Code of Practice for the Management of Research Staff
The University’s strategy\(^1\) sets out a vision to deliver excellent research and provide an environment which nurtures the talent of its early career researchers, supporting them to develop in their chosen career. This code of practice focuses on the management of research staff, formalising much of the good practice that is already present within Schools and Colleges. It draws inspiration from the Concordat for Career Development of Researchers\(^2\) and sets out expectations and responsibilities for both PIs and Research Staff, as outlined in the University’s Concordat Implementation Plan, which led to Glasgow being awarded the HR excellence in research recognition from the European Commission\(^3\). Whilst primary responsibility for career development lies with the individual researcher, PIs have a clear role in providing a supportive environment for staff, allowing them to make the best use of their talents, take on new roles and responsibilities, develop networks and progress their career to become leaders in their chosen field.

### Induction

**PI responsibilities**

Ensure researcher is aware of School and University arrangements for induction as well as key university policies relating to good research practice, ethics, animal research, commercialisation, conflicts of interest and research misconduct.

Carry out other induction related activities (e.g. explaining health and safety procedures, equipment and office or lab space available etc) as laid out in induction guidance.

Review job description with researcher and clarify expectations for role, including a review of:

- goals and milestones for research project
- authorship, ethics and good research practice
- requirements or regulations of funding bodies
- any teaching or supervision they might undertake and how this will be agreed
- expected interactions with members of staff, students and research collaborators.
- arrangements for project review meetings
- the extent to which they might become involved in knowledge exchange, research commercialisation or public engagement

**Researcher responsibilities**

Read induction guidance and attend School, College or University events as appropriate.

Complete any mandatory induction training and be responsible for reading and understanding policies relating to good research practice, ethics, animal research, commercialisation, conflicts of interest and research misconduct.

Be proactive in seeking out advice from a mentor, either within the University or externally (e.g. through professional bodies or similar networks).

Be proactive in identifying career development opportunities and attending relevant training, whether within the university or external. Use P & DR process to support this.

**School or mentor responsibilities**

The School should be involved in identifying a mentor and clarifying mentoring arrangements, with reference to the HR guidance on the role of a mentor.

**Resources**

- HR guidance on induction: [www.gla.ac.uk/services/humanresources/staff/new/induction](http://www.gla.ac.uk/services/humanresources/staff/new/induction)
- University research policies: [www.gla.ac.uk/research/aims/ourpolicies](http://www.gla.ac.uk/research/aims/ourpolicies)
- Employee and Organisational Development: [www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment](http://www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment)

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\(^1\) www.gla.ac.uk/media/media_410447_en.pdf

\(^2\) [www.vitae.ac.uk/policy/concordat-to-support-the-career-development-of-researchers](http://www.vitae.ac.uk/policy/concordat-to-support-the-career-development-of-researchers)

\(^3\) [www.gla.ac.uk/services/rsio/researcherdevelopment/ec/hrexcellence/](http://www.gla.ac.uk/services/rsio/researcherdevelopment/ec/hrexcellence/)
During the project

**PI responsibilities**

Undertake relevant training (e.g. managing a team, P&DR reviewer training, recruitment training, equality and diversity training) as appropriate.

Review practice in research group to ensure recruitment and management styles are in support of diversity (e.g. flexible working opportunities)

Keep up to date with relevant HR policies.

Ensure P&DR process is carried out in a timely fashion, in accordance with University guidance.

It is important that a researcher is provided with honest advice on their prospects for success in their preferred career.

Ensure opportunities are available for researchers to take on new roles such as managing a budget, getting involved in writing grant applications, supervising or teaching or committee service, in line with the career aspirations and needs of the researcher.

Encourage uptake of formal and informal opportunities for development.

Encourage researcher to consider the broader impact of research, including becoming involved in knowledge exchange activities or public engagement, as appropriate.

A PI is responsible for reviewing and approving all material for publication, as well as agreeing the overall publication strategy.

As part of the P&DR process, a PI should consider whether a researcher has the potential for research independence and is of the required calibre to be awarded a research Fellowship. If appropriate, PIs should support researchers to make Fellowship applications and prepare for interviews.

**Researcher responsibilities**

Keep up to date with relevant HR policies.

Understand what is expected in the P&DR process and contribute fully, with adequate preparation.

Be proactive in identifying career development opportunities and attending and recording relevant training (within the university or external).

Review own training needs and consider how skills and knowledge acquired during this role will support future career goals. It is expected that researchers will normally undertake at least five days a year of training in skills for personal, professional and career development (e.g. relating to teaching, enterprise, knowledge exchange, employability or public engagement).

Join appropriate mailing lists to keep abreast of new developments and investigate the range of possible career opportunities.

Be proactive in writing a career plan and seeking advice from the Careers Service or a mentor, as well as attending relevant careers-focussed events or training (e.g. Myers-Briggs workshops, careers workshops for staff (including events offered through the Graduate Schools) and the Research Staff conference).

Discuss opportunities to become involved in public engagement, e.g. by signing up to become a STEM ambassador or becoming involved in a local event such as the AyeWrite festival.

Write up research for publication and submit any required documentation. Seek out opportunities to apply for future independent funding, if appropriate.

**School or mentor responsibilities**

Encourage researcher to become aware of the possible career opportunities outside of academia that might suit their strengths, values and priorities.

Encourage researchers to take responsibility for developing own career and writing a career plan.

Direct researcher to local or university or external professional development opportunities, training and careers advice.

Highlight opportunities to researcher to learn about and become involved in knowledge exchange and public engagement.

**Resources**

- Employee and Organisational Development
  www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment

- University Careers Service:
  www.gla.ac.uk/services/careers

- Glasgow’s annual Research Staff Conference:
  www.gla.ac.uk/services/rsio/researcherdevelopment/ecrhub/annualresearchstaffconference/

- Vitae: www.vitae.ac.uk

- Research Integrity resources
  www.gla.ac.uk/researchintegrity

- Glasgow Science Festival:
  www.glasgowsciencefestival.org.uk

- Data Management Support
  www.gla.ac.uk/services/datamanagement
Approaching the end of a project

PI responsibilities
Explore opportunities for continuing employment in the same project. Discuss opportunities for bridging funding with School or College.

Discuss career plan and options with researcher, at least 6 months before the end of their contract. Make use of personal own networks in supporting researchers with their job-hunting.

Researcher responsibilities
Discuss options for future funding with PI and contribute to planning future work as appropriate.
Submit CV to job-seekers register.
Take ownership of own career plan and attend events to broaden networks and gain support or advice for job seeking. Make use of University Careers Service.

School or mentor responsibilities
Support researcher in redeployment and ensure they are aware of the job-seekers register.
Ensure researchers are aware of the Careers Service.

Resources
- HR guidance: www.gla.ac.uk/services/humanresources/staff/mgrs-admin/moc/jsrindex
- University Careers Service (and researcher careers adviser) www.gla.ac.uk/careers
- Guide to Fellowship Applications www.gla.ac.uk/research/fellowships/applicationsupportstaff/