

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

Clause	Lead	Actions	Contributing Success Measures	Delivery date	Progress to date
<p>PRINCIPLE 1 Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</p> <p>Key Success Measures: HRE 1 - In our 2017 staff survey, 91% of research staff who responded reported that they believe the University acts fairly with regard to recruitment, compared with 90% in the 2015 survey - 2019 survey pending HRE 4 - In our 2017 staff survey 79% of research respondents said they felt fairly paid in relation to other staff at the University doing a similar job. This compares with 77% of research staff in the 2015 survey - 2019 survey pending</p>					
<p>1.1 All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</p>	ED&I	<p>The aim is that REF processes are fair and transparent. Monitor REF:</p> <ul style="list-style-type: none"> • Carry out Equality Impact Assessment (EIA) of processes • Monitor eligibility and submission rate by gender, race and disability • If statistics indicate issues, investigate and develop plan to address these 	REF submissions in line with eligible population numbers	By May 2018 and annually thereafter	The REF Code of Practice includes mandatory tailored training for all panel members and decision-makers which specifically addresses equality and diversity issues. An EIA was carried out in relation to the Code of Practice in May 2019. This reflects a commitment to undertaking an EIA at three stages; (1) when identifying independent researchers; (2) when selecting groups for submission and (3) in the post final submission. No issues identified.
	HR	Ensure recruitment statistics are robust and enable analysis of research posts by taking steps to encourage increased staff disclosure of personal characteristics	Recruitment statistics enable tracking against protected characteristics	December 2017 and continuing	Updates were made to the privacy and legal statement for candidates which confirms to candidates what their data will be used for. This has increased candidates' confidence about disclosing their personal and sensitive data with the university as evidenced by a 3% decrease in applications where candidates chose not to disclose data across the range of protected characteristics for periods 2017/2018. Please see Privacy Statement for further information .
	HR	Report recruitment statistics to People and Organisational Development Committee (PODCO) annually	Recruitment statistics indicate no bias based on characteristics	Annually in September	It was identified that the data used for the 2017/2018 PODCO report had inconsistencies. The data used for the 2018/2019 report was deemed robust and will be used as a benchmark for reports going forward. Data on protected characteristics now

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

					includes recruitment and selection activity across the application, shortlisting and appointment stages.
	HR	To have a comprehensive Recruitment Policy which reflects sector best practice and includes procedures and processes such as templates for interview selection. <ul style="list-style-type: none"> complete review of current Recruitment Policy and revise accordingly carry out EIA on revised Recruitment Policy 	Delivery of new Recruitment Policy	May 2018	Following a review of the recently revised suite of recruitment guidelines, a decision was made that the university did not need to create a new Recruitment Policy. An EIA was drafted which prompted the creation of a number of recruitment tools. These include, a new privacy and legal statement, scoring grids for shortlisting and interviewing (see the EIA for further information). The impact of this revision has enhanced the overall recruitment process from advertising to shortlisting. This action is complete.
	HR	Widen reach of recruitment advertising by broader use of social media and targeted channels <ul style="list-style-type: none"> Increased use of social media to support Recruitment. 	Metrics for new channels (hits, likes, shares)	December 2018	The last 3 Researcher vacancies advertised through LinkedIn attracted on average 252 job views for a 2 week advert. LinkedIn data is only available across a three month window.
	HR	To ensure information for new employees is current by carrying out annual review of recruitment information, using University branding work.	Branded templates developed	Annually in July	Recruitment information is constantly under review to ensure the material is right for each School and they are suitable for a move into the new recruitment system when it is available. In 2018 HR worked alongside External Relations and Schools to develop a suite of job advert templates. The aim of this was to enhance consistency with the university branding message and also showcase the differences across Schools. This review resulted in the development of a suite of job advert templates that were adapted to suit Academics and Researchers, with specific branded job advert templates.
1.2 Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all	HR	Embed updated Recruitment and Selection procedures and training.	Percentage of staff who have completed Equality and Diversity training	Reported annually to UEG University Executive Group (UEG) and PODCO	Recruitment and Selection training was introduced in 2018 and two sessions as part of our OPD programme have been provided, alongside guidance given by the HR and Recruitment central team. All staff are required to complete equality and diversity online modules with completion rates monitored regularly and reported to senior management on at least a quarterly basis. PODCO also monitors completion rates for this

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</p>	<p>HR</p>	<p>Report on an annual basis to PODCO on recruitment and selection statistics</p>	<p>Analysis of Recruitment outcomes (Athena SWAN data)</p>	<p>(Sept) with interim progress reports to Deans/Directors</p>	<p>mandatory training. In 2019 there was a push to improve the number of research staff who completed the training with the numbers increasingly steadily as outlined in the following:</p> <table border="1" data-bbox="1575 267 1879 673"> <thead> <tr> <th>Date</th> <th>Research Staff</th> </tr> </thead> <tbody> <tr> <td>Jun-18</td> <td>67%</td> </tr> <tr> <td>Aug-18</td> <td>66%</td> </tr> <tr> <td>Sep-18</td> <td>65%</td> </tr> <tr> <td>Oct-18</td> <td>65%</td> </tr> <tr> <td>Nov-18</td> <td>68%</td> </tr> <tr> <td>Dec-18</td> <td>70%</td> </tr> <tr> <td>Feb-19</td> <td>70%</td> </tr> <tr> <td>Mar-19</td> <td>71%</td> </tr> <tr> <td>May-19</td> <td>70%</td> </tr> <tr> <td>Jun-19</td> <td>71%</td> </tr> </tbody> </table> <p>(Data by job category only available from June 2018)</p> <p>The application of our recruitment procedures are monitored through the analysis of recruitment statistics (candidates, successful candidates and the make-up of recruitment panels) at University and School/Directorate through our Athena SWAN infrastructure and data is presented to PODCO for assurance purposes.</p> <p>Recruitment last reported November 2018 as above. The number of applications for research job category posts has increased from 22% to 29% of all job applications made to the University (2017/2018 data compared to 2018/2019 data).</p>	Date	Research Staff	Jun-18	67%	Aug-18	66%	Sep-18	65%	Oct-18	65%	Nov-18	68%	Dec-18	70%	Feb-19	70%	Mar-19	71%	May-19	70%	Jun-19	71%
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	<p>HR</p>	<p>Continuation of roll-out of employer branding activities, working with External Relations on recruitment communications</p>	<p>Creation of bespoke job packs</p>	<p>December 2017</p>	<p>Development of bespoke job packs for Researchers and Academic appointment roles. Review of email templates on a quarterly basis including branding elements such as the 'Did You Know' statements about the University and review of the</p>																						

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		with applicants, including use of a bank of 'Did You Know' statements which can be tailored to the job category of the post. The development of job packs in consultation with Schools/Directorates. With further review in December 2018 in light of further opportunities brought about by Business Transformation and introduction of new Recruitment system			<p>Welcome Letter in light of changes to Right to Work checks. Welcome letter includes link to the Staff Handbook. Please see web page on policies and procedures available.</p> <p>The number of clicks on this webpage in 2017/2018 was 1947 decreasing by 12% in 2018/2019 to 1715.</p>
<p>1.3 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</p>	HR	The University is committed to maintaining continuity of employment for its staff as far as possible and to use fixed-term contracts only for transparent and objective reasons where there is a genuine fixed-term need	Number of fixed-term contracts	Every quarter	The percentage of staff (Headcount) holding fixed contracts remains at a fairly constant year on year: 2017/18 – 20.2%, 2018/18 - 20.7%). Refer to Annual Workforce Report for further information.
	HR	The University will carry out a quarterly audit of the use of fixed-term contracts across the University which will include equality data and will share the results with the campus unions with a view to closely monitoring fixed-term contracts across the institution and ensuring that these remain at a level that is acceptable to the University and its staff representatives. The University will avoid the successive use of fixed-term contracts and will transfer staff to open-ended, permanent contracts once they have completed four years' service, or earlier if appropriate. Where fixed-term contracts are used the University will ensure that staff are treated no less favourably than permanent staff and have access to permanent vacancies. If the use of fixed-term contracts does not significantly reduce to an acceptable level or there are equality implications the University will	Analysis by equality data. Number of exceptions to policy of transfer to open-ended contracts	Every quarter	Workforce last reported to PODCO in November 2018. The University continues to work positively with our Campus Trade Unions on fixed term contracts through regular Collective Consultation meetings and continues its policy of transferring staff to open-ended contracts after four years of continuous service. The University's policies apply to all relevant staff regardless of their fixed-term/open-ended status. Where funding comes to an end, individuals are consulted with in advance. All vacancies are made available to staff facing redundancy or the end of a fixed-term contract before being advertised more widely as part of the University's redeployment policy. As well as consultation with the Campus Trade Unions the balance of fixed-term/open-ended contracts is reported on a monthly basis. This is completed by Human Resource Officers (HRO) through verbal updates and as a consequence has improved the quality of consultations. This report is reviewed by PODCO on an annual basis as part of our annual workforce report.

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		take action to address the situation and prior discussion will take place with the campus unions			
<p>1.4 To assure fairness, consistency and the best assessment of the candidates’ potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.</p>	HR	Ensure fair recruitment processes which are free from bias at all stages of appointment process and at all grades.	Attendance and feedback from Recruitment and Selection workshops	By Sept 2019	2018/2019 OPD Programme introduced revised and comprehensive Recruitment and Selection Workshop, run for the first time in March 2019 with 9 attendees. The workshop included guidance on how to shortlist and interview based on criteria using the shortlisting and interview grids. It also included unconscious bias awareness and practical exercise in drafting job descriptions and employee specifications. This initial training generated a number of requests from Schools and Directorates for further workshops which resulted in 6 bitesize sessions delivered within Schools.
	HR	<ul style="list-style-type: none"> EIA will be undertaken to inform the review of recruitment process and policy. 	EIA undertaken	May 2018	Completed.
	HR	<ul style="list-style-type: none"> All HR material related to recruitment processes will include reference to unconscious bias awareness. 		Sept 2017	<p>All panel Chairs are required to complete online ED&I modules. Unconscious bias training has been included in OPD programme since 2017 and is complemented by activities organised by individual Schools and open to all University staff. As of 2019, the unconscious bias training is now provided internally through ED&I (see Clause 6.7) and within Schools. The number of research staff that have received training through the School of Life Sciences is:</p> <p>2016/2017: 3 research staff 2017/2018: 16 research staff 2018/2019: 3 research staff</p>
	HR	<ul style="list-style-type: none"> Recruitment Panel Chairs will undertake unconscious bias training. Policies and procedures 	Make up of recruitment panels	December 2018	<p>The number of staff that have received unconscious bias training via OPD in 2017/2018:</p> <p>2017/2018: 23 research staff</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		<p>have been updated as and when scheduled for review.</p> <p>As a minimum there will be at least one male and one female on any shortlisting /interview panel. Where staff profile does not permit this, the gender of the external representative can address the imbalance. HR will monitor composition of recruitment panels to ensure 100% of panel information is recorded; Staff have a clear understanding of work-life balance policies in order that they can fully benefit from them; use Staff and other surveys to understand staff awareness of work-life balance policies; take steps to encourage managers to discuss work life balance with staff as appropriate.</p> <p>Increase in levels of applications for flexible working arrangements.</p>	<p>(Athena SWAN data)</p> <p>Increase in numbers of applications and approvals for flexible working</p>	<p>December 2018</p>	<p>2018/2019: 5 research staff</p> <p>Recruitment materials such as tracking forms request the data on how many male and female panel members were involved during the shortlisting and interview stage. Two recruitment workshops are run through the OPD programme where advice is given to recruiting managers relating to gender balance during the shortlisting and interview stage. The number of staff that have received iGrasp and eRecruitment training is:</p> <p>2017/2018: 2 staff members 2018/2019 2 staff members 2019/2020: 2 staff members</p> <p>Panel composition data is collected via an online form that collates the number of males and females involved in each vacancy. Panel data is requested from hiring managers and the completion rates are outlined below:</p> <table border="1" data-bbox="1386 787 2068 990"> <tr> <td colspan="2">Panel data completion 2017/2018</td> </tr> <tr> <td></td> <td>34% Shortlisting panel</td> </tr> <tr> <td></td> <td>27% Interview panel</td> </tr> <tr> <td colspan="2">Panel data completion 2018/2019</td> </tr> <tr> <td></td> <td>15% Shortlisting panel</td> </tr> <tr> <td></td> <td>9% Interview panel</td> </tr> </table> <p>There is a noticeable decrease in the level of reporting on shortlisting and interview panel data. As a result of this HROs are working closely to support hiring managers within Schools to address this.</p> <p>Flexible Working Requests data produced for Athena SWAN annually. As outlined below there is a 100% award rate for all requests totalling 16 successful applications for flexible working arrangements as outlined in table below:</p>	Panel data completion 2017/2018			34% Shortlisting panel		27% Interview panel	Panel data completion 2018/2019			15% Shortlisting panel		9% Interview panel
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		<p>Improve staff experience of work-life balance. Line-managers to have regular discussion with staff about work life balance as appropriate. Using the new workload model data and in conversation with staff, ensure no individual has an excessive workload.</p> <p>Monitor impact of promotion workshops. Understand differences in promotion application and success in STEMM and AHSSBL Schools and take action. We support staff to apply for promotion and provide feedback for unsuccessful candidates. Deans to introduce extra feedback and, where appropriate, mentoring for staff who were unsuccessful in promotion application. Where appropriate, action plan for unsuccessful members of staff put in place to enable a stronger application at the next available round. Staff who are unsuccessful in promotion are supported to make appropriate career choices and potential applications for promotion</p>	<p>Staff survey statistics on workload. 10% improvement in positive responses by 2019</p> <p>Annual EIA for promotion process and outcomes including analysis by job category grade and protected characteristics</p>	<p>December 2018</p> <p>2017 onwards Annual Promotion cycle</p>	<table border="1" data-bbox="1386 170 2058 341"> <thead> <tr> <th>Year</th> <th>Applications submitted</th> <th>Applications awarded</th> </tr> </thead> <tbody> <tr> <td>Nov 2016/2017</td> <td>9</td> <td>9</td> </tr> <tr> <td>July 2017/2018</td> <td>4</td> <td>4</td> </tr> <tr> <td>July 2018/2019</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>The introduction of a new workload allocation module is delayed, however clearer accurate data will be available once it is implemented. Staff Survey results reported to PODCO in March 2018 (2019 Staff Survey pending).</p> <p>The average pay gap in terms of ethnicity is -1.18% in favour of BME staff while the pay gap for disabled staff is 0.24% in favour of non-disabled staff. The gender segregation across different pay grades is most significant in grade 4 and grade 10 respectively. Grade 4 has a gender pay gap of -3.95 in favour of women, while in Grade 10, the gap is 7.09% in favour of men (average measures) Full data is available on the web pages.</p> <p>The Annual Review was last reported to PODCO in March 2019. The outcome of promotion process for Academic and Research staff and information on trends is analysed and reported to PODCO on an annual basis. The 2017/2018 analysis showed that the success rate for staff on Research contracts was slightly higher than the percentage success rate for all applications (75% vs 73%), but the number of applications from research staff was significantly lower than other categories. A review of promotion criteria is currently being carried out with a view to introducing a clearer set of criteria which will also contribute to more defined career development pathways for Academic and Research staff. The proportion of promotions for each of the contract types remains relatively constant, with the overall number of promotions slightly increased in 2018 (2017, 3 successful applications which increased to 6 in 2018).</p>	Year	Applications submitted	Applications awarded	Nov 2016/2017	9	9	July 2017/2018	4	4	July 2018/2019	3	3
Year	Applications submitted	Applications awarded															
Nov 2016/2017	9	9															
July 2017/2018	4	4															
July 2018/2019	3	3															

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>1.5 The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.</p>	<p>ED&I</p>	<p>Aim that pay and grading for researchers is fair and in line with Job Evaluation criteria</p> <ul style="list-style-type: none"> • Undertake biennial review of equal pay • Equal Pay Working Group to monitor equal pay gaps annually. • Use analysis to identify unjustifiable differences and set actions to address them • Pay parity across research staff and other staff in non-research posts, undertaking a similar graded post. <p>The criteria used at the University are contained within the Higher Education Role Analysis (HERA) job evaluation scheme.</p>	<p>Analysis of pay for Research categories compared with wider population</p> <p>Analysis of fixed-term contract pay compared to those on open-ended contracts.</p> <p>Staff perception of fair pay through Staff Survey (HRE 4).</p>	<p>April 2018 onwards</p> <p>April 2018 June 2018 and annually thereafter</p> <p>Staff survey 2019</p>	<p>2019 Statutory Pay Gap publications findings; Average 20.40% in favour of men Medial 13.69% in favour of men. 2016 findings - 23.78% average and 18.61% medial in favour of men. This shows an overall reduction in pay gap. Pay Gap analysis last reported to PODCO in March 2019 and is reported biennially as part of the Public Sector Equality Duties.</p> <p>Pay gap reporting is not currently broken down by job categories and is not currently analysed on staff with fixed-term contracts. Pay Gap analysis last reported to PODCO in March 2019.</p> <p>Detailed Gender Pay Gap Report published every two years as part of Public Sector Equality Duty. Last report March 2019 is available on the University Website. Additional analysis carried out for PODCO and for a number of pay-related activities including the review of senior staff salaries.</p> <p>2017 Staff Survey reflected 73% of staff feeling the University has a good pay and reward package and 70% feeling fairly paid for the work they did. The 2019 Staff Survey will run in December 2019.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>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. Key Success Measures: HRE 2; HRE 3, HRE 4 In our 2017 staff survey 80% of research staff said they had had an OSaR meeting in the last 12 months compared with 67% in 2015.; HRE 3 The quality of OSaR discussions is an area for investigation and action going forward, HRE 4, In our 2017 staff survey 79% of research respondents said they felt fairly paid in relation to other staff at the University doing a similar job compared with 77% within the 2015 Staff Survey.</p>					
<p>2.1 Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p>	HR	<p>Following a consultation exercise with members of UMG in light of Business Transformation, Objective Setting and Review (OSaR) has been identified as a process requiring review in recognition that ‘one size does not fit all’ – opportunities therefore to tailor the paperwork and process to different job categories</p>	<p>Number of OSaRs completed (HRE 2) Quality of OSaRs (HRE 4)</p>	<p>Review of process December 2018</p>	<p>OSaR completion analysis last reported to PODCO in March 2019 but not by Job Category. OSaR completion rates improved significantly in 2018, where in 2016/2017 the completion rates for all staff were 80% increasing to 87% in 2017/2018 (supported by findings within the 2017 Staff Survey responses on OSaR).</p>
	HR	<p>Review efficacy of Dean’s handbook</p>	<p>Deans Handbook reviewed and circulated</p>	<p>August 2019</p>	<p>The Deans handbook provides an overview of the key staffing processes from vacancy approval to the annual exercises around OSaR, reward and recognition. The handbook is reviewed annually and updated based on Human Resource Business Partners (e.g. a Calendar of Events). The Deans handbook is increasingly used as an enhanced information sharing tool which supports Deans in planning their year and developing awareness of their staffing responsibilities.</p>
	HR	<p>On boarding and off boarding processes will be standardised as an outcome of Business Transformation, forming a starting point for further development</p>	<p>Process standardised</p>	<p>Staff Survey 2019 Annually</p>	<p>The induction (onboarding) checklist is provided within the Staff Handbook and regularly reviewed alongside the staff handbook. A draft off-boarding checklist is currently shared with Directorate Business Partners for comment with a view to implementation prior to Business Transformation. In an effort to increase efficiency, effectiveness and fairness for all staff, HROs complete regular annual reviews across Schools to ensure that all online communication is up to date. This supports the</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

	HR	Exit Questionnaire statistics are reported to PODCO once a year enabling an analysis of research posts and the impact of key factors such as 'Brexit'	Metrics to be provided when available	September, annually	<p>continuous review of the staff handbook for new employees.</p> <p>PODCO reviewed a summary of feedback from the Exit Survey conducted in 2017 and noted that 'culture' was the reason staff noted most often when asked what could have been improved about their job. Members noted that the Exit Survey only provided information on a small sample of staff and was therefore not representative of the University. These stats have since not been provided to PODCO as there is a view that the questionnaire needs to be stripped down and aligned with the staff survey. However results from the Exit Questionnaire are now shared with Human Resource Business Partners at School and Directorate level to enable review and feedback for further consideration about the format of the Exit Survey going forward.</p>
<p>2.2 Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</p>	HR	Continue to review the use of fixed term contracts – see Clause 1.3	As 1.3 above	Quarterly at Collective Consultation meeting with the Campus Unions	<p>The University continues to work positively with our Campus Trade Unions on fixed term contracts through regular Collective Consultation meetings and continues its policy of transferring staff to open-ended contracts after four years of continuous service. The University's policies apply to all relevant staff regardless of their fixed-term/open-ended status. Where funding comes to an end, individuals are consulted with in advance. All vacancies are made available to staff facing redundancy or the end of a fixed-term contract before being advertised more widely as part of the University's redeployment policy. As well as consultation with the Campus Trade Unions, the balance of fixed-term/open-ended contracts is reported on a monthly basis and is reviewed by PODCO on an annual basis as part of our annual workforce report. The percentage of staff (Headcount) holding fixed contracts remains at a fairly constant year on year: 2017/18 – 20.2%,</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

					2018/18 - 20.7%). Refer to Annual Workforce Report for further information (see Clause 1.3).
<p>2.3 Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	HR	<p>Ensure all line-managers who hold OSaRs have undertaken relevant training</p> <p>See Clause 2.1 – Review of OSaR</p> <p>See Clause 2.1 – Review of Dean's handbook</p>	<p>Number of Managers who have attended training (report annually)</p> <p>Staff survey suite of questions on OSaR including HR2 and HR 3)</p>	<p>Annually in July</p> <p>December 2018</p>	<p>The emphasis of development activity for managers has been realigned from the formal process to skills for performance management and development and the quality of conversations. The number of research staff who have undergone OSaR training is outlined in Clause 3.6. Overall, OSaR completion rates have improved significantly in 2018 where in 2016/2017 the completion rates were 80% increasing to 87% in 2017/2018 (supported by the 2017 Staff Survey responses on OSaR).</p>
<p>2.4 Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems</p>	VP-Research	<p>The use of bridging funds to support research staff is implemented via the deans at a School level. (Refer to 2015-17 Action plan, Clause 2.4 for further information)</p>	<p>Number of Research vacancies filled by internal candidates</p>	<p>Ongoing review</p>	<p>A preliminary review of bridging funds to support research staff found that further development work needed to be undertaken with engagement with VP Provost and the Deans Group. Working with the REO and the VP will seek input from newly formed networks such as the Research staff Forum to carry through further development work in support of this action point.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	HR	<p>Redeployment portal – redeployment opportunities are available before posts are advertised more fully</p>	<p>Metrics of number of research staff redeployed</p>	<p>Ongoing review Integral part of recruitment and selection process</p>	<p>Current number of redeployees as of 15/8/19 are 10. The total appointments made via the redeployment portal from 1/7/17 are 86 of which 22 positions were in the research staff category.</p> <p>Overall number of applications, interviewed candidates and appointments made via the redeployment portal has decreased from 2017/2018 to 2018/2019:</p> <ul style="list-style-type: none"> • Applications 171 (2018) down to 107 (2019) • Interviewed 81 (2018) down to 48 (2019) • Referral Source 47 (2018) down to 35 appointed (2019).
<p>2.5 Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</p>	HR	<p>See Clause 1.5</p> <p>The University is committed to pay progression in accordance with the Framework agreement. Information is published on the HR website and staff are notified of pay awards in the staff newsletter.</p>	HRE 4	<p>Annual review</p> <p>Staff survey 2019 (not available at time of submission)</p>	<p>Annual awards implemented from August 2019 and announced to all staff via Internal Comms and/or Staff Newsletter, providing a link to the salary scales on the Payroll website.</p> <p>Incremental progression is outlined in contracts of employment and implemented in accordance with University procedures.</p>
<p>2.6 Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated</p>	HR	<p>Merit Awards have just been expanded to include accelerated advancement. This has been re-introduced after years of absence and is recognised to be a more inclusive process for staff employed for shorter periods. This is reported annually to PODCO</p>	<p>Numbers of staff applying for and successful in Merit Awards – analysis by job category and protected characteristics</p>	<p>EQIA for Annual Review</p> <p>Annual reporting of statistics to PODCO</p>	<p>Merit Awards last reported to PODCO in January 2019.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>					<table border="1" data-bbox="1465 204 2043 378"> <thead> <tr> <th>Year</th> <th>No of nominations</th> <th>% of RS population</th> <th>% of total awards</th> <th>No of awards</th> <th>% nom awarded</th> </tr> </thead> <tbody> <tr> <td>2017a</td> <td>15</td> <td>n/a</td> <td>23%</td> <td>8</td> <td>n/a</td> </tr> <tr> <td>2018b</td> <td>7</td> <td>4%</td> <td>3%</td> <td>4</td> <td>57%</td> </tr> <tr> <td>2018c</td> <td>4</td> <td>1%</td> <td>0</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p data-bbox="1465 412 1713 483"> a Contributed Related Points b Contributed Related Points c Accelerated Advancement </p> <p data-bbox="1465 557 2011 678"> Numbers of research staff nominated for Merit Awards was low compared with other job categories. See Merit Award web pages for further information. </p>	Year	No of nominations	% of RS population	% of total awards	No of awards	% nom awarded	2017a	15	n/a	23%	8	n/a	2018b	7	4%	3%	4	57%	2018c	4	1%	0	0	0%
Year	No of nominations	% of RS population	% of total awards	No of awards	% nom awarded																								
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<p>PRINCIPLE 3 Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. Key Success Measure: HRE 5 Key Success Measures: Staff survey question: I feel I am given the same opportunities to develop as other staff; 81% Research Community positive response. This is compared within 79% in the 2015 Staff survey. Staff survey question: I am satisfied with my current level of training and development; 74% Research Community positive response. This is compared within 76% in the 2015 Staff survey. Staff survey question: Overall training and development has helped me do my job more effectively; 73% Research Community positive response. This is compared within 73% the 2015 Staff survey.</p>																													
<p>3.1 It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher</p>	<p>OPD</p>	<p>The University Staff Survey contains Careers in Research Online Survey (CROS) like questions specifically for research staff run in late 2017</p> <p>Further analysis of results for research staff to be carried out and plans for addressing issues made.</p>	<p>Key Measures identified below</p> <p>(Additional measures may be added following further analysis of results and</p>	<p>May 2018</p>	<p>The Researcher Development Programme at the University of Dundee aims to meet the needs of research staff in both their current and future career ambitions. New provision is assessed and delivered subject to training identified through the annual review process, workshop feedback, horizon scoping, committees and national initiatives (such as the Research Concordats, Mental Health and Wellbeing etc).</p>																								

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>			<p>engagement with staff on outcomes)</p>	<p>Some of the new workshops on offer to research staff in the academic year 2018/2019 include:</p> <ul style="list-style-type: none"> • Writing Research Grant Applications the Easy Way • Peer-support lunch: follow-up session for the • Using RESEARCHconnect • Create a 2-Minute Film • 2D White Board Animation to Build Your Research Brand Online • Leadership and Management in Research <p>A total of 9 'Focus On' pages have been created for research staff specifically exploring researcher development topics including Careers and Resilience.</p> <p>The University Staff Survey usually runs every two years between October and December. Whilst the 2019 Staff Survey data is not yet available, the insights from the Careers in Research Online Survey (CROS) questions specifically from the 2017 Staff Survey nonetheless provide valuable insights into the experience of research staff. The research staff group for instance reported positively to sections; Your role; Physical Environment, Training and Development; Pay and Conditions; Work Life Balance, and Equality and Diversity. However there is room for improvement where the following four section areas revealed to be the lowest response in 4 out of 5 cases to 'agree', 'tend to agree' and 'yes' by the research staff group:</p> <p>43% Are you clear on how your objectives are linked to supporting the University's Vision? [Section Objective Setting and Review Process OSaR] 63% I understand how I contribute to the University's Vision [Section Vision and Values] 63% I am aware of how my School/ Directorate/ Unit is contributing to the Vision [Section Vision and</p>
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

					<p>Values] 44% I feel that my job security at the University is good [Section: Job Satisfaction] 51% To what extent do you agree your School / Directorate / Unit Senior Management support new ideas for improving the way we do things [Section Leadership].</p> <p>Please see web page for further information on the 2017 Staff Survey results.</p>
<p>3.2 A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	CS	The Careers Service will run a career transitions workshop to highlight the variety of career paths to research staff	Attendance Feedback on workshops by Research community	December 2017	During the period of 2017/2018 the CS organised one workshop session titled Career Transitions: Exploring Career Opportunities for Researchers, however this was cancelled due to low registration. This workshop was introduced again in 2018-2019 with attendance by five research staff members. The workshop feedback indicates that 100% of participants felt that they gained value added knowledge or ideas from attending the workshop.
	CfE	Centre for Entrepreneurship (CfE) will highlight entrepreneurial opportunities to researchers.		Throughout 2017/18	The CfE delivered one OPD session in 2017 titled Introduction to Entrepreneurship with attendance from one research staff member. In addition to social media and internal communication, the CfE promotes opportunities and training for research staff members such as RSE Fellowship, Venture Fund and the Enterprise Challenge Fund (see Clause 3.3 for further detail).
	OPD	A business case will be submitted for a dedicated careers researcher developer to enhance our support for researchers in this area	Improved resourcing approved	February 2018	Action completed: In June 2019 a Researcher Enhancement Officer (REO) was appointed to enhance and support the University's commitment to the Concordat to Support the Career Development of Researchers. As a dedicated resource, the REO will drive forward a range of Researcher specific initiatives as outlined in Clause 3.5.

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>3.3 Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</p>	CfE	The CfE will offer training and access to financial support through the University-wide "Venture" competition for high potential business ideas	Numbers of Research community engaging with competition.	January 2018	<p>Since the CfE opened in autumn 2017 the number of research staff that have undergone Venture Competition training is 9 (3 in 2017, 3 in 2018 and 3 in 2019). A total of 3 research staff members were successful for Venture funding and 1 research staff member was awarded an Enterprise Challenge Fund. The following feedback from a Researcher outlines their experience of undertaking Enterprise Challenge training and pitching:</p> <p><i>“For me this experience has been definitely positive. The Centre of Entrepreneur has provided training by covering several aspects essential to start a successful business. Apart from the training, it was great to meet other people with different experience and share our views and ideas. This helped me to get new opinion on my business and learn from other participants. I was good and lucky enough to win the “Enterprise Challenge” and this helped me to get feedback from the panel members. The prize helped me to improve my prototype. Staff at the centre of entrepreneur were nice to me, always friendly. Brian, the Head of Centre for Entrepreneurship supported me and helped me during all the training” (Enterprise Challenge Winner 2019 and Researcher, School of Medicine).</i></p>
	OPD	A Train the Trainer workshop opportunity has been extended to research staff who are interested in developing their facilitation skills	Attendance by Research Community	December 2017	<p>There are varied versions of Train the Trainer workshops including: Train the Trainer (1 research staff member attended during 2017/2018 as part of a two day workshop), Train the Trainer – Research Ethics (2 research staff member attended during 2017/2018).</p> <p>The following Train the Trainer courses ran in 2018/2019: Responsible and Ethical Practice in Research and Publication (3 research staff members attended) and Train the Trainer - Facilitation Skills (2 research staff members attended). The</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

	OPD	New Public Engagement courses and facilitators currently under consideration for 2018/19 programme. New courses in place during 2018/19	<p>Attendance by Research Community</p> <p>Staff Survey will also identify areas</p> <p>Researchers feel are well served and where there is demand for further activity.</p>	August 2018	<p>workshops utilise a range of case studies and information sharing which participants reported in feedback as the ‘most beneficial’ aspect.</p> <p>There is a program of different Public Engagement courses available to research staff. The Wow! Why? Aha! Communicating Complexity is a course specially designed to develop public engagement activities such as public performance, workshops, press, TV or radio. The number of research staff that have received Wow! Why? Aha! Communicating Complexity training is: 2016/2017: 8 research staff members 2017/2018: 4 research staff members 2018/2019: 4 research staff members</p> <p>There are also other Public Engagement courses available to research Staff. The following points outline the number of research staff attendance:</p> <p>2017/2018 Finding Humour in Your Research: 4 2018/2019 Finding Humour in Your Research: 2 2018/2019 Introduction to Public Engagement: 2</p> <p>Feedback from a Bright Club participant highlights the benefits of engaging in this training: <i>“I was never very good with public speaking but realised if I wanted to be an academic I had to be good with presentation skills. Public engagement makes you think about your research slightly differently, how you present yourself and when you are trying to make someone laugh you have to make it relatable. Rather than just talking about what you do”</i> (Researcher, School of Medicine).</p>
3.4 All employers will wish to review how their staff can access professional,	CS	The CS will offer one to one confidential and impartial career guidance appointments for research staff	Attendance	Throughout September	The CS offers drop in sessions as well as bookable appointments for research staff. Since 1st of September 2017 there have been 109 recorded

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</p>				<p>2017 to June 2018</p>	<p>occasions where research staff have attended the CS for guidance. The CS provide additional appointments via OPD attendance by research staff was:</p> <p>2017/2018: 21 researchers 2018/2019: 15 researchers</p> <p>Additionally 10 appointments were completed for contract research staff who contacted the Career Advisors directly for an appointment. The following outlines feedback from researchers on the drop in session on what they view ‘most beneficial’:</p> <p><i>“Example CV was useful and speaking to someone who had been in exactly the same position”</i> (Researcher, School of Life Sciences).</p> <p><i>“Seeing a UK life sciences CV. Although I have previously had feed-back on my CV and had seen many online before, I did not fully understand how different German, US and UK CVs are”</i> (Researcher, School of Life Sciences).</p> <p><i>“I received helpful comments on my CV and how to restructure it to make it better and more appropriate for academia and industry”</i> (Researcher, School of Social Sciences).</p>
<p>3.5 Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are</p>	<p>OPD</p>	<p>Further development on this is subject to appointment of a dedicated careers researcher developer (see 3.2)</p>		<p>August 2018</p>	<p>Action completed: The appointment of a Researcher Enhancement Officer (REO) in June 2019 provides a dedicated resource to support the University's commitment to the Concordat to Support the Career Development of Researchers by carrying out a review of current research staff provision with input from research staff. Development of the following activities and initiatives are each aimed to provide clearer information to support career development and build in processes for communicating information on local, national and international development strategies. These</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>					<p>include: -Localised research staff drop in sessions where three have been completed since August 2019. The number of research staff per event is: Drop-in 1: 3 research staff attended Drop-in 2: 2 research staff attended Drop in 3: 2 research staff attended -Research staff Breakfast Network series with engagement from key research services across the University. There have been two between April 2019 (25 research staff attended) and August 2019 (36 research staff and 13 colleagues from professional services attended). -Improved communication through the development of social media platforms specifically for research staff via LinkedIn – University of Dundee Research staff Group (14 members), Twitter @UoD_Researchers (60 members) Instagram UoDResearchers (24 members) and Facebook Researchers, University of Dundee (4 members).</p>
<p>3.6 Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development</p>	<p>HR</p>	<p>As part of the on boarding and off boarding processes there will be further work on tailoring induction checklists</p> <p>Guidance to Managers on Career Development discussions through OSaR Process (Review December 2018)</p>	<p>Staff survey results – Questions on information to do my job, data protection awareness, H&S awareness, equality and diversity policy awareness</p> <p>Numbers completed mandatory training</p>	<p>December 2018</p>	<p>Career Development will become a standard component of the renewed OSaR process. Discussion on this included in OSaR training for Managers (see Clause 2.1 for further information), alongside OSaR training by HRO at a School level.</p> <p>The number of staff that have received OSaR training is: 2017: 68 staff including 26 research staff members 2018: 61 staff including 2 research staff members 2019: 57 staff with 0 research staff members</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>3.7 Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	CS	Career Service will run workshops within OPD provision on introducing the RDF as a Career management/ Professional development tool	Attendance numbers	February 2018 and May 2018	Planning Your Professional Research Career: An Introduction to the Researcher Development Framework was run in 2017/2018 in which four research staff members attended. This course also ran in 2018/2019 with one research staff attendee. Research staff members are also supported through the mentorship provision outlined in Clause 3.8 below. The following feedback was cited as the 'most beneficial aspect of the workshop': <i>"identifying aspects of the RDF that I need to improve on"</i> (Researcher, School of Education and Social Work).
<p>3.8 Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>	CS	Career Service activities will be promoted to research staff	Attendance	September 2017 to June 2018	The CS organise a wide programme of events throughout the year and advertise them through the CS and University channels including the student and staff newsletters, posters, fliers and social media. In cases where an event or opportunity is particularly relevant to research staff CS alert OPD directly for inclusion in the newsletter for research staff (e.g. events include Careers Fairs, employer talks, lunchtime workshops on careers topics and competitions). Example of the recent events promoted to research staff include <u>MOOC Career Development for Early Career Researchers</u> , talks and recruitment event from a Medical Communications organisation, the Ambitious Futures Graduate scheme, and the promotion of research staff specific funding calls such as the Newton Bhabha Research Fund are each distributed.
	OPD	The Cross Institutional Early Careers Mentoring Scheme with the University of St Andrews is being rebranded and expanded. The new title is Teaching, Research and	Numbers of Mentoring Partnerships	July 2017	The Cross Institutional Early Careers Mentoring Scheme was rebranded as the Teaching, Research and Academic Mentoring Scheme after a review by the two founding institutions CAPOD (University of

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		<p>Academic Mentoring Scheme</p>		<p>St Andrews and OPD (University of Dundee). The scheme was revised primarily for two reasons; firstly to attract a wider range of University staff where the previous title ‘Early Career Academics’ did not fully represent the wide range of how mentees and mentors identified themselves in respect of their career, as what is considered junior / early career varies widely in relation to different subject area and discipline. The rebrand also allowed the scheme to widen its network with other institutions by incorporating into the scheme the James Hutton Institute 2017/2018 and Glasgow School of Art in 2016/2017. The revised scheme was launched in 2017/2018 and includes five institutions (University of Dundee, University of St Andrews, Abertay University, the James Hutton Institution and Glasgow School of Art) with 75 live partnerships in the 2017/2018 cycle, 102 mentees, 65 mentors and 3 individuals performing a dual role as mentee and mentor.</p> <p>Fundamentally the revised scheme recognises the shared challenges relating to the career development of researchers at all stages of their career, regardless of their contractual situation, and has as a consequence increased the availability of mentors who provide support and guidance for the personal and professional development of researchers. The revised scheme has enabled greater uptake and adaptability of roles where mentees are also engaging as mentors as part of a dual role.</p> <p>Communicating the scheme and wider mentor provision with researchers occurs via a cycle of mentor program information, this includes: Information drop in sessions for interested mentees, a mandatory briefing on commencing the program for new mentees which (as of 2019) is also accessible via video for researchers who are unable</p>
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

				<p>to attend a face-face session. There are also mid-year drop in sessions for both mentor and mentee to attend. All research staff members are informed during various stages of their employment including induction, Welcoming event and as part of their OSaR activities. The launch of localised research staff information drop-in sessions also provides opportunity to discuss the TRAM mentor scheme in addition to providing physical copies of the program research staff have access to information online. The TRAM scheme runs annually and enters a new cycle each year with promotion of the scheme in July, partnerships between mentor and mentee formed in August and with briefings taking place in October. There are a number of resources which have been developed to engage new applications, these include flyers which provide an overview of the scheme, guidance notes via an information booklet and a dedicated web page. This is a flagship scheme that was previously nominated Times Higher (Category: Outstanding support for early career researchers, 2014) and has undergone continuous improvement and expansion.</p> <p>The TRAM mentoring program further supports staff development activity with data from the mid-year review showing a beneficial impact to both the career management and skill development of staff. It is not possible to review data across job category, therefore this data is relevant to all staff including research staff.</p> <p>The following feedback highlights the benefit of the TRAM scheme for supporting career management and skill development.</p> <p><i>How successful do you feel the scheme is in achieving its goal of: Support mentees with goal setting and career management (1= not at all and 5= fully): 4-28% and 5- 38.7%.</i></p>
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

					<p><i>How successful do you feel the scheme is in achieving its goal of: Support mentees in taking responsibility for their own skills and career development (1= not at all and 5= fully): 4-28.4% and 5 - 37.8%. (Based on 75% of respondents from the mid-cycle review 2018-2019).</i></p>
<p>PRINCIPLE 4 The importance of researchers’ personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career. Key Success Measure: HRE 5, HRE 6 Staff survey question: I feel I am given the same opportunities to develop as other staff; 81% Research Community positive response. This is compared within 79% in the 2015 Staff survey. Staff survey question: I am satisfied with my current level of training and development; 74% Research Community positive response. This is compared within 76% in the 2015 Staff survey. Staff survey question: Overall training and development has helped me do my job more effectively; 73% Research Community positive response which remains the same as the 2015 Staff survey.</p>					
<p>4.1 Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	CS	The CS will offer one to one confidential and impartial career guidance appointments for research staff	Take-up and feedback from Researchers	September 2107 to June 2018	As outlined in Clause 3.4
	CfE	The CfE will offer advice to researchers considering self-employment	Take up and feedback from Researchers	Annual Review	As outlined in Clause 3.2
	HR	The University’s Objective Setting and Review meetings are offered to all research staff	Numbers of OSaRs completed (see HRE 3, HRE 4)	Annual Review of completion rates	OSaRs apply to all staff, including research staff. Last staff survey indicated 80% of respondents in Research category had had OSaR discussion (2016/2017) increasing to 87% in 2017/2018.

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>4.2 Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p>	<p>OPD</p>	<p>Workshops are offered on How to Secure a Lecturing Post: Application through Interview</p> <p>The University also offer accreditation through its Postgraduate Certificate in Academic Practice in Higher Education (PGCAPHE) Programme as well as First steps in Supervisor Training workshops</p>	<p>Take-up/Attendance</p>	<p>October 2017</p> <p>Throughout each academic year</p>	<p>Workshop on How to Secure a Lecturing Post was provided with application through interview. This was facilitated by Vice Principal of Learning and Teaching with attendance from 7 research staff members in 2017/2018. Workshop feedback from researchers indicates that this was worthwhile training to undertake: <i>“there was a conversation in regards to different output being meaningful on REF, outside of journals and publications. Up until this point I neverrealized the value in the work that I complete externally.”</i></p> <p><i>“Looking at a real-world example of a job application, which helped me rethink my own cv and cover letters. Also, discussing what type of questions may pop-up during an interview, which made me think about the answers I had to prepare”.</i></p> <p>In addition to the availability of an accredited Postgraduate Certificate in Academic Practice in Higher Education (PGCAPHE) Programme, in which 71 (all) staff have enrolled since 2017, and 18 members have completed the module credit for the Associate Module. In addition to the PGCAPHE, First steps in Supervisor Training workshops has ran across two years. The below outlines attendance for all staff:</p> <p>2017/2018: 8 2018/2019: 12</p>
<p>4.4 Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</p>	<p>OPD</p>	<p>The University has research staff representation across its committee structure</p>			<p>The appointment of a REO in June 2019 provided the resource to begin developments of a Research Staff Forum (RSF) with the aim of gaining representation from across the university. The first meeting is organised for late September and a request has been sent to School Managers to cascade the invitation internally to research staff. To date, 13 researchers have registered their interest. Activities to support the development of</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

					<p>the RSF include a review of good practice from other institutions (which have historically benefited from bespoke and sustained research staff provision), in addition to engagement with research staff members and Research Staff Associations, such as the School of Life Sciences Research Staff Association (SLSRSA). This was one of the first organisations in the UK to be established for the benefit of <u>research staff</u>. The sustained effort to maintain at least two research staff representatives within the Career Development for Research Staff Steering Group (CDRS) is also being upheld, by actively recruiting a successor for the most recent departure of a previous research staff member. This new opportunity has been communicated via Twitter and LinkedIn in addition to being distributed via School Managers and Associate Deans of Research.</p> <p>The impact of the RSF alongside engagement with CDRS will ensure that research staff representation is better embedded across university committee structures, and that issues raised by the research staff community can be responded to effectively.</p>
<p>4.5 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	OPD	See Clause 3.8			<p>The University runs two mentoring programs. The first scheme is outlined in Clause 3.8.</p> <p>The second scheme is the Professional Development Mentoring (PDM) scheme. The PDM whilst runs exclusively for University of Dundee staff, is available to all staff across all levels with a particular emphasis on supporting research staff that are looking to transition to Professional Services. In 2017/2018 there were 121 current members and 51 live partnerships. For further information on the PDM mentoring schemes on offer please see <u>web pages</u>.</p> <p>In addition to the university-wide mentoring</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

				<p>programs by OPD, there are also localised mentoring arrangements within specific Schools which offer enhanced practise based experience such as shadowing. This is available at the School of Life Sciences which supports new research staff with a structured mentoring program. The following statement from the Program Coordinator at the School of Life Science’s mentoring program sets out the aim of the scheme further:</p> <p><i>“Delivering mentoring that is bespoke to each new principal investigator in the School acknowledges the diversity that exists in this group and means they receive the kind of support that is best for them. The aim is to facilitate support that allows them to develop into a world leading academic in their discipline. Mentors contribute to feedback at mid-tenure review, helping to provide well-rounded feedback for this important step in the tenure process. The response from mentees has been positive and all mentees have opted to continue with their mentors since the start of the programme. In my role as Program Coordinator I also work with all mentees as a group. This has resulted in workshops about HR processes, training opportunities for teaching, and a dedicated research symposium for networking and new collaborations.”</i></p> <p>The following testimony by a research staff member outlines their experience of the School of Life Sciences mentoring scheme further:</p> <p><i>“The mentoring scheme has had a very positive influence on my scientific career, both at the personal and professional levels. By being able to discuss the everyday lab challenges with more senior and established scientists, who are always available and willing to help, I have learnt to manage more efficiently the people in my lab and to</i></p>
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

					<i>focus the science to maximize productivity.”</i> (Research staff member, School of Life Sciences).
<p>PRINCIPLE 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</p> <p>Success Measure: HR2, HR5 Staff survey question: Have you had an Objective Setting and Review (OSaR) meeting in the last 12 months; 80% Research Community positive response, compared with 67% in the 2015 staff survey. Staff survey question: Did your OSaR meeting leave you feeling your work is valued by the University? 48% Research Community response, compared with 56% in the 2015 staff survey.</p>					
<p>5.2 Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</p>	RIS	Commercialisation: RIS work with researchers to identify and realise opportunities for exploitation of their research outputs, thus developing their ability to identify opportunities going forward and learning how to exploit it. RIS staff also contribute to researcher development programmes provided by OPD	Engagement numbers across Research Community	Continuous – Reviewed annually	Commercialisation: RIS work with researchers to identify and realise opportunities for exploitation of their research outputs and to support their ability to identify and exploit opportunities. RIS support activities include working with researchers on commercialisation of their IP and working in partnership with academic School priorities. Outputs with research staff include • 37 new disclosures • 8 priority patent filings • 6 new licences • Over £1m of licensing income • 25 consultancy awards • 8 service awards • Pipeline of spin out companies. RIS also contribute to the researcher development programme provided by OPD such as ‘Writing grant application the easy way’ and the ‘Write it Right’ workshop where attendance has been an average of 8 research staff per workshop. The feedback from participants has been very positive.
	RIS	DIIF (Dundee Interdisciplinary and Impact Forum) programme: This recently established programme is focused on culture change to develop researchers’ ability to work in interdisciplinary teams and enhance impact from their research. The programme for the first half of 2017/18 has been established	As above staff survey responses to development activities attended	Continuous – to be reviewed annually	DIIF (Dundee Interdisciplinary and Impact Forum) programme: This recently established programme is focused on culture change to develop researchers’ ability to work in interdisciplinary teams and enhance impact from their research. The programme for the first half of 2019 has been established and an autumn / winter programme is in development. Since February 2018 there have

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

	RIS	SUII (Scottish Universities Insight Institute http://www.scottishinsight.ac.uk/): UoD is a member of this collaboration between Scottish Universities aimed at furthering collaboration and engagement between researchers and wider society is a vehicle for researchers to work in cross-institutional teams to develop KE networks and opportunities for their research		Continuous – Reviewed annually	been 10 different programs with attendance from 216 staff from all job categories. The DIIF program of events for example include: Global Challenge Research Fund (45 attendees), Research Environment and Culture (49 attendees), Industrial Strategy (23 attendees). SUII : The University of Dundee is a member of this collaboration between Scottish Universities aimed at furthering collaboration and engagement between researchers and wider society. This is a vehicle for researchers to work in cross-institutional teams to develop Knowledge Exchange networks and opportunities for their research. RIS hosted the two regular visits of SUII in preparation of their funding rounds. In 2018/2019 18 research staff attended across two events. In terms of success rates, in 2017/2018 two awards were provided and a further two awards were gained in 2018/2019 for research staff. We will continue to promote SUII opportunities as part of our membership and monitor the engagement and uptake.
	RIS	SPICe (http://www.parliament.scot/parliamentarybusiness/research.aspx): RIS promote opportunities, such as the Scottish Parliament Academic Fellowship Scheme, for researchers to engage with Scottish Parliament and contribute to policy development		Continuous – Reviewed annually	SPICe RIS promote opportunities, such as the Scottish Parliament Academic Fellowship Scheme, for researchers to engage with Scottish Parliament and contribute to policy development. The experience of previous Dundee Academic Fellow was shared with University Research Knowledge Exchange Committee in 2017 to raise awareness with academic Schools and is an annual scheme. Other ways of engaging with Scottish Parliament are described in the following link: www.parliament.scot/SPICeResources/AE_Sept_2018.pdf
5.3 Researchers should recognise their responsibility to conduct and disseminate research	ACG	(See 5.1 of University 4 Year Review)			Action completed: The University of Dundee has developed a range of resources to support responsible and ethical practice in research designed to promote researcher awareness and

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>results in an honest and ethical manner and to contribute to the wider body of knowledge.</p>		<p>All research staff have access to the online research integrity training resource as referred to in Clause 5.1</p>			<p>engagement with research integrity issues. This resource includes online video-based training courses, case studies and face to face training by Irene Hames who is an independent advisor on research integrity and a peer review specialist.</p> <p>The provision of this bespoke training package is supplied to other higher education institutions via a licensing model (a subscription is provided to ten institutions within the UK). All research staff have access to the online Research Integrity training in addition to face to face training sessions, this provision is promoted through monthly newsletters to research staff.</p> <p>Between September 2017 and July 2019 40 research staff have undergone the training. This work is supported by a group of 18 Research Integrity Leads who are responsible for promoting a culture of research integrity and are embedded within each School (the number of Leads are relative to the size of the School and in some areas are supported by Deputies or Advisors).</p> <p>To ensure continuous improvement the Research Integrity Leads undergo annual training. Due the significant developments in legislation around data management resulting from GDPR, the University of Dundee is currently undergoing a revision of its online resource with a launch planned for October 2019 alongside promotion via Research Integrity Leads. Please see web page for further information on Research Integrity.</p>
<p>5.5 Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out</p>	<p>HR</p>	<p>Once the new University Business Transformation system is in place, a checklist can be created for researchers identifying skills required for current role and potential future roles to support skills development and career planning</p>	<p>HRE 2</p>	<p>August 2019 (implementation date to be confirmed)</p>	<p>Implementation of Business Transformation system (OneUniversity) delayed, however career discussions will be included as standard in renewed OSaR process, and research staff will be encouraged to use the new Talent base system which supports career development and management.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>		<p>The OSaR process is being reviewed (See Clauses 2.1 and 3.6) - Research managers will give opportunities to research staff to discuss career and development opportunities as part of the annual review process</p>		<p>December 2018</p>	<p>Still under review.</p>
<p>5.6 Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and Continuing Professional Development (CPD) activities, a log of which may be presented to</p>	<p>OPD</p>	<p>Further expansion of our current provision is dependent on the appointment of a new post for a Careers Researcher Development personnel (see 3.2)</p>		<p>August 2018</p>	<p>The addition of a REO has allowed for additional activities which support the career development of research staff to be developed. These include university wide events such as research staff information drop in sessions (3 completed since August 2019) and regular University Research staff Breakfast events (please see Clause 3.5 for further information).</p>
	<p>HR</p>	<p>Current provisions through OSaR activities and Mentoring Partnerships as above</p>			<p>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and Continuing Professional Development (CPD) activities, a log of which may be presented to current and future employers as appropriate</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

current and future employers as appropriate.					
<p>PRINCIPLE 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers Key Success Measure: HRE 1, HRE 7 Staff survey question: I believe the University acts fairly with regard to recruitment; 91% Community positive response. This is compared with 90% in the 2015 staff Staff survey question: I am aware of the University’s policies on Equality and Diversity; 99% Research Community positive response. This is compared within 98% the 2015 Staff survey.</p>					
<p>6.1 The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.</p>	<p>ED&I</p> <p>ED&I</p>	<p>The University is fully committed to advancing equality and diversity and is demonstrated in the development of the enhanced Equality Outcomes Plan 2017-2021, published on 30 April 2017, which covers all the protected characteristics.</p> <ul style="list-style-type: none"> • Monitor and report on delivery of the Equality Outcome Action Plan on a quarterly basis to University Equality and Diversity Committee • Provide support to action holders to ensure understanding and delivery of actions <p>Our Equality Action Plan 2017-2021 is determined and shaped by identified priority areas such as: requirement of the Public Sector Equality Duty in Scotland in compliance with the Equality Act (2010) Scottish Specific Duties (2012); Alignment with University Strategy, Outcome Agreement; Engagement with key</p>	<p>HRE 1, HRE 7</p> <p>HRE 1, HRE 7</p> <p>HRE 1, HRE 7</p> <p>Success will be an increased understanding of Equality and Diversity and an inclusive culture for all and will be measured by the</p>	<p>August 2017 onwards</p> <p>July 2017 onward</p> <p>2018 and 2019</p>	<p>Equality Outcome Action plan was published in April 2019, reflecting progress as per legislation. Internal ED&I Committee contributed and approved final published document which is updated on a quarterly basis. The 2019 Statutory report is available on ED&I web pages.</p> <p>Completion rates for ED&I training; January 2017 – 65.4% April 2019 – 74%. These figures are for all staff and continue to show an increase in completion. Figures are reported quarterly to the ED&I Committee.</p> <p>Guidance provided to action holders on identifying policies for EIA. In 2018 EIA Policy and Guidance developed for consultation. One to One guidance provided in the completion of 51 EIAs. This work continues as standard practice.</p> <p>In 2017 the following Athena SWAN Bronze awards were achieved; School of Life Science, Clinical Schools (Medicine, Nursing and Health Sciences & Dentistry) Engineering, Physics and Maths; Computing, and Centre for Anatomy.</p> <p>In 2019 the School of Life Sciences achieved an Athena SWAN Silver award.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		<p>stakeholders, including Staff, Students, Equality groups, Trade Unions, ED&I Committees, Deans, Directors and Students Association; Gathering and Monitoring of staff and student data; Staff, Athena SWAN , Gender Projects, Stonewall (LGBT) Workplace Equality Index and related surveys. Examples of key activities:</p> <ul style="list-style-type: none"> • promote the use of EIA, providing training, guidance and monitoring of the use of the process in the development of policies and activities • raise the profile of the equality agenda, through activity such as improving Equality and Diversity web site to reflect all aspect of equality activity undertaken and available in the University, including staff networks and disability support • submit applications for Race Charter Mark, Athena SWAN Charter Mark and Stonewall Workplace Equality Index • improve data capture of staff to better understand any gaps in services or matters relating to gender, transgender, disability and race discrimination 	<p>use of qualitative and quantitative data and information.</p>		<p>Since 2017, over 110 staff have been trained in the use of EIA. Policy and guidance has been developed and is awaiting approval following consultation. Since 2018, 51 EIAs have been screened, 20 EIA’s have been signed off as completed and 20 EIA’s are awaiting sign off.</p> <p>Between January to August 2018, there were 3798 hits on the ED&I web pages. The most popular view was the ED&I training. 287 of the hits were relating to policies and 178 to staff networks. Between January to August 2019, there was a total of 3942 hits. The highest numbers were for training (2082), policies (636) and Staff Networks (342).</p> <p>In December 2018 the University of Dundee signed up to Race Charter. Currently we have an Institutional Bronze, one School Silver Award and five School Bronze Awards. Two Schools are currently applying for Bronze and Silver respectively. In 2018 our Stonewall application</p>
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		All actions in the Action plan and their associated timescales can be viewed at www.dundee.ac.uk/hr/equality			improved over 100 places in the Workplace Equality Index and will be submitted in September 2019 for 2020. Action Completed: Disclosure rates 2016/2017 Disability – 4.1% Ethnicity – 8.9% BME; 88.8% White; 2.2% unknown Gender – 55.6% female, 44.4% male Disclosure Rates 2018/2019 Disability – 3.9% Ethnicity – 9.4% BME; 86.5% White; 4.1% unknown Gender – 57% female Staff Data is currently analysed by Age, Disability, Ethnicity and Gender. This information is highlighted in our 2019 Staff Profile Data report .
6.2 As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	HR	Increase our understanding of reasons for staff leaving University of Dundee. Collection of data on leavers to increase to at least 50% by 2021. We will continue to promote this, through other approaches, such as exit interviews, to collect further information. Information on reasons for leaving co Recruitment (see Principle 1 above)	Reasons for staff leaving analysis undertaken Collection of data rate	Sept 2017 and ongoing 2021	As per 2.1.
6.3 It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect	ED&I ED&I	Aim for research staff to have access to support networks and are aware of the University’s wider commitment to equality, in order that they feel supported in their role. <ul style="list-style-type: none"> University to participate in equality charter marks, such as Athena SWAN and the Stonewall Workplace Equality Index, to 	Measures associated with named initiatives	Sept 2017 and ongoing Stonewall Equality Champion 2018	Support Networks such as formal Staff Networks are open to all staff. Examples are the Disabled Staff Network, BME Staff Network and LGBT Staff Network. Their meetings are advertised and they each report through the ED&I Committee. This information is displayed on the ED&I web pages. There are separate web pages for the Charter and Stonewall networks. In relation to Athena SWAN Schools regularly hold events and surveys for all staff, including research engaged staff. Athena

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>	<p>ED&I</p> <p>ED&I</p>	<p>ensure that those from particular equality groups are taken account of</p> <ul style="list-style-type: none"> • To promote participation on Athena SWAN, Stonewall and Race Equality Charters widely across all staff and including research staff • To promote existing Staff Network Groups and develop new groups where required. • To continue to report updates from staff network groups through the University Equality and Diversity Committee. 		<p>December 2017 and Reports to E & D committee meetings on a quarterly basis</p>	<p>SWAN and the Stonewall Equality Index are reported quarterly to the ED&I Committee.</p> <p>The Staff Networks increased from 2 to 3 in 2018 with the establishment of a disabled Staff Network. Hits on the Staff Network pages has increased from 178 in the first half of 2018 to 342 in the first half of 2019. These groups did not exist formally before 2018.</p> <p>The Staff Network pages were newly established at the end of 2017. The Networks are promoted through the groups by use of posters and advertising events on social media and the web pages.</p>
<p>6.4 Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of</p>	<p>HR</p>	<p>Aim for all staff, including research staff to have knowledge of and access to family friendly policies and flexible working opportunities</p> <ul style="list-style-type: none"> • Review our current staff flexible working and family-friendly initiatives and identifying and implementing improvements. • Undertake EIA as part of the review • Promote flexible working opportunities across all staff, including research staff 	<p>Analysis of staff numbers research staff applying for flexible working arrangements, successful and unsuccessful.</p> <p>Staff survey responses in relation to these policies.</p>	<p>Sept 2017 onwards</p> <p>December 2017 and continuous</p>	<p>Occupational Shared Parental Pay introduced in 2018, suite of policies promoted on screens university-wide. Athena SWAN actions.</p> <p>Increase in the number of flexible working applications: In 2017/2018 4 applications were made and in 2018/2019 3 applications were made with all 7 accepted for research staff.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p>		<ul style="list-style-type: none"> • Monitor uptake and approval of opportunities by protected characteristics to identify and address any negative trends • Increase the representation of staff identified with certain protected characteristics such as BME, disabled, female and LGBT+ staff (with particular reference to recruitment, retention, progression and representation on Boards and Committees). 			
<p>6.5 It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>	<p>HR</p>	<p>Increase support for staff before, during and after maternity/paternity/adoption leave.</p> <p>Increase number of managers having training about best practice regarding maternity/paternity/adoption leave. Continue to ensure managers receive maternity checklist.</p> <p>Investigate opportunities for networking/support events to bring together staff members and their families who are on maternity/paternity/adoption leave and for introducing informal parent and expectant parent buddying support</p> <p>Ensure use of “Return to Work” plan before leaving for maternity/paternity/adoption leave.</p>	<p>As 6.4 above.</p>	<p>Dec 2017 and ongoing</p>	<p>Managers undertake HR for Managers workshops which includes increasing awareness of best practice through the use of case studies which were revised in 2017. Attendance at the HR for Managers workshop:</p> <p>2016/2017: 49 staff members 2017/2018: 48 staff members 2018/2019: 19 staff members</p> <p>The University of Dundee wishes to support staff throughout their pregnancy and maternity leave and is set out in the Maternity Agreement. These include facilities at work for Breastfeeding and a manager’s checklist.</p> <p>The manager's maternity checklist includes the need for a discussion and agreement on keeping in contact during leave. This includes Keeping in Touch (KIT) and Shared Parental Leave in Touch (SPLIT) days before the staff member leaves for parental leave.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

		<p>Minimise disruption to career following break for maternity/paternity/adoption leave.</p> <p>Deans to work with A&R staff to identify priorities for returner’s contribution and career progression in their work load.</p>			<p>The manager's maternity checklist ensures that if a staff member is still on probation, that probationary period can be extended by one year to ensure they are not disadvantaged by being on maternity leave. This is supported by notifications of annual promotion round (if these fall during the maternity leave period) and information on workload issues during settling in period and beyond. Staff also receive development activities and support to minimise disruption to their career as a result of leave.</p> <p>This action has not been completed due to delays with Business Transformation.</p>
<p>6.6 Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	ED&I	<p>To ensure that funding mechanisms support good equality, diversity, and inclusive practice and that our objectives align with the expectations of funding bodies.</p> <p>University of Dundee action - ensure that research funding and procurement have EIA in their processes.</p>		<p>Current and ongoing</p> <p>September 2017 onward</p>	<p>EIA is supported through a document management process. All Schools and Directorates identified staff to train and this was completed in 2018. A policy provides direction on completion of EIA and documents going to University Committees for approval must reflect equality relevance and an EIA. Increasing number of EIAs for research funding applications have been recorded in the past 18 months.</p> <p>To date 12 research specific EIAs have been completed to secure funding. 124 members of staff has received training since 2017. In 2017 – 0 research related EIAs In 2018 – 8 research related EIAs In 2019 – 6 research related EIAs (to the end of August)</p>
<p>6.7 Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at</p>	ED&I	<p>Aim to have a balanced representation across all the protected characteristics in the staff and on committees.</p>	<p>Analysis of make-up of staff.</p> <p>Staff survey results on</p>	<p>April 2018 onwards</p>	<p>In house training on unconscious bias is provided alongside refresher training ahead of Court appointments. This training is targeted at selection teams and planners. Staff are provided with an annual reminder of their staff information data and</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>		<ul style="list-style-type: none"> Action - encourage wider completion of Staff Equality Monitoring procedures Prepare and publish a University Staff Profile Equality Monitoring Report every two years to identify statistical trends and benchmarking. <p>Action - carry out analysis of staff data annually to identify improvements, gaps and problems and report to Equality and Diversity Committee</p> <p>Ensure that panellists on committees, including recruitment and appointment panels, undertake specific equality and diversity training related to the function carried out, such as, Recruitment and Selection panel members or REF 2020 committees.</p>	<p>Equality and Diversity questions "the University acts fairly with regard to ... "</p> <p>Completion rates for Equality and Diversity training.</p>		<p>opportunity to update. An article is available on the ED&I web pages and an article completed for the in house Intranet news items. Staff data is published biennially as per legislation and is available on the ED&I web pages. In addition it is reported annually to PODCO, a Committee of Court and actions established to drive change where identified. Completion rates for ED&I training modules are recorded and provided to School and Directorate managers to promote increased completion rates. There is specific training in place for REF recruitment and promotion.</p> <p>From 01/08/18 – 31/08/18 there were 127 hits on the guidance documents page, with 9.4% specifically on the monitoring guidance.</p> <p>For the same period in 2019, there were 141 hits on the general guidance page, with 7.1 % specifically on the monitoring page.</p> <p>HR write out to staff annually who have disclosed disability as an opportunity to review and make adjustments where necessary.</p> <p>Completion rates for ED&I training; January 2017 – 65.4% April 2019 – 74% These figures are for all staff and show a continuing increase in completion.</p> <p>EDI training will be undertaken by around 180 staff directly involved in the Research Excellence Framework (REF2021) process.</p>
<p>6.8 Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for</p>	<p>ED&I</p>	<p>To ensure that researchers with mitigating circumstances are not subject to detriment because of those circumstances.</p> <ul style="list-style-type: none"> promote widely the role of the Mitigating Circumstances Review Group 	<p>Integrated to new Code of Conduct</p>	<p>December 2017</p> <p>Annually from April 2018</p>	<p>A specific group, Staff Circumstances and Independence, has been established to specifically look at the individual circumstances of researchers to remove the potential for detriment.</p> <p>The group will be reviewed annually. The Group is established for the purpose of REF2021 and currently consists of six members and an admin</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.</p>		<p>Review annually the role and activities of the group to ensure no bias</p>			<p>staff to support the Group. This group meets regularly up to four times per year.</p>
<p>6.9 All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p>ED&I</p>	<p>To ensure that research staff are aware of the mechanisms for addressing bullying and harassment and the support available</p> <ul style="list-style-type: none"> • Revise Dignity at Work and Study Policy, which deals with all matters related to Harassment/Bullying/Victimisation • Promote means of reporting bullying, harassment and discrimination • set up training for Harassment Advisors and regular Advisors meetings to ensure they are confident in their role • Market more widely the Harassment Advisors and their role 	<p>Staff survey results (specific questions on bullying and harassment)</p> <p>Number of complaints.</p>	<p>April 2018</p> <p>January 2018 and beyond</p> <p>December 2017</p>	<p>In January 2019 a revised Dignity at Work and Study policy published following wide consultation and engagement. There are 17 Harassment Advisors (10 in Science related areas) appointed and trained.</p> <p>From 01/01/18 – 31/08/18 there were 287 hits on the Policy page From 01/01/19 – 31/08/19 the figure increased to 417 hits.</p> <p>Since January 2019, 12 formal complaints have been made under the Dignity at Work and Study Policy, two of which were from research staff. Actions resulting from these complaints include changes to policy, practice and training.</p> <p>Advisors and policy on the ED&I pages are promoted through School and Directorate ED&I Committees and Directors. Article in Intranet News pages. Posters being developed.</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>6.10 Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.</p>	ED&I	<p>The University is committed to further support and develop research staff through their careers as follows:</p> <ul style="list-style-type: none"> • promote and market existing and new staff networks widely • develop a Disability Staff Network and promote widely • revise equality and diversity web site to include awareness of staff networks <p>Since 2013, the University has actively participated in Athena SWAN, which has led to many of the STEM Schools achieving Bronze award.</p> <p>Participation in Charter Marks, such as the University is committed Athena SWAN, the Race Charter Mark, HR Excellence in Research and Stonewall Diversity Champions programme to ensure that policies, processes and procedures are fair, transparent and that best practice is replicated across the whole institution.</p>	<p>Success in applications for Athena SWAN and other Awards at University and School/Directorate level.</p>	<p>October 2017 onwards</p> <p>December 2017</p>	<p>Refer to Clause 6.1</p> <p>Improved place in Stonewall Workplace Equality Index by 100 places in 2018/2019.</p> <p><u>Web pages</u> revised to include Charter marks, Staff Networks and support.</p> <p>All staff Networks (Disabled Staff, LGBT+, BME Staff Networks) inclusive in their Terms of Reference and open to all staff groups. Actions in Equality Outcome Action Plan reflect support and development for these.</p> <p>Refer to Clause 6.1</p> <p><u>Web pages</u> revised to include Charter marks, Staff Networks and support.</p>
<p>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. HRE 5, HRE 6 Staff survey question: I feel that I am given the same opportunities to develop as other staff; 81% Community positive response. This is compared within 79% in the 2015 Staff survey. Staff survey question: I am satisfied with my current level of training and development; 74% Research Community positive response. This is compared within 76% in the 2015 Staff survey.</p>					
<p>7.1 The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream</p>		<p>The Staff Survey ran in 2017, the results will be used to inform improvements in researcher development support. The internal and external evaluation processes provide a good opportunity to establish</p>	<p>Review of Action plan progress through CDRS.</p>	<p>To inform OPD 2018/19 provision</p>	<p>There has been a genuine process of outreach to the research staff community across the Institution which has involved invitation to research staff to the strategic group CDRS. Recent examples of outreach activities are outlined in Clause 3.5. These</p>

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

<p>management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</p>		<p>and review ongoing support for the career development of researchers. There continues to be research staff representatives on management committees.</p> <p>CDRS will drive and review the progress of our activities.</p> <p>Individual activities may also be reviewed by relevant special interest groups (e.g. Athena SWAN steering group, Equality and Diversity Committee).</p> <p>Progress will also be reviewed through the University’s management and governance structures including the People and Organisational Development Committee (PODCO)</p>		<p>are University wide networking opportunity for research staff to meet with colleagues from key research services.</p> <p>REF2021 places increasing importance on driving our institutional environment to better support and build further connectivity with our research staff community; we are working to ensure that researchers understand their value which is codified in our code of practice and is central the University Vision. Discussions are ongoing with inclusion of the Associate Deans of Research in close working with other committees and special interest groups.</p> <p>There has been a concerted effort to build sustained representation in the CDRS Steering Group. In June 2019 the remit of the Group was revised and an additional research staff invitation was accepted. The augmentation of the CDRS Steering Group and how it supports the wider opportunities of the Concordat are a continued action.</p>
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University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

Key Success Measures:

Our **Key Success Measures** are the responses of the Research Community to the following questions which form part of our biennial Staff Survey. Our performance against these Key Success Measures may be measured at intervals between surveys. Our action plan and activity delivery measures will contribute to our performance indicated by our Key Success Measures. Key Success Measures and targets will be kept under review by CDRS.

Success Measure Reference	Staff Survey Question	% Research Community positive response 2015	% Research Community positive response 2017	Target and Date (2019 Staff Survey has been delayed until December)
HRE1	S13-4a I believe the University acts fairly with regard to recruitment.	90	91	Sustain at current level Measure 2019 Staff Survey
HRE2	S5-2 Have you had an Objective Setting and Review (OSaR) meeting in the last 12 months?	67	80	All eligible Researcher staff should have OSaR (90% completion by October 2018)
HRE3	S5-6 Did your OSaR meeting leave you feeling your work is valued by the University?	56	48	Improve to 75% positive. Measure progress 2019 Staff Survey
HRE4	S9-1 I feel fairly paid in relation to other staff at the University doing a similar job.	77	79	Sustain at current level Measure Staff Survey 2019
HRE5	S6-1 I feel that I am given the same opportunities to develop as other staff.	79	81	Sustain at current level Measure Staff Survey 2019
HRE6	S6-2 I am satisfied with my current level of training and development.	76	74	Improve to at least 80% Measure Staff Survey 2019
HRE7	S13-2 I am aware of the University's policies on Equality and Diversity.	98	99	Sustain at current level Measure 2019 Staff Survey

University of Dundee, HR Excellence in Research Award –Action Plan 2017-19

Abbreviations

CAPOD	The Centre for Academic, Professional and Organisational Development
CDRS	Career Development for Research Staff Steering Group
CS	Careers Service
CfE	Centre for Entrepreneurship
CPD	Continuing Professional Development
CROS	Careers in Research Online Survey
DIIF	Dundee Interdisciplinary and Impact Forum
ED&I	Equality Diversity and Inclusion
EIA	Equality Impact Assessment
HERA	Higher Education Role Analysis
HR	Human Resources
HRO	Human Resource Officer
OPD	Organisational and Professional Development
OSaR(s)	Object Setting and Review
PDM	Professional Development Mentoring
PDP	Personal Development Planning
PGCAPHE	Postgraduate Certificate in Academic Practice in Higher Education
PODCO	People and Organisational Development Committee
RDF	Researcher Development Framework
REF	Research Excellence Framework
REO	Researcher Enhancement Officer
RIS	Research and Innovation Services
RS	Research staff
RSF	Research staff Forum
SLSRSA	School of Life Sciences Research Staff Association
SPICE	The Scottish Parliament Information Centre
SUII	Scottish Universities Insight Institute
TRAM	Teaching, Research and Academic Mentoring Scheme
UEG	University Executive Committee
VP Research	Vice-Principle for Research, Knowledge Exchange and Wider Impact