

**University of Strathclyde**  
**EU HR Excellence in Research Six to Eight Year Updated Action Plan**  
**2017-2019**



**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 2017 – 2019 EU HR Excellence in Research Award action plan as required for the eight-year external review process. This updated action plan covers the period 2017 – 2019 and should be considered alongside the 2015-2017 updated action plan to view the full four-year period between external reviews.**

**The actions within this plan were developed during 2015 and 2017 by incorporating existing action plans including; HR Activity Plan, Athena SWAN Action Plan, Research Development Strategy and Action Plan, the carrying forward of actions within the 2013-2015 EU HR Excellence in Research action plan and new actions identified during the development and consultation phase of the 2015 external and 2017 internal reviews.**

**Updates for the 2017 - 2019 period are provided here as part of the 8-year external review process. Actions which follow on from this plan can be found in the 2019 -2021 action plan.**

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	2017- 2019 Success Measures/ Deadline/Lead	2019 8 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	At least 40% awareness of HR Excellence in Research Award in future CROS surveys  06/2019 OSDU/HR (ECD)	<p><b>Completed and continuing</b></p> <p>The HR Excellence in Research Award continues to be promoted through recruitment webpages and, along with the Concordat to Support the Career Development of Researchers, at events such as Research Staff Induction (3 times per year) and within development activities as appropriate.</p> <p>The Researchers' Group have also been supported to run university-wide events and activities relating to the award and the Concordat such as hosting a survey and focus group to develop a response to the 2018 consultation on the Concordat to Support the Career Development of Researchers and the focus group to guide development of the 2019-2021 action plan for this review.</p> <p>In CROS 2019, 48% of Strathclyde's respondents were aware of the Concordat to Support the Career Development of Researchers, above the national 2019 average of 42%. Awareness of the Concordat amongst Strathclyde's staff has increased since 2013 (22%) and held relatively steady from 2017 to 2019 (49% 2017; 43% 2015).</p> <p>38% of Strathclyde respondents reported awareness of the HR Excellence in Research Award, whilst this is slightly lower than the 40% in 2017, the difference is in line with a similar change in the national results (40% in 2019 and 41% in 2017).</p> <p>Additionally, 50% of PIRLS 2019 respondents were aware that Strathclyde holds the EU HR Excellence in Research Award (50% on 2017 and 41% in 2015).</p>

1.3(c)	Review the desirability of the use of fixed term contracts, together with the impact of changes to the fixed-term contract process on research staff.	<ul style="list-style-type: none"> <li>• Greater proportion of staff moved to open ended or longer-term contracts</li> <li>• Impact of changes have been reviewed and enhancements implemented as required</li> </ul> <p>12/2018 HR (AL)</p>	<p><b>Completed and continuing</b></p> <ul style="list-style-type: none"> <li>• CROS results demonstrate that the proportion of research staff on fixed-term contracts has decreased since 2015 (72% 2019; 77% 2015) with a concomitant increase in open-ended contracts (26% 2019; 19% 2015) over the same period.</li> <li>• A comprehensive benchmarking exercise relating to the use of Fixed-Term Contracts has been completed and the recommendations have been considered through the relevant University committees. The recommendations from this review will be implemented over the coming year.</li> </ul>
1.4(b)	Provide online Unconscious Bias online training for all staff and ensure that all members of recruitment panels complete the training	<ul style="list-style-type: none"> <li>• At least 40% of staff have taken Unconscious Bias training by 2020</li> <li>• Recruitment panel members have taken Unconscious Bias training before participating in interviews</li> </ul> <p>08/2019 E&amp;D (AMcL)</p>	<p><b>Completed and continuing</b></p> <p>An online unconscious bias training course ‘Understanding Bias’ has been made available to all staff and students via MyPlace. Please note, a system is currently being designed to support completion tracking.</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, the Professional Services Development Programme and the Technical Staff Development Programme. 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. In 2018/19, the Equality and Diversity Office engaged a fourth year undergraduate student from our BA in Psychology on a placement with the Equality and Diversity Office, to conduct research into potential impacts of unconscious bias in university environments and to explore potential interventions, including those which may go above and beyond standard unconscious bias training. Recommendations from the research will be reported to the Equality, Diversity and Inclusion Committee and any potential interventions implemented as appropriate. We will continue to work closely with HR to facilitate all recruitment panel members to undertaken the training.</p>



**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.**

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 -2019 Success Measures/Deadline /Lead	2019 8 year Review Progress Update
2.1(a)	Assess whether further arrangements are necessary to ensure that all employees have the opportunity and the confidence to offer their views and ideas as key Strathclyde stakeholders (HR Activity Plan, Operational Excellence - action 5)	<ul style="list-style-type: none"> <li>Undertake CROS2019 and maintain response rates above the national average 08/2019 OSDU (ECD)</li> <li>Researchers Group continue to provide representation and engagement opportunities for research staff 08/2019 RG</li> </ul>	<p><b>Completed and continuing</b></p> <ul style="list-style-type: none"> <li>CROS2019 took place in April 2019 with a response rate 27% response rate, at the time of writing the national average had not been released. Data from CROS2019 has been used throughout this 8-year review documentation.</li> <li>The Researchers’ Group maintains a relatively stable overall membership of ~15 members of research staff, providing a forum for both members of the committee to offer their views and ideas as well as representation for research staff across the Institution. The group also provides representation on Institutional and Faculty committees and has organised a variety of events for research staff across the University over the past two years at which participants are encouraged to connect with the committee if there is anything they wish to discuss.</li> </ul> <p>The group regularly reviews its approaches to maximise visibility within the research staff community and increase participation and engagement.</p> <p><i>Please see action 4.13 and ‘Case Study – The Researchers’ Group’ for detailed updates relating to the Researchers’ Group.</i></p>
2.2(c)	Utilise information from the exit survey reporting and feed	Summary report considered by RDSC	<b>Completed/Business as usual</b>

	results to appropriate University committees (Athena SWAN - action 3)	and actions identified 05/2018 HR	Exit survey responses, with a focus on research staff, are now analysed annually and reported to RDSC for consideration. As a result, in 2018 enhancements were made to communications relating to exit surveys to encourage greater completion rates.
2.3(a)	<ul style="list-style-type: none"> <li>Implementation of the 'Best Practice Guide for the Management of Research Staff' to enhance research managers/ leaders awareness of their responsibilities for the management of researchers.</li> <li>Communicate the guide through advertising and organising appropriate training and development interventions to support the skills and knowledge of research managers / leaders in supporting research staff.</li> </ul>	Best practice guide is completed and implemented	<p><b>Completed</b></p> <p>The 'Supporting Research Staff and their Managers' webpage (<a href="https://www.strath.ac.uk/professionalservices/hr/policiesandprocedures/supportingresearchstaffandtheirmanagers/">https://www.strath.ac.uk/professionalservices/hr/policiesandprocedures/supportingresearchstaffandtheirmanagers/</a>) was published on the HR website in January 2018. An email was sent to all academic and research staff drawing their attention to this webpage when it was launched. To support continued awareness of the resource a link to the webpage is included in the signature of emails sent from the SPIRAL email account.</p>
2.4	Review the Research and Development Fund annually, enhancing when appropriate.	Research and Development Fund continues to provide bridging funding and	<p><b><u>Completed and business as usual</u></b></p> <p>4 awards were made during 2017/2018 and 3 awards during 2018/2019.</p>

		enhanced if necessary 8/2019 RKES (AMcF)	
2.6	Provide support for research staff aspiring to Strathclyde Chancellor's Fellow Scheme	Attendance and satisfaction figures are monitored and actions identified/undertaken if there is a decrease. 08/2019 OSDU/HR (ECD/AL)	<p><b>Completed and continuing</b></p> <p>In 2017/2018, 22 members of research staff attended a session designed to support staff aspiring to Strathclyde Chancellor's Fellow Scheme.</p> <p>In 2018/2019, fellowship scheme focused application support sessions took place relating to:</p> <ul style="list-style-type: none"> <li>• the UKRI Future Leaders Fellowship Scheme (2 sessions with a total of 43 attendees). Grant writing support was offered to potential applicants selected through an internal process</li> <li>• EPSRC Capital Investment Award for ECRs: 13 members of research staff attended an information session and 9 members of research staff took part in a series of workshops which supported participants to build new collaborations, draft proposals, understand procurement processes and consider effective mechanisms for sharing equipment/facilities</li> </ul> <p>There are also a number of activities within the SPIRAL and SPARK programmes to support research staff aspiring to academic careers, further details of these programmes and research staff engagement can be found in action 3.1.</p> <p>Further activities to support research and academic staff applying for fellowships are currently in planning.</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	2017 -2019 Success Measures/Deadline /Lead	2019 8 year Review Progress Update
3.1	Continue to provide training through the SPARK and SPIRAL programmes	<ul style="list-style-type: none"> <li>Research Staff opportunities within SPARK and SPIRAL are delivered in line with demand</li> <li>Evaluations maintain high levels of satisfaction</li> </ul> OSDU 8/2019 OSDU	<p><b>Completed and continuing</b></p> <p>Training for research staff continues to be delivered through the CPD-focused ‘Strathclyde Programme in Research and Leadership’ (SPIRAL) and credit-bearing ‘Strathclyde Programme in Academic Practice, Researcher Development and Knowledge Exchange’ (SPARK) programmes. Additionally, in February 2018 Strathclyde’s approach to doctoral supervisor training was redeveloped from a 20 credit SPARK class to a programme of workshops (the Strathclyde Supervisor Development Programme <a href="https://www.strath.ac.uk/hr/learninganddevelopment/strathclydesupervisordevelopmentprogramme/">https://www.strath.ac.uk/hr/learninganddevelopment/strathclydesupervisordevelopmentprogramme/</a>) open to all members of staff. In order to be eligible to act as a First or Second Supervisor any new members of staff must complete a defined selection of workshops offered through this programme: 2 core workshops, 3 workshops chosen from ‘Day-to-Day Supervision Skills’ and ‘Academic Writing and the <i>Viva Voce</i> Examination plus a final assessed presentation. Research staff at Strathclyde are able to act as formal second supervisors for doctoral students and regularly hold informal supervision roles.</p> <p>Participants in the focus group felt courses that offered formal recognition/certification were beneficial to their career development.</p> <hr/> <p><u>Engagement data</u></p> <p>Overall, at least 50% of the research staff population engage with some form of development activity: In 2018/2019 there were a total of 1153 attendances by 299 members of research staff across all OSDU staff development programmes (representing 65% of the research staff population); in 2017/2018 there were a total of 1,007 attendances by 292 members of research staff (53% of the research staff population). 244 members of research staff in 2018/2019, and 259 in 2017/2018, engaged with the research-focused activities within the SPARK, SPIRAL and/or Strathclyde Supervisor Development Programmes.</p> <p>CROS 2019 shows that 73% of research staff are aware of the Researcher Development support available through SPARK, with 77% of these finding this helpful. 76% of PIRLS respondents were also aware of the Researcher Development support through SPARK.</p>

			<p><i>SPIRAL</i> During 2018/2019, 232 members of research staff representing all faculties, attended SPIRAL events, 222 in 2017/2018. Evaluations re collected anonymously meaning it is not possible to identify research staff responses, however evaluations continue to be positive across the programme with 99% of participants saying they would recommend the workshop/event to a colleague, 96% of participants rated the content of the workshop/event as good or excellent and 98% of participants rated the quality of delivery as good or excellent.</p> <p>CROS 2019 shows that 83% of research staff are aware of the support available through SPIRAL, with 68% of these finding this helpful. 88% of PIRLS 2019 respondents were also aware of the early career support in SPIRAL.</p> <p><i>SPARK</i> During 2017/2018 19 members of research staff were registered on the SPARK programme with 8 receiving Postgraduate Certificates, 2 receiving Postgraduate Diplomas and 1 receiving a Masters degree. In 2018/2019, 15 were registered on the SPARK programme and received 6 Postgraduate Certificates and 2 Postgraduate Diplomas.</p> <p>The core SPARK Researcher Development class, <i>Building a Successful Research Career</i>, was highlighted during the research staff focus group as particularly beneficial for research staff. This class supports participants to build a career development plan and work through it over 10 months. During the 2017/2018 and 2018/2019 academic years 42 members of research staff have taken part in this class. A participant on the course in 2018 included the following comment in their evaluation “<i>I truly enjoyed this class. The class certainly helped me to better understand what is expected of me and plan forward accordingly</i>”.</p> <p><i>Strathclyde Supervisor Development Programme</i> This programme has proven popular with research staff both to complete the formal element of this training (research staff are able to act as formal second supervisors for doctoral students at Strathclyde) and also (anecdotally) to support their development towards academic posts. In 2017/2018 34 members of research staff took part in this programme and 45 in 2018/2019. So far, 6 members of research staff have completed the formal training representing 50% of the total completions</p>
--	--	--	---

3.3(b)	Ensure there are centrally funded places annually and encourage departments to fund places for the Aurora Women's Leadership Programme. (Athena SWAN action 17)	Research staff are able to apply for centrally funded Aurora places each year. 08/2019 E&D (AMcL)	<p><b>Completed and continuing</b></p> <p>Strathclyde continues to fund 15 places each year on the Aurora programme which are awarded through a competitive application process that is open to all female members of staff. In 2018/2019 one member of research staff attended Aurora.</p>
3.3(c)	Continue the VIRA pilot using the RDF for personal/professional development through SPARK and other avenues as appropriate	Research staff cohorts are successful in completing project activities and receiving the Vitae International Researcher's Award. 08/2019 OSDU (ECD)	<p><b>Continuing</b></p> <p>Strathclyde has been partnering with Vitae since 2015 to design and pilot the Vitae International Researcher Award (VIRA), a skills recognition programme based on the Researcher Development Framework. The first 4 research staff were awarded with VIRA in 2017 and the pilot is continuing within the SPARK class 'Building a Successful Research Career' (the core/mandatory class for the SPARK Researcher Development Pathway) with an additional 12 members of research staff currently taking part.</p>
3.5	Map SPARK, SPIRAL and STEP (where appropriate) courses to RDF	All appropriate courses are mapped to RDF 10/2018 OSDU (ECD)	<p><b>Ended</b></p> <p>This action forms part of the VIRA project using the RDF for personal professional development reflection and planning described in Action 3.3 (c). Mapping of courses forms part of this project.</p>

3.8(b)	<ul style="list-style-type: none"> <li>Develop / enhance long term/qualitative evaluation processes for all development interventions within the RDP/OSDU programmes offered to researchers (including challenges), to measure and demonstrate any impact /outputs of these interventions.</li> <li>Using this data to inform future enhancement / re-design of programmes. (Researcher Development Strategy and Action Plan- actions 15, 50, 10)</li> </ul>	<p>Long term/qualitative evaluation framework developed, implemented and reported on. Programmes enhanced where necessary 08/2019 OSDU</p>	<p><b>Completed</b></p> <p>We have considered long term evaluation models and different models are used in different programmes as relevant to the type of programme. Overall, OSDU now meets quarterly as a team to consider course evaluation, attendance and engagement data. This is combined with relevant survey results (eg CROS and PIRLS), formal reporting on programmes, annual meetings with Vice-Deans (Research) and liaison with the Researchers' Group to provide a comprehensive overview of the impact our programmes which is used to enhance programmes as appropriate.</p>
--------	--	--	---

3.8(c)	<ul style="list-style-type: none"> <li>Develop Best Practice Guidance for the Management of Research Staff</li> </ul>	Guide is completed and published on web 12/2017 HR/OSDU (FB/ECD)	<p><b>Completed</b></p> <p>See 2.3(a) above.</p>
--------	---	---	--

**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	2017 -2019 Success Measures/Deadline /Lead	2019 8 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"> <li>SPARK teaching and learning class is delivered in line with demand. Research Staff complete class and SPARK qualification</li> <li>Research staff teaching classes are delivered by teaching staff in line with demand and satisfaction levels remain high</li> </ul> <p>08/2019 OSDU (ECD/KS)</p>	<p><b>Completed and continuing</b></p> <ul style="list-style-type: none"> <li>Following evaluation of the research staff only SPARK class it was decided to return to the previous model where all staff categories take part in the same class. This provides research staff with the opportunity to benefit from interaction with more experienced teachers. In 2017/2018 21 members of research staff attended this class and 27 in 2018/2019.</li> <li>In 2018, 4 members of research staff were supported to deliver two research staff-focused teaching workshops: Delivering ad-hoc Lectures (12 research staff participants) and Making your Mark: Marking for the Inexperienced (5 research staff participants).</li> </ul> <p>Additionally:</p> <ul style="list-style-type: none"> <li>27 members of research staff attended events within the STEP (Strathclyde Teaching Excellence Programme) in 2017/2018 and 33 in 2018/2019.</li> <li>5 members of research staff act as assessment markers for the doctoral student's PGCert in Researcher Professional Development (<a href="https://www.strath.ac.uk/theresearcherdevelopmentprogramme/pgcredits/">https://www.strath.ac.uk/theresearcherdevelopmentprogramme/pgcredits/</a>) delivered through the Researcher Development Programme in RKES. This group is both provided with training in how to assess effectively and gain experience in assessment methods that may not ordinarily be available to them.</li> </ul>
4.12(c)	Support research staff to achieve Associate Fellow/Fellow of the HEA through Strathclyde's newly	Research staff achieve fellowships as appropriate to their teaching experience	<p><b>Completed and continuing</b></p> <p>Research Staff are able to apply for (Associate/) Fellowship of the Higher Education Academy either through a supported taught route (two classes from the Teaching and Learning SPARK pathway, one of which must be the core class Teaching, Learning and Assessment within the Disciplines) or an experiential route via a written submission documenting how they meet the criteria. Both routes are accredited by AdvanceHE/Higher Education</p>

	accredited HEA pathways	OSDU (KS/ECD)	Academy. Research staff typically apply through the taught route as this provides a greater level of support for staff with smaller teaching loads. Since 2016, 14 research staff have been awarded Fellowship of the Higher Education Academy and 1 Associate Fellow.
4.13(a)	Support existing research staff associations/networks and the restructuring of the institutional Research Staff Association	Researchers Group continue to provide representation and engagement opportunities for research staff 08/2019 RG	<p><b>Completed and continuing</b></p> <p><i>Please see Case Study for further details about the Researchers' Group and their activities.</i></p> <p>The Researchers' Group continues to provide representation on institutional committees and organise events for research staff across the university (please see action 4.13(b) for further details). The group provided an independent response to the 2018 consultation on the Concordat to Support the Career Development of Researchers which was informed by a survey and focus group.</p> <p>The StrathWide conference (<a href="https://www.strath.ac.uk/hr/learninganddevelopment/researchstaffdevelopment/researchersgroup/strathwide2019/">https://www.strath.ac.uk/hr/learninganddevelopment/researchstaffdevelopment/researchersgroup/strathwide2019/</a>) ran in 2018 and 2019. In 2019, the group gained funding from all Faculties and the institution to organise a research-staff only internal funding call to support new collaborations. 7 of the 9 proposals were successfully funded.</p> <p>The Researchers' Group and StrathWide were highlighted during the focus group as very positive features of Strathclyde's support for research staff and developing a sense of community for this cohort.</p>
4.13(b)	Researchers' Group seek to increase research staff representation across University committees and ensure this is consistent across the University.	Increase in research staff representatives on relevant committees 08/2019 RG	<p><b>Completed</b></p> <p>The group provides research staff representatives for RKEC, RDSC and now has representative on all Faculty Research Committees as well as being a point of contact for the institution in matters relevant to research staff. It also contributes to institutional consultation responses as appropriate.</p>

4.14	Implement an academia cross-mentoring scheme with Industry to support research, academic and knowledge exchange staff.	Mentoring scheme launched and evaluated 08/2019 OSDU GJ/ECD	The 2018/19 cycle of Mentoring @ Strathclyde saw the introduction of the Industrial Collaborations Mentoring Scheme in September 2018. The scheme is open to all Strathclyde Research and Knowledge Exchange staff, and provides opportunities to the wider academic community. It's key aim is to support innovation and impact activities by matching experienced mentors with those interested in developing that expertise. In the 2018/19 cycle there was 1 member of Research staff involved.
------	--	---	---

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	2017 -2019 Success Measures/Deadline /Lead	2019 8 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.	Training is provided through appropriate means to support research integrity training for research staff RKES/OSDU 08/2019	<p><b>Completed and in progress</b></p> <p>Over the past two years, OSDU and RKES have collaborated to develop training provision to support staff in relation to research integrity.</p> <p>Events have taken place in 2019 in relation to research integrity and the publication process:</p> <ul style="list-style-type: none"> <li>• a lunchtime workshop and networking opportunity with Sir Phillip Campbell (Editor in Chief, Springer Nature) took place for research staff and doctoral students (8 research staff participants).</li> <li>• a Masterclass (targeted at all staff; 14 research staff attendees) and longer workshop (targeted at research staff and early career academics; 4 research staff participants) with Irene Hames (an independent specialist in research publication, peer review and research integrity).</li> </ul> <p>A more general 'Research Integrity in Practice' workshop will take place in October 2019 and, following evaluation, is expected to become a regular occurrence in the SPIRAL programme. A workshop is also planned for the Strathclyde Supervisor Development Programme to support staff supervising students and staff.</p>
5.1(b)	Review and implement the UK Research Integrity Office Code (UKRIO) and the Concordat on Research Integrity can inform the University of Strathclyde Research Code of Practice.	Strathclyde Research Code of Practice is available to all staff 08/2019 RKES (AMcF)	<p><b>Completed/Business as usual</b></p> <p>The Strathclyde Code of Practice has been published on Strathclyde's website on a dedicated Research Integrity webpage (<a href="https://www.strath.ac.uk/research/integrity/">https://www.strath.ac.uk/research/integrity/</a>) and a report is presented at RKEC each year.</p>

5.2(a)	Deliver SPARK Knowledge Exchange Pathway modules in pilot year and evaluate.	KE path is delivered, evaluation is undertaken and relevant recommendations and actions taken forward OSDU 08/2018	<p><b>Completed</b></p> <p>The Knowledge Exchange path is being delivered and has undergone evaluation. Evaluations have highlighted an opportunity to conduct research into the needs of the University's Knowledge Exchange Fellows and that research is scheduled to begin in November 2019.</p>
5.2(c)	Support University KE centres to ensure research staff have appropriate and inclusive access to learning and development opportunities	Monitor numbers through annual reporting procedures OSDU 08/2018	<p><b>Completed/business as usual</b></p> <p><i>SPARK</i> Development opportunities within Strathclyde's workshop programmes are open to all members of staff from all parts of the institution. In relation to Knowledge Exchange development, in 2017/2018, 24 members of research staff attended classes in the SPARK KE pathway and 17 in 2018/2019.</p> <p><i>SPIRAL</i> A number of events take place within SPIRAL to support Knowledge Exchange relating to commercialising research, building collaborations with industry partners, designing CPD activities, public engagement and generating impact. In 2017/2018, 27 members of research staff attended workshops relating to Knowledge Exchange and 40 in 2018/2019.</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	2017 -2019 Success Measures/Deadline /Lead	2019 8 year Review Progress Update
6.1(a)	Plan and run 'Diversity Week 2016'. To support new and existing staff and student experience and celebrate diverse population and communities within Strathclyde	The University engages with Diversity Week and provides relevant activities for staff and students 08/2019 E&D	<p><b>Completed and continuing</b></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.</p> <p>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. Some examples from 2017-19 include:</p> <ul style="list-style-type: none"> <li>• Establishment of a Faith, Belief and Culture Fund, providing University funding to student societies to support activities that celebrate the diversity of the University community and further understanding, dialogue and respect between student groups and communities within the wider University setting.</li> <li>• Establishment of an internal Equality and Diversity Calendar, which displays relevant days/weeks/months of observance and celebration. Departments are invited to inform the EDO of any relevant events organised around these dates so that details can be added to the calendar.</li> <li>• Establishment of an Equality and Diversity Newsletter for students and staff, published once per semester.</li> <li>• University presence at Pride Glasgow 2018 and the flying of the rainbow flag on campus during Pride Weekend.</li> <li>• Organisation and wide promotion of University LGBT History month events. The University also lit up several of its buildings in purple for Purple Friday 2019 and flew the rainbow flag throughout February, to show our support for LGBT equality and our stand against homophobia, biphobia and transphobia.</li> <li>• Equally Safe @ Strathclyde hosting the Encompass Network's 'Inside Outside' exhibition at the University, based on and featuring the voices and stories of women involved in prostitution in Scotland.</li> <li>• Promotion of Hate Crime Awareness week across the campus, to raise awareness of hate crime and how to respond to it.</li> </ul>

			<ul style="list-style-type: none"> <li>• A wide variety of University events taking place throughout March, in celebration of International Women’s Day and Women’s History Month. In 2019, this included the University hosting Zero Tolerance’s Violence Unseen exhibition, alongside a related workshop and panel discussion, in collaboration with Gender Equal Media Scotland and Strathclyde Students’ Union.</li> <li>• University Mental Health day event focusing on experiences with mental ill-health and addiction, and highlighting the wellbeing benefits of physical activity.</li> <li>• Ongoing provision of social, learning and sacred space for people of all faiths and none via the University Chaplaincy Centre. Support is provided by chaplains from wider religions and belief communities.</li> </ul>
6.3(a)	Deliver personal and professional development activities to support staff whose first language is not English	Research staff continue to access support for those whose first language is not English and numbers are monitored 08/2019 OSDU	<p><b>Completed and continuing</b></p> <p>8 members of research staff attended this training in 2017/2018 and 4 in 2018/2019.</p>
6.3(b)	Utilise the submission process for the University’s next institutional Athena SWAN award to identify further actions to recruit, support and develop research staff	Results from Gender Equality Survey and Focus Groups conducted in Spring 2017 and analysis of staff data by gender have been used to inform development of actions to support and develop researchers, especially where their gender is under represented	<p><b>Completed</b></p> <p>Results from the staff Gender Equality consultations were used to inform the development of the University’s 2017-21 Athena SWAN Action Plan (the University successfully renewed its Bronze Athena SWAN award in the November 2017 submission round). A number of key actions affect the recruitment, support and development of research staff, including:</p> <ul style="list-style-type: none"> <li>- Implement practical 'positive action' initiatives to recruit women to academic &amp; research posts, ensuring that the University fully utilises the provisions of the Equality Act 2010 to address female under representation</li> <li>- Encourage and support departments to consider a range of 'non-traditional' working patterns when designing job descriptions for both Academic Professional and Admin &amp; Professional Services roles at all grades, including job share, part time work and flexible working</li> <li>- Continue and further develop existing support offered to research staff on fixed term contracts to assist them in moving to open or longer term contracts</li> </ul>

		11/17 E&D (AMcL)	<ul style="list-style-type: none"> <li>- Continue to support and further develop staff led networks which connect women from across the University and support their career progression</li> <li>- Continue to provide central funding for 15 women per year to attend the LFHE's Aurora Women's Leadership development programme</li> <li>- Continue and extend support for academic professional staff who are parents and carers to maintain momentum in their research</li> <li>- Continue to develop and implement online Faculty Promotion Workshops for Academic Professional staff and similar interventions for Professional Services staff at key career stages to prepare for career progression, with particular consideration given to women in areas where they are under represented</li> </ul> <p>Continue and develop support for Academic Professional and Professional Services staff who have taken career breaks to re-engage with their career trajectory</p>
6.4(b)	Cross reference both the 'Good practice guide on managing maternity leave support' and the 'Best Practice Guide for the Management of Research Staff' in webpages and documents.	Guides are cross-referenced in all appropriate documentation HR/E&D 08/2019	<p><b>Completed</b></p> <p>Both websites are now live and cross-referenced as appropriate</p>
6.10(b)	Extension of Athena SWAN principles in scope and beyond STEM subject areas via participation in ECU's extended Athena Swan Charter Mark (HR Activity Plan - operational excellence action 21).	All departments to submit Athena SWAN applications E&D (AMcL) 08/2019	<p><b>Completed and continuing</b></p> <p>Departmental engagement with the Athena SWAN Charter and awards process has expanded significantly since 2017. All departments now hold or are in the process of applying for Athena SWAN awards, with twenty of twenty six potential departments having achieved awards to date (taking into account the departments covered by the Business School's Faculty award). Our first departmental awards outwith STEM departments were achieved in 2018 (Strathclyde Business School and the School of Psychological Sciences and Health). Many departments have chosen to expand the remit of the self-assessment teams set up to develop Athena SWAN award submissions and now have general equality and diversity committees which examine a range of issues relating to protected characteristic groups. It is standard for the majority of these committees to report regularly to departmental management teams.</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.

<b>Implementation and Review (Principle 7).</b> 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.			
<b>Clause</b>	<b>Actions</b>	<b>2017 -2019 Success Measures/Deadline /Lead</b>	<b>2019 8 year Review Progress Update</b>
7	Undertake a gap analysis for all Concordat Principles to inform the institutional HR Excellence in Research 2 year action plan for 2019-2021.	Analysis regarding institutional support for research staff undertaken in relation to reviewed Concordat Principles OSDU 08/2019	<b>In progress</b> Two focus groups were held with a total of 20 members of research staff to inform our 2019-2021 HR Excellence in Research action plan. This will contribute to analysis and planning activities relating to the new Concordat to Support the Career Development of Researchers when it is published.
7.1(e)	1) Share the results of the 2017 CROS and PIRLS survey to appropriate audiences across the University 2) Implement meetings between stakeholder units to communicate survey and reporting findings, in particular CROS/PIRLS, Equality and Diversity Reporting.	<ul style="list-style-type: none"> <li>• Report produced on CROS/PIRLS outcome and circulated to University depts.</li> <li>• Reports provided to appropriate committees and action plans drawn up where appropriate</li> </ul> OSDU/E&D 08/2019	<b>Completed and in progress</b>  CROS and PIRLS 2017 were analysed over summer 2017. The results were reported to RDSC and the Researchers Group as well as being discussed with colleagues as appropriate. The results were largely positive and areas where increased supported was highlighted (eg training in teaching and research integrity skills) have been addressed and are being monitored in CROS 2019.  CROS and PIRLS 2019 took place in April 2019 with response rates of 27% and 23% respectively. The results will be analysed and reported for the RDSC October 2019 meeting.

7.4	Maintain a role in a number of relevant UK-wide initiatives for research staff led by Vitae and other external bodies, taking the lead on projects where appropriate.	University engages with appropriate organisations and networks that support research staff career development. OSDU/RDP 08/2019	<p><b>Completed and continuing</b></p> <p>OSDU and RDP staff continue to attend the following committees: Universities Scotland Researcher Development and Training Committee (US-RDTC, formerly US-RKEC-RTSC), Scottish Higher Education Researcher Developers (ScotHERD), Scottish Higher Education Developers (SHED), UK Council for Graduate Education (UKCGE) Scottish Network events &amp; Graduate School Managers Group and Academic Registrar Council's Postgraduate Practitioners group.</p> <p>The ADLR is Deputy Convener of US-RDTC, has been the Vitae Scotland Regional Representative during this period and has contributed to Vitae Working and Advisory Groups relating to CPD for Researcher Developers, Public Engagement Leadership, Intellectual Property and Academic Professional Apprenticeships.</p> <p>OSDU and RDP staff have presented at and attended a range of researcher development conferences, events and workshops arranged by organisations such as Vitae, QAA, UKCGE and EURAXESS.</p>
-----	---	---	--

## Abbreviations

ADLR	Academic Development Lead (Research)
ADR	Accountability and Development Review
CPD	Continuing Professional Development
CROS	Careers in Research On-line Survey
E&D	Equality and Diversity
HoD	Head of Department
HR	Human Resources Directorate
OH	Occupational Health
OSDU	Organisational and Staff Development Unit (a division of HR)
PGR	Postgraduate Research Student
PIRLS	Principal Investigators and Research Leaders Survey
RDF	Researcher Development Framework
RDP	Researcher Development Programme (PGR-focused Programme in RKES)
RDSC	Researcher Development Sub-committee (formerly RDG)
RG	Researcher's Group
SPARK	Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange
SPIRAL	Strathclyde Programme in Research and Leadership

SSDP	Strathclyde Supervisor Development Programme
STEP	Strathclyde Teaching Excellence Programme
REF	Research Excellence Framework
RKES	Research & Knowledge Exchange Services
RKEC	Research and Knowledge Exchange Committee
RSA	Research Staff Association

AL	Alison Locke (HR Manager, actions passed to MLH)
AMcL	Annie McLaughlin (Gender Equality Officer)
AMcF	Alison McFarlane (RKES Director)
CC	Claire Carroll (Research Policy Manager)
ECD	Emma Compton-Daw (Academic Development Lead (Research))
GJ	Gillian Johnstone (Organisational and Staff Development Adviser)
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))
TK	Tanya Kay (IAA & Strategic Theme Project Manager)