

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
	<p>2010 CIP 1.3 Facilitate & monitor redeployment through Job Seekers' Register (JSR).</p>	<p>PIs, HR</p> <p>Recruitment</p>	Completed 2010	Redeployment through Job Seekers' Register monitored quarterly by the Collective Consultation Forum (University and trade unions). The JSR provides priority access to vacancies for potentially redundant staff prior to all external advertising.
A.1.3	<p><i>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</i></p>		Completed 2010	The Fixed Term & Open Ended Contract Policy introduced in 2004 targeted open-ended contracts as the contractual norm. Fixed Term contracts are only used in very defined and limited circumstances (see Extended Workforce Policy) and posts so advertised record the justifiable reason in <i>iGrasp</i> .
	<p>2010 CIP 1.2 Ensure open-ended contracts become default norm, with fixed term contracts limited to specific exceptional requirements.</p>	PIs, HR	Completed 2010	Open-ended contracts have been the contractual norm for many years. In October 2014, from a research-only staff population of 1135, 84% were on open-ended contracts. Following amended legislation and evolving caselaw in 2014 HR reviewed the Fixed Term & Open Ended Policy and recommended continuation of the use of open-ended contracts as the contractual norm (see Extended Workforce Policy).
	<p>2010 CIP 1.4 Explore scope for Bridging Funds between grants & publicise provision.</p>	Colleges, PIs, HR	Completed 2013	<p>Expectation embedded in Code of Practice for the Management of Research Staff. The redundancy consultation process ensures researchers and their managers explore funding possibilities, including bridging, up to 6 months prior to funding cessation.</p> <p>In CoSE, Schools occasionally utilise their 'general funds' to support short term gaps between projects where merited.</p>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
A.1.4	<i>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.</i>			Update and Actions as noted above in A1.2 Recruitment provides feedback to unsuccessful applicants upon request. Colleges provide feedback to unsuccessful promotion applicants.
	2010 CIP 1.1 Externally advertise to attain widest applicant pool unless circumstances merit restricted pool (eg. Redeployment via Job Seekers' Register); ensure interview panels appropriately trained & representative where practicable.	PIs, HR	Completed 2010	Update and Actions as noted above in A1.2
A.1.5	<i>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.</i>	PIs, HR	Completed 2010	The HAY job evaluation framework and the Job Family Role Profiles, together with the job/person specification for the role, ensure compliance. The level of pay within a grade is determined by HR and the PI recognizing individual's circumstances and market forces.

B: RECOGNITION AND VALUE

Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
B.2.1	<p><i>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.</i></p>			
	<p>2010 CIP 2.4 Encourage representation on appropriate decision-making bodies.</p> <p>2012 Action Postdoc Forum to become an annual event in October / November, with support from the Researcher Development Officer. The Annual Research Staff Conference will also act as a platform for discussion and research staff input.</p> <p>2010 CIP 2.5 Develop sense of community & belonging to Glasgow via: HR web portal communications, opportunities for networking/support and sharing ideas / best practice / experiences between researchers i.e. working lunches & Conference.</p> <p>2012 Action Promote researcher-led fund to research staff & monitor uptake (RDC June 2013).</p>	<p>Court, Colleges</p> <p>RSIO</p> <p>Colleges, Services, RDC</p> <p>RDO, RDC</p>	<p>Completed 2012</p> <p>Completed 2013</p> <p>Reviewed annually</p> <p>Completed 2013</p>	<p>Research Staff are invited to Schools' staff meetings. Research Staff representatives are members of RPSC and RDC and supported to run annual Postdoc forums. Researchers are also included in local bodies e.g. Athena SWAN Self-Assessment Teams, H&S Committees.</p> <p>Postdoc forum has become an annual event with the August 2014 meeting being an opportunity for early-career researchers to meet the new Vice Principals of Research and Knowledge Exchange in an informal setting, alongside key staff from University Services.</p> <p>Annual Research Staff Conference run since 2009: attendance at the Annual Research Staff Conference has trebled over the past three years and a Facebook group has been set up for University of Glasgow postdocs. Individual Schools or Institutes have been supported to develop their own ECR networks. Examples: ICAMS Young Investigator Network; New Research Fellows network; physics postdoc group; Early Academic Researcher Network in CoSE. The New Initiatives fund was promoted to ECRs to facilitate their own career development projects. Research staff webpages support access to resources and information.</p> <p>Examples of initiatives led by research staff include the 'science as narrative' competition and the establishment of a computer games journal / networking event.</p>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
B.2.2	<i>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.</i>			Update and Actions as noted above in A1.3
B. 2.3	<i>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.</i>			
	<p>2010 CIP 2.2 Develop Code of Conduct/Practice for researchers re: entitlements, role & obligations.</p> <p>2012 Action Continue to ensure dissemination of Code of Practice through induction, events and training programmes</p> <p>2010 CIP 2.3 Provide opportunities for greater career development responsibility relative to career level.</p>	<p>HR, RDO</p> <p>HR, SDS, RDO</p> <p>PIs, Mentors</p>	<p>Completed 2012</p> <p>Completed 2013</p> <p>Completed 2014</p>	<p>A Code of Practice for the Management of Research Staff was approved in January 2012 and launched at the Annual Research Staff Conference in April 2012. It is included in Induction information for both PIs and Researchers and was embedded in the bespoke P&DR form for Grade 6/7 researchers in April 2014.</p> <p>The Code of Practice for the Management of Research Staff is frequently referenced and publicized in all SDS and RSIO training and development provision dedicated to researchers.</p> <p>Code of Practice for the Management of Research Staff implemented this in 2012. Embedded in bespoke Grade 6/7 researcher P&DR form in 2014. Examples: research staff representation on Athena Swan Self-Assessment Teams or GMO committee, which assesses applications to work with GMOs.</p>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
	<p>2010 CIP 3.1 Undertake Questionnaire to explore PIs' perceptions and needs eg. PIRLS.</p> <p>2012 Action Undertake PIRLS in Spring 2013.</p> <p>2010 CIP 3.2 Develop Code of Practice for PIs re: entitlements, role and obligations.</p> <p>2010 CIP 3.3 Develop for multi-faceted PI roles i.e. research leaders, knowledge workers, project coordinators, people managers, supervisors, mentors, career advisers, public engagement specialists.</p>	<p>HR, RSIO</p> <p>RSIO</p> <p>HR, RDO</p> <p>Services</p>	<p>Completed 2011</p> <p>Completed 2013</p> <p>Completed 2012</p> <p>Completed 2012</p>	<p>PIRLS was undertaken at Glasgow in May 2011 and 2013, with results presented to the RDC and Services to facilitate reflection and enhanced provision. CROS 2013 results fed back to researchers in 2013/14.</p> <p>Update and Actions as noted above in B2.3. Code of Practice for the Management of Research Staff identifies responsibilities of PIs to their researchers.</p> <p>Multi-faceted roles embedded in Academic Promotion Criteria, Recognition and Reward scheme and College workload models. Support to perform such roles embedded in established PI development programme for new and aspiring PIs; 138 PIs successfully trained since 2008. A breadth of Public Engagement opportunities and support are offered to researchers (e.g. 2014 European Researchers night saw 134 researchers participate in public engagement events at Glasgow Science Centre). Mentoring training provided in 2014.</p>
B. 2.4	<i>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 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.</i>			See A1.3
B. 2.5	<i>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.</i>			See A1.5

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
B. 2.6	<i>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 and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</i>			
	<p>2010 CIP 2.1 Facilitate scope for co-authorship & intellectual property rights via frameworks</p> <p>2012 Action The University will review its existing Code of Good Research Practice in light of the UK Concordat on Research Integrity (June 2013)</p> <p>2013 Action Researcher Development Committee will review implementation of research integrity training (October 2014)</p> <p>2010 CIP 3.4 Recognise & reward via time allocation, and Promotion, Reward & Recognition, and Performance & Development Review (P&DR) processes re: multi-faceted roles.</p> <p>2012 Action HR will review progress with workload modelling (June 2013).</p> <p>2010 CIP 3.5 Publicise PI "role models" as exemplars to share/extend good/best practice</p>	<p>RSIO, Pls</p> <p>RSIO</p> <p>RSIO, Colleges</p> <p>Colleges, HR</p> <p>Colleges, RDC</p>	<p>Completed 2012</p> <p>Completed 2013</p> <p>Update?</p> <p>Completed 2013</p> <p>Completed 2012</p>	<p>Policy Framework in place & embedded in Code of Practice for Management of Research Staff. The University revised its Code of Good Research Practice in 2014 and has introduced a raft of measures to support this (including research integrity advisors in each College, research integrity FAQs on the web and mandatory training for all new postdoctoral researchers, research students and supervisors, highlighting expectations with regards to authorship attribution and IP ownership). UofG continues to share practice in this area with other institutions, hosting a national 'research integrity training' conference in August 2014.</p> <p>Research Planning & Strategy Committee reviewed policies and training in research integrity in 2013, in line with the RCUK Concordat for Research Integrity.</p> <p>RDC will review implementation plans at their first meeting in 2014/15, with further monitoring and evaluation ongoing over 2015-2019.</p> <p>College Workload Model framework agreed in 2013 and software development ongoing. Academic Promotion Criteria, Reward and Recognition scheme, and Performance & Development Review scheme facilitate recognition and progression through delivery of multi-faceted roles.</p> <p>Role models publicized through various channels eg. Annual Research Staff Conference, SDS development programmes, CoSE & MVLS 'Crucible' and ArtsLab, Colleges' Promotion workshops.</p>

C: SUPPORT AND CAREER DEVELOPMENT

Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
C 3.1	<p><i>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 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.</i></p>			
	<p>2010 CIP 4.1 Attain up to 10 days' training and development entitlement per annum for personal, professional and career development/management goals.</p> <p>2013 Action Possible amendment to Code of Practice to reflect expectations on number of days training.</p> <p>2010 CIP 4.5 Provide development opportunities for skills re: project-specific needs, employability, learning and teaching roles, public engagement, knowledge transfer, income generation and/or entrepreneurship activities.</p>	<p>Colleges, RDC, HR</p> <p>RDC, RSIO</p> <p>PIs, Services</p>	<p>Completed 2013</p> <p>Completed 2013</p> <p>Completed 2010</p>	<p>Commitment embedded in Code of Practice for the Management of Research Staff in 2012.</p> <p>CROS 2013 demonstrated norm attained as 3 days training annually. Code of Practice amended to reflect reality, as staging post to seeking to enhance number of days attained in future years.</p> <p>Opportunities provided by SDS, RSIO, LTC and Careers. Project-specific opportunities delivered by PIs. College provision through MVLS & CoSE Crucible and ArtsLab; ArtsLab provided 12 sessions to 120 researchers in 2013-14. Range of provision mapped against RDF competency framework and publicized through SDS and RSIO. (Examples: Geographical & Earth Sciences KE workshop 2014, College Crucible events, RSE Enterprise Fellowships workshop). RSIO is developing an impact toolkit and has appointed a public engagement officer to support researchers to develop their own public engagement initiatives. The 'Developing as a Teacher' Programme is open to ECRs who wish to develop their teaching skills (providing them with the opportunity to build up a reflective portfolio and apply for HEA membership).</p> <p>The number of courses for researchers offered by SDS has increased from 17 in 2011-12 to 26 in 2013-14, with 353 places being filled in 2013-14, equating to 30% growth in uptake since 2011-12.</p>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
	<p>2012 Action These areas will be key elements of the new Early Career Researcher programme (2012/13). The Medicine, Veterinary Medicine and Life Sciences College will pilot an 'early-career Crucible' programme in 2012-13.</p>	RDC, Services	Completed 2014	RDC and the Concordat Implementation Group extensively explored the potential and appetite for an integrated new Early Career Researcher programme in 2012/13. It was concluded that the existing dispersed provision was a more effective and tailored solution to individualized needs than a core mandated programme. In 2014, it was promoted accordingly.
C 3.2	<p><i>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.</i></p>			
	<p>2010 CIP 4.9 Encourage mobility between academia/industry, UK/overseas, research disciplines/groups through placements/exchanges as development tool.</p>	Colleges, Pls	Completed 2012	Staff mobility Scheme and International Partnerships Development Fund have both facilitated UK/overseas mobility for researchers. Marie Curie programmes and First Steps Awards further facilitate mobility. Recruitment Policy and activities facilitate and recognise movement between career paths, and the value of it. Similarly KTPs facilitate mobility between industry and the University. Since 2012 the Early Career Development Fund has encouraged mobility for researchers seeking to work with partners in Columbia University (NY) and the University of Hong Kong.
C.3.3	<p><i>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.</i></p>			Embedded training to develop transferable skills is delivered in accordance with the Update and Actions as noted above in C3.1. SDS implemented 'Four Steps to Success' and 'More Steps to Success' based on 4 90-minute sessions on varying topics to which staff can attend some or all to fit their development needs. 'Managing Successful Research Projects' expanded from one to two-day course and now offers option of CMI accreditation. New courses include <i>social media, personal impact, planning for Impact, complex communication, and lightening the load.</i>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
C 3.4	<i>All employers will wish to review how their staff can access professional, 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.</i>			
	<p>2010 CIP 4.3 Deliver careers advice for “early career” and long term researchers; (ii) deliver enhanced and more visible career prospects and publicise case studies of “success stories” re: 3 career trajectories.</p> <p>2012 Action The University is undertaking a major new researcher employability initiative over 2012/13, aimed at developing mechanisms to systematically track career paths of Doctoral Researchers (many of whom also undertake postdocs) and engage with employers around their skill requirements from Doctoral / Postdoctoral Researchers. This will include employer forums as part of College 'industry' days (eg. Science and Engineering event, Feb 2013), developing case studies (by Oct 2013) and alumni networking events (ongoing), to support researchers in making career decisions.</p>	<p>Careers Service</p> <p>Careers Service</p>	<p>Completed 2013</p> <p>Completed 2013</p>	<p>A dedicated Careers Adviser supports researchers through a variety of workshops. In 2014 the bespoke Grade 6/7 P&DR form made the expectation more explicit for PIs to provide careers advice and assessment of career trajectory prospects. The University collaborates with research pools (eg. organising and hosting a SUPA researcher careers evening). An online Fellowship resource was developed to support researchers in application and interview stage and the University systematically conducts mock interviews for shortlisted Fellowship candidates.</p> <p>UofG tracks the career destinations of Doctoral alumni as part of the DHLE survey and regularly engages with employers on skills requirements for researchers moving outside of academia (Examples: Science and Engineering Graduate School Strategic Advisory Board and College industry days). Alumni / careers case studies and films are available on the web. Research Staff are directed towards support from the Careers Service through a targeted email 6 months prior to the end of their contract.</p>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
C 3.5	<i>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 transparent and clearly stated and that all researchers are aware of local and national career development strategies.</i>			
	<p>2010 CIP 4.7 Tailor P&DR system for researchers & PIs addressing (i) their specific development needs eg. 2.14, 3.6, 3.7 above (ii) embedding career trajectories (academia, industry, research) via Personal Development Plans (PDPs) to support employability (iii) assessing performance against personal/professional/career development goals (iv) provision of interim P&DR reviews eg. 6-monthly (v) ensuring PDPs support personal, professional and career development.</p> <p>2012 Action Review of P&DR process to take place, with HR (December 2013).</p>	HR	Completed 2013 Updated 2014	A new bespoke Grade 6/7 researcher P&DR form was developed for the 2012/13 P&DR round and further enhanced for the 2013/14 P&DR round. In 2013 this focused on limiting the form to dimensions relevant to early career research only staff and linking the PDP section to the RDF. In 2014 linkage to the Careers Service and the Code of Practice were embedded as was further guidance to researchers and PIs to ensure careers management was linked to career trajectory. These changes reflected the feedback attained through CROS 2013.
C.3.6	<i>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.</i>			
	<p>2010 CIP 4.10 Develop/enhance induction (welcome & support) programmes & resources for international, EU, & UK staff at group, School/College & University level.</p>	HR, Colleges	Completed 2012 Updated 2014	Guidance and support measures for managers and new staff were revised in 2012 and further enhanced in 2014 following extensive consultation with Schools. College HR teams are supplementing the central provision with local measures. Extensive resources are available on the HR website.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
C 3.7	<i>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 practice 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.</i>			
	2010 CIP 4.6 Identify/articulate & facilitate outputs/skills/competencies necessary for career paths/transitions to (i) promoted research posts, academic roles, (ii) industry.	Colleges, HR	Completed 2012	The Academic Promotion Criteria articulate the outputs necessary to attain progression within the research or academic career tracks. The developmental provision to facilitate such progression and transitions has been mapped against RDF competency framework and publicised through SDS and RSIO.
C 3.8	<i>Employers also should provide a specific research 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.</i>	PIs, HR	Completed 2014	Update and Actions as noted above in C3.5. PIs support the researchers' identification and pursuit of their individual career development strategies within the annual P&DR process. Mentoring for researchers at all career stages was introduced through a pilot scheme in 2014; see Update and Actions in C3.14.
C 3.9	<i>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</i>			
	2010 CIP 4.8 Encourage PIs to release staff for development courses/opportunities.	RDC, Colleges	Completed 2012	Expectations embedded in Code of Practice. Bespoke Grade 6/7 P&DR form further promotes and encourages this.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
C 3.10	<i>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.</i>			See C3.1 & C3.5.
	<p>2010 CIP 4.2 Provide researchers with the tools & encouragement to evaluate their own skills and development needs via Training Needs Analysis and/or P&DR.</p> <p>2012 Action The University is piloting Vitae's RDF planner tool with a small cohort of Research Staff October 2012 - January 2013, reporting on its use to RDC Spring 2013.</p>	HR, SDS	Completed 2013	<p>Bespoke Grade 6/7 P&DR form promotes this.</p> <p>UofG piloted the use of the Vitae RDF planner tool with a small group of research staff in 2012. Following low engagement and with the tool, the University opted not to focus efforts on ensuing PDP is embedded as a core expectation in induction, P&DR etc.</p> <p>LKAS and Leadership Fellow Schemes run in 2012-13 supported the recruitment and development of 53 outstanding early career researchers with potential to become academics & leaders.</p>
C 3.11	<i>Employers will wish to ensure that development 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 duly disadvantaged when moving from one employer to another.</i>	HR, LTC	Completed 2014	Developing as a Teacher' Programme is open to researchers who wish to develop their teaching practice and skills. It provides the opportunity to build up a reflective portfolio and apply for Associate Fellow HEA membership.
C 3.12	<i>Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.</i>	PIs, LTC	Completed 2010	Researchers undertaking teaching and demonstrating have benefitted from the opportunity to access the GTA workshops provided by the LTC.
C 3.13	<i>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.</i>	Court, Colleges	Completed 2012	Update and Actions as noted above in B2.1.
C 3.14	<i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i>			Athena SWAN Mentoring Pilot Scheme implemented in 2014 in CoSE/MVLS for R&T and research-only staff.

	2010 CIP 4.4 Provide mentors (other than PIs) to be proactively involved in personal/professional/career development facilitation (developed via focus group).	Colleges, HR	Completed 2014	Mentoring for researchers at all career stages was introduced through a dedicated Pilot Scheme in 2014. Currently 83 research-only and R&T staff have taken the opportunity to become a mentee or mentor within this Scheme across the 4 Colleges. Format similar to Athena SWAN pilot scheme brochure, but with RDF context replacing Athena SWAN context.
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D: RESEARCHERS' RESPONSIBILITIES

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence and New Actions
D 5.1	<i>Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.</i>	Researchers, PIs	Completed 2013	PIs encourage researchers to achieve this throughout the life of their projects, supplemented by the annual P&DR process (bespoke P&DR Form developed 2013).
D 5.2	<i>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.</i>	RSIO, Researchers, PIs	Completed 2014	Impact and Knowledge Exchange Strategy 2013-16 facilitates this, supported by RSIO's Knowledge Exchange team and business development staff who work closely with each College. A range of enterprise and entrepreneurship courses are available to research staff, with this also being a key topic for the Annual Research Staff Conference. The University has invested in supporting the national 'Converge Challenge' competition and sees this as an excellent means of raising the profile of commercialisation activity, as well as supporting emerging new business ideas. Launched Innovation Platform in 2014 to instill entrepreneurship and creativity through courses and guidance on IP to product development, raising finance, and access to maker spaces to develop ideas.
D 5.3	<i>Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.</i>	RSIO, Researchers, PIs	Completed 2013	See update B 2.6, Code of Good Research Practice and related activity. PIs encourage researchers to achieve this throughout the life of their projects, supplemented by the annual P&DR process.

D 5.4	<i>Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</i>	Researchers, PIs	Completed 2013	See 5.1.
Concordat Clause and Actions from 2010 & 2012		Lead	Progress	2012-2014 Evidence and New Actions
D 5.5	<i>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 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.</i>			
	<p>2010 CIP 5.1 College Research Deans to have responsibility as Champions for implementation plan & to promote culture of shared responsibility amongst researchers & PIs locally.</p> <p>2010 CIP 5.2 Researchers to accept personal responsibility for (i) own career development and trajectory (ii) engaging in Continuing Professional Development (CPD) and training/development opportunities eg. TNA, P&DR, PDPs (iii) embrace Singapore Statement on Research Integrity & deliver independent, honest, critical thought.</p> <p>2010 CIP 5.3 Sensitise PIs to new responsibilities via Champions.</p>	<p>Colleges, RPSC, RDC</p> <p>Researchers, PIs</p> <p>RDC, Colleges</p>	<p>Completed 2012</p> <p>Completed 2012</p> <p>Completed 2012</p>	<p>Oversight of implementation by RPSC which includes Research Deans. Deans and College R&KT committees were heavily involved in drawing up 2014/18 plan.</p> <p>Responsibility embedded in Code of Practice, reinforced annually through P&DR process, and embedded in job specification templates in MVLS/CoSE for RA6/7 posts.</p> <p>CROS 2013 highlighted the comparatively low awareness of the Concordat, RDF and relevant University Policies. RDC recognises the scope to enhance the support PIs provide through the Champions.</p>

D.5.6	<i>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 CPD activities, a log of which may be presented to current and future employers as appropriate.</i>			
	2010 CIP 5.4 PI's to support/facilitate career development culture promoted by Concordat.	PIs	Completed 2012	Responsibility embedded in Code of Practice and reinforced annually though P&DR and Promotion processes.

E: DIVERSITY AND EQUALITY

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence and New Actions
E 6.1	<i>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.</i>	EDU, EDSC, Court	Completed 2013	The Court approved the University's 6 Equality Outcomes in April 2013 and has embraced its obligations under the wider Public Sector Equality Duties applicable in Scotland. The EDU annually publishes staff equality and diversity data which forms a baseline for Equality Impact Assessments and informs our wider policy development.
E 6.2	<i>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.</i>	PIs, HR, Colleges	Completed 2010	Update and Actions as noted in A1.2 and Section E. Colleges and Schools/RIs are actively engaged in seeking recognition at 'departmental' level within both the Athena SWAN and GEM frameworks as a means to enhance the attraction, development, progression and retention of all our researchers.
E 6.3	<i>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 obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</i>	EDU, HR, Colleges, Schools	Completed 2013	Action Plans for Athena SWAN and GEM enable Schools/RIs to identify and target actions to seek to resolve particular issues affecting their communities. A number of measures seek to facilitate progression and enable disincentives or obstacles to be overcome eg. College workshops to support promotion readiness, action planning to support promotion potential through annual P&DRs, mock interviews to support Fellowship applications.

	<p>2010 CIP 6.2 Publicise transparent Promotion, Recognition and Reward policies/opportunities</p>	HR	Completed 2012	All staff are emailed direct to notify them of the commencement of annual Promotion and R&R rounds. The criteria are openly available and transparent on the HR website. Colleges provide Promotion workshops to facilitate consideration of promotion opportunities and potential. The opportunity exists within the academic P&DR forms for staff to identify development plans with their managers to facilitate future promotion applications.
	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence and New Actions
E 6.4	<p><i>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 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.</i></p>	EDU, HR, Colleges, Schools	Completed 2013	Revised Flexible Working Policy introduced in 2013 seeks to support staff balancing work and domestic life. College Workload models and associated IT solutions further support staff in seeking to attain work-life balance. PIs recognise the need to provide appropriate support to staff for whom the early career phase is prolonged. Action Plans for Athena SWAN and GEM enable Schools and staff to explore and tackle this.
E 6.5	<p><i>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.</i></p>			The University embraces its responsibilities under the UK’s flexible working legislative framework.
	<p>2010 CIP 6.1 Foster and encourage Flexible working conditions.</p> <p>2012 Action HR will monitor the number of staff who take maternity, paternity, adoption and parental leave/time taken and statistics on staff choosing to return/not return after such leave.</p>	Colleges, PIs, HR HRC, GESG	Completed 2013 Completed 2013	Revised Flexible Working Policy introduced in 2013. Monitoring undertaken annually, reported to GESG & HRC.
E 6.6	<p><i>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.</i></p>	HR	Completed 2014	The University welcomed the 2014 RCUK Briefing on Maternity, Paternity and Adoption Leave and Pay and is implementing it accordingly. The University is now reviewing its support for maternity pay and leave in line with the new Shared Parental Leave legislation.

E 6.7	<p><i>Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at 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.</i></p>			<p>Update and Actions as noted above in A1.2 and A1.4. The Recruitment Policy was revised in June 2014 to further embed the provision for panels to be representative in the context of their subjects' demographic profiles. Progression panels have similar obligations and responsibilities.</p>
	<p>2010 CIP 6.4 Regularly review the demographic profile of the University's researchers & take positive action as appropriate.</p>	RDC, Colleges	Completed 2012	<p>RDC receives annual report on the profiles of the research-only staff population. EDSC and HRC similarly receive demographic data for the wider University.</p>

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence and New Actions
E 6.8	<p><i>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 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.</i></p>	EDU, HR, Colleges, Schools	Completed 2014	<p>The GESG has developed proposals in 2014 to enhance the support available to women returning from maternity leave to enable them to accelerate their research productivity and impact. Action Plans for Athena SWAN and GEM enable Schools/RIs to ensure core working hours reflect the demands on staff. University Court Committees core hours for meetings have been adjusted to 09.30-16.00h. Personal circumstances are taken into account in a range of situations eg. REF selection, selection and progression panels. The service provision of the Disability Service expanded to support both students and staff in 2011.</p>
E 6.9	<p><i>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.</i></p>			<p>Dignity at Work and Study Policy & Procedure was implemented in February 2014 to enable staff and managers to be supported in reporting and resolving such issues. The Harassment Volunteer Network further facilitates staff and managers to be supported in resolving such issues.</p> <p>New Action 2015-18 Awareness raising measures are planned for 2015 related to the Policy and Network.</p>

E 6.10	<i>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.</i>			The University attained the Athena SWAN Bronze Award in 2013. 6 Schools/RIs currently hold awards under Athena SWAN and GEM; 5 at Bronze and 1 at Silver Award level. All Schools/RIs in the STEMM subjects are in the process of pursuing applications for future awards under Athena SWAN.
	2010 CIP 6.3 Facilitate participation in Athena SWAN Charter etc..	GESG, Colleges	Completed 2013	The University attained the Athena SWAN Bronze Award in 2013. Five Schools/RIs in MVLS and CoSE have subsequently attained Bronze departmental awards. The University also piloted the GEM and the School of Law attained a Bronze award. MVLS vision is to attain Silver Awards for its Schools and RIs in accordance with NIHR guidelines.

F: IMPLEMENTATION AND REVIEW

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence and New Actions
F 7.1	<i>The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream 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.</i>			
	2010 CIP 7.1 Publicise Concordat Implementation Plan & its progress.	RDC, RSIO, HR	Monitored annually	Promoted through Annual Research Staff Conference, website of RSIO and HR, Campus eNews, and Colleges and their PIs.
F 7.2	<i>The signatories agree:</i> <i>a) to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.</i> <i>b) to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</i> <i>c) to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</i> <i>d) to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</i> <i>e) to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</i>			

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
	<p>2010 CIP 7.2 Participate in surveys [eg. Careers in Research Online Survey (CROS), Principal Investigators and Research Leaders Survey (PIRLS)] for benchmarking.</p> <p>2010 CIP 7.3 Seek external recognition of key strategic successes ie. (i) seek EU's "HR Excellence in Research" badge, (ii) THE award etc.</p> <p>2010 CIP 7.4 Develop online questionnaire for exit interviews to monitor/evaluate provision</p> <p>2010 CIP 7.5 Evaluate researchers' & PIs' delivery of implementation plan responsibilities to monitor outputs & progress via their own P&DR reviews.</p> <p>2010 CIP 7.6 Monitor accessibility, effectiveness and take-up of development opportunities which are relevant and timely.</p>	<p>RDC</p> <p>RDC</p> <p>HR</p> <p>Colleges, HR</p> <p>RDC, SDS, Careers, LTC, RDO</p>	<p>Monitored bi-annually</p> <p>Reviewed annually</p> <p>Completed 2012</p> <p>Completed 2012</p> <p>Reviewed annually</p>	<p>Participated in CROS and PIRLS since 2009 with results reported to RDC, RPSC and HRC.</p> <p>HR Excellence in Research Award attained in 2010 and retained in 2012. UofG was joint recipient of 2010 THE award for outstanding support for early-career researchers, for participation in a Scotland-wide KE project, including the Scottish Crucible and has been shortlisted for an award in this category four times since 2009.</p> <p>Monitored annually by Corporate HR.</p> <p>Annual P&DR Random Sampling exercise undertaken by Colleges facilitates monitoring and review.</p> <p>Annual Report to RDC by RSIO provides monitoring. Online P&DR system to be introduced in c.2015 will facilitate this.</p>
F 7.3	<i>The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</i>			

	Concordat Clause and Actions from 2010 & 2012	Lead	Progress	2012-2014 Evidence & New Actions
F 7.4	<i>The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</i>	Colleges, Schools, Services	Completed 2008	The University currently has membership of <i>Vitae</i> to enable practice sharing and works extensively with other Universities, particularly in Scotland and Glasgow, to benefit from mutual sharing of best practice and resources to support researcher development. Examples include Universities Scotland's RKEC Research Training Sub-Committee, Research Pools, the Russell Group, and Universitas 21.
F 7.5	<i>Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</i>			

Abbreviations:

CCF	Collective Consultation Forum
College HR	College HR teams
Corporate HR	Corporate HR team
CoSE	College of Science & Engineering
EDSC	Equality & Diversity Strategy Committee
EDU	Equality & Diversity Unit
GESG	Gender Equality Steering Group
GTA	Graduate Teaching Assistant
HoS	Head of School
HR	Corporate HR & College HR together (entire function)
HRC	HR Committee
iGrasp	eRecruitment tool
JSR	Job Seekers' Register (redeployment tool)
KTPs	Knowledge Transfer Partnerships
LKAS Fellowships	Lord Kelvin Adam Smith Fellowships
LTC	Learning & Teaching Centre
MVLS	Medical, Veterinary, & Life Sciences College
P&DR	Performance & Development Review (annual appraisal system)
PDPs	Personal Development Plans
PIs	Principal Investigators
R&KTS	Research & Knowledge Transfer Strategy Committees
R&R	Reward & Recognition scheme (performance bonus)
RDC	Researcher Development Committee
RDF	Researcher Development Framework
Researchers	Research & Teaching track (lecturers) staff and Research-only track (RAs) staff
RI	Research Institute
RPSC	Research Planning & Strategy Committee
RSIO	Research Strategy & Innovation Office
SDS	Staff Development Service