of Times Higher Education (THE) Top 100 Researchers who are female.
- Managers of Researchers must be more aware of existing policy and decision-making formats, including mechanisms for peer-learning.
- Resources providing guidance for managers of researchers on the use of fixed-term contracts have been put in place and monitored.
- A year-on-year reduction in the percentage of fixed-term staff who have more than three years' service is achieved.

Action 2: Implement research-focused induction activities for Managers of Researchers.

- Identify mechanisms and implement mandatory training for all Managers of Researchers to include line and project management as well as Research Culture and related development and induction activities.
- Additional mechanisms for development and support of early-career researchers have been developed and specific actions, monitoring processes and success measures defined.

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Action 4: Develop and manage an Online Hub to provide a single online destination for all stakeholders, including researchers, managers of researchers, and institution.

- An Online Hub has been launched.
- Peer-learning networks have been launched through the SPINAL programme and are being monitored.
- At least 25% of Researcher and Manager respondents participate in institution policy and decision-making as returned in future CEDARS surveys (2021 national results: 8% for Researchers).
- At least 45% of Researchers and Manager respondents are aware of redhiring and redeployment processes as returned in future CEDARS surveys.
- There are no signatory and expectation breakdowns to support staff-staffing on new or similar roles has been developed and their effectiveness monitored.
- Addressed in Actions 1 to 3 in ECM5; the proposed actions support researchers and managers of researchers to be more aware of existing policy and decision-making formats, including mechanisms for peer-learning.
- At least 65% of Researcher respondents and 65% of Manager respondents are aware of the Researchers' Group as returned in future CEDARS surveys.
- Faculty-level Researchers' Groups have been set up for all four Faculties.
- Efficient routes for Researcher and Manager respondents to engage in Departmental/College decision-making are set up and communicated for each Departmental College.
- Staff contributions through role on committees are recognised and staff remain able to contribute.
- Appropriate mechanisms to support senior staff members such as Heads of Departments / Schools have been identified and targeted - support provision put in place.
- Resources and mechanisms have been developed to utilise staff of the University's committee structure and communication opportunities for engagement.
- A review of uptake and engagement with line and project management training among Managers of Researchers has been completed
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- Addressed in Action 2.2(d) of this strategy, which focuses on staff exit survey.
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Commit to, and evidence, the recognition and action on their role as part of the institutional policy and decision-making. Target for delivery: 2022-2024.

Action 1: Seek to improve job security for Researchers
- Addressed in Action 1 in EI3.
- Enhanced guidance resources for Researchers and Line Managers have been developed and revised as appropriate.
- At least 60% of Researcher and Line Managers feel job security is valued and appreciated.
- At least 60% of Researchers and Line Managers feel they have a voice in institutional policy and decision-making as returned in future CEDARS surveys.
- Action 1: New.
- Action 1: Jun 2022.
- Action 1: RDCSG.
- Action 1: OSDU (ECD/MW).
- Action 1: OSDU (ECD).
- Action 1: MLH (OSDU (ECD), HR (OSDU (ECD)), RDCSG).

Action 2: Improve staff engagement through regular, mandatory training and support activities for Researchers and Line Managers.
- Addressed in Action 3.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 2: New.
- Action 2: Jun 2022.
- Action 2: RDCSG.
- Action 2: OSDU (ECD/MW).
- Action 2: OSDU (ECD).

Action 3: Develop approaches to recognise roles of staff across the institution in delivering Researcher Career Development topics
- Addressed in Action 1.
- Resources and mechanisms have been developed to inform staff of the University’s committee structure and communicate opportunities for engagement.
- Addressed in Actions 1 to 3.
- Action 3: RDCSG.
- Action 3: OSDU (ECD/MW).
- Action 3: OSDU (ECD).

Action 4: Enhance peer-learning and networking activities for Managers of Researchers
- Addressed in Action 3.
- Effective strategies to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place.
- Action 4: RDCSG.
- Action 4: OSDU (ECD/MW).
- Action 4: OSDU (ECD).
- Action 4: MLH (OSDU (ECD), HR (OSDU (ECD)), RDCSG).

Action 5: Seek to improve representation of Researchers in the wider academic environment.
- Addressed in Action 1.
- Identification of researchers and networks to engage with the wider academic environment has been in place and communicated, including an induction check-in and induction event.
- Action 5: Jun 2022.
- Action 5: RDCSG.
- Action 5: OSDU (ECD/MW).
- Action 5: OSDU (ECD).

Action 6: Seek to improve the research culture and practice for Researchers and Line Managers.
- Addressed in Actions 1 to 3.
- Resources and mechanisms have been developed to improve the research culture and practice for Researchers and Line Managers.
- Action 6: Jun 2022.
- Action 6: RDCSG.
- Action 6: OSDU (ECD/MW).
- Action 6: OSDU (ECD).

Action 7: Seek to improve the environment and culture of the University.
- Addressed in Actions 1 to 3.
- Effective strategies to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place.
- Action 7: New.
- Action 7: Jun 2022.
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Action 8: Seek to improve the representation of Researchers in the wider academic environment.
- Addressed in Action 1.
- Identification of researchers and networks to engage with the wider academic environment has been in place and communicated, including an induction check-in and induction event.
- Action 8: New.
- Action 8: Jun 2022.
- Action 8: RDCSG.
- Action 8: OSDU (ECD/MW).
- Action 8: OSDU (ECD).

Action 9: Enhance staff performance management and decision-making with their research.
- Addressed in Action 1.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 9: RDCSG.
- Action 9: OSDU (ECD/MW).
- Action 9: OSDU (ECD).

Action 10: Improve staff engagement through regular, mandatory training and support activities for Researchers and Line Managers.
- Addressed in Action 3.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 10: Jun 2022.
- Action 10: RDCSG.
- Action 10: OSDU (ECD/MW).
- Action 10: OSDU (ECD).

Action 11: Seek to improve the research culture and practice for Researchers and Line Managers.
- Addressed in Actions 1 to 3.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 11: RDCSG.
- Action 11: OSDU (ECD/MW).
- Action 11: OSDU (ECD).

Action 12: Seek to improve the environment and culture of the University.
- Addressed in Actions 1 to 3.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 12: RDCSG.
- Action 12: OSDU (ECD/MW).
- Action 12: OSDU (ECD).

Action 13: Enhance peer-learning and networking activities for Managers of Researchers
- Addressed in Action 3.
- Effective strategies to support senior staff members such as Heads of Departments / Schools have been identified and training / support provision put in place.
- Action 13: RDCSG.
- Action 13: OSDU (ECD/MW).
- Action 13: OSDU (ECD).

Action 14: Seek to improve the representation of Researchers in the wider academic environment.
- Addressed in Action 1.
- Identification of researchers and networks to engage with the wider academic environment has been in place and communicated, including an induction check-in and induction event.
- Action 14: New.
- Action 14: Jun 2022.
- Action 14: RDCSG.
- Action 14: OSDU (ECD/MW).
- Action 14: OSDU (ECD).

Action 15: Enhance staff performance management and decision-making with their research.
- Addressed in Action 1.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 15: Jun 2022.
- Action 15: RDCSG.
- Action 15: OSDU (ECD/MW).
- Action 15: OSDU (ECD).

Action 16: Seek to improve the research culture and practice for Researchers and Line Managers.
- Addressed in Actions 1 to 3.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 16: Jun 2022.
- Action 16: RDCSG.
- Action 16: OSDU (ECD/MW).
- Action 16: OSDU (ECD).

Action 17: Seek to improve the environment and culture of the University.
- Addressed in Actions 1 to 3.
- Effective strategies to support staff engagement have been in place and communicated, including an induction check-in and induction event.
- Action 17: New.
- Action 17: Jun 2022.
- Action 17: RDCSG.
- Action 17: OSDU (ECD/MW).
- Action 17: OSDU (ECD).
Action 1: Provide access to Professional Careers Advice for all Researchers (also PCDM2)

- Ensure managers have access to professional careers advice and researcher engagement in research development.

Action 1: Enhance Training and Development provision and resources for roles inside and outside academia (also PCDI4, PCDM3, PCDR4, PCDR6)

- Include expectations and guidance for Managers: • 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.

Action 1: Implement a Career Development Review process for all Researchers, alongside the Concordat as well as the HR Excellence in Research Award process will include engagement of researchers in the development of supporting guidance and additional resources.

- ii) Resources to support Career Development Reviews including Development Needs Analysis, guidance for Reviewers and additional career progression support through coaching or mentoring have been put in place.

Action 5.2(d) on CPD and expanded from Action 2.6(b) on CPD

- Participation incentives are implemented in CEDARS to improve survey participation.

- At least 50% of Researcher respondents indicate 10 days or more development time spent per year (pro rata) as returned in future CEDARS surveys (2021 national results: 15%).

- Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate.

- At least 60% of Researcher and Manager respondents feel wider contributions beyond research delivery are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.

- At least 60% of Manager of Researchers respondents feel that contributions of staff managers are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.

- ProRata of 10 days professional development time are spent per year per respondent (2021 national results: 40% (3.5 days)).

- At least 60% of Managers of Researchers respondents feel that contributions of staff managers are valued (based on the average of multiple CEDARS components relating to views on work contributions as staff managers), as returned in future CEDARS surveys.

- Accountability and Development Review (ADR) processes and guidance for Researcher and Manager respondents have been reviewed and revised as appropriate.
**HEERI Action Plan: 2022 - 2024**

**Objective:** To allocate a minimum of 10 days pro rata, per year, for their researchers to engage in professional development. A policy for Researcher development time has been developed and communicated.

**Action:** 1. A policy for Researcher development time has been developed and communicated.

**Objective:** To explore and prepare for a range of opportunities for Researchers to develop their research careers, teaching skills, and research identity and leadership skills, within and outside of academia.

**Action:** 2. Identify and support mechanisms to enable Researchers to develop their research careers, including research identity and leadership skills within and outside of academia.

**Objective:** To maintain an up-to-date professional development action plan. This could be postgraduate researchers; staff on teaching and research contracts; clinicians; professional support staff; technicians.

**Action:** 3. A review of current induction and orientation activities for Researchers has been completed and specific actions, monitoring processes and success measures defined based on this as appropriate.

**Objective:** To provide appropriate credit and recognition for the time spent on professional development.

**Action:** 4. A policy for Researcher development time has been developed, published and communicated.

**Objective:** To develop and enhance a range of professional development activities, for Researchers to include line and project management as well as Research Culture and Values.

**Action:** 5. A review of current induction and orientation activities for Researchers has been completed and specific actions, monitoring processes and success measures defined based on this as appropriate.

**Objective:** To enhance communication and performance of researchers within fellowship / grant writing endeavours have been identified and specific actions and success measures defined based on this as appropriate.

**Action:** 6. An enhanced research strategies report on R+D grant writing is in place to Researcher and researchers are aware of research opportunities and motivation to participate.

**Objective:** To address Action 5.2(d) on CPD and expanded from relation to Knowledge Exchange.

**Action:** 7. An enhanced research strategies report on R+D grant writing is in place to Researcher and researchers are aware of research opportunities and motivation to participate.

**Objective:** To enhance communication and performance of researchers within fellowship / grant writing endeavours have been identified and specific actions and success measures defined based on this as appropriate.

**Action:** 8. A policy for Researcher development time has been developed, published and communicated.

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**Commentary:** The table below shows the status of actions and their alignment with the HEERI Action Plan 2022-2024.

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>Policy for Researcher development time has been developed and communicated.</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>Identify and support mechanisms to enable Researchers to develop their research careers, including research identity and leadership skills within and outside of academia.</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>A review of current induction and orientation activities for Researchers has been completed and specific actions, monitoring processes and success measures defined based on this as appropriate.</td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>A policy for Researcher development time has been developed, published and communicated.</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>A review of current induction and orientation activities for Researchers has been completed and specific actions, monitoring processes and success measures defined based on this as appropriate.</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>An enhanced research strategies report on R+D grant writing is in place to Researcher and researchers are aware of research opportunities and motivation to participate.</td>
</tr>
<tr>
<td>7</td>
<td>Yes</td>
<td>An enhanced research strategies report on R+D grant writing is in place to Researcher and researchers are aware of research opportunities and motivation to participate.</td>
</tr>
<tr>
<td>8</td>
<td>Yes</td>
<td>A policy for Researcher development time has been developed, published and communicated.</td>
</tr>
</tbody>
</table>
HREiR Action Plan: 2022 - 2024

List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADR</td>
<td>Accountability &amp; Development Review (Strathclyde’s annual appraisal process)</td>
</tr>
<tr>
<td>E&amp;D Team</td>
<td>Equality and Diversity Team</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>OSW</td>
<td>Organisational and Staff Wellbeing</td>
</tr>
<tr>
<td>ODUC</td>
<td>Organisational and Staff Development Unit</td>
</tr>
<tr>
<td>RDCSG</td>
<td>Researcher Development Concordat Steering Group</td>
</tr>
<tr>
<td>Report&amp;Support Team</td>
<td>Team managing the Report &amp; Support Online Tool</td>
</tr>
</tbody>
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List of Contacts

- Dr Brian Cameron: Senior Coordinator of HR Services
- Dr Emma Compton-Daw: Head of Employee Relations
- Dr Gary Chalmers: Head of People Strategy
- Dr Janet Clark: Head of Wellbeing
- Dr Louise Willcox: Head of HR Services
- Dr Maria Mirovska: Head of Talent and Development
- Dr Stephanie Mckendry: Head of Organisational Development
- Dr Mari-Louise Hemming: Head of Research Exchange Services
- Dr Maria Weikum: Head of Research Development
- Dr Helen Young: Head of Research Services