

Recruitment and Selection

Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

	Concordat Clause and Actions	Lead	Timeline	Additional Information
A.1.1	<i>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</i>	HR	Ongoing	The University will continue its ongoing commitment to open and transparent recruitment, selection and retention processes and activities, as embedded in Recruitment Policy and Equality & Diversity Policy .
A.1.2	<p><i>Employers should strive to attract excellence and respect diversity. Recruitment and selection procedures should be informative, transparent and open to all 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.</i></p> <p>1.2.1 Training in unconscious bias will be introduced for members of promotions panels. <i>Success measure: participation in training, with the aim of piloting six courses over the first year (~70-100 participants) and reviewing their impact.</i></p> <p>1.2.2 Members of promotion panels will be asked to attend training to attend training in unconscious bias and for interview panels the (online) Equality & Diversity Essentials. <i>Success measure: participation in training – currently, 47% of staff has undertaken this training, with a target (set out in the University's Equality Outcomes) of achieving 90% by 2017.</i></p> <p>1.2.2 Introduce revised Job Seekers Register mechanism through Core eRecruitment to enhance effectiveness and reach of redeployment, as well as enhance the University's recruitment, selection and branding activities.</p> <p>1.2.3 Continue to enhance the Relocating to Glasgow and Glasgow Welcome resources and initiatives to provide assistance to researchers wishing to visit or work with the University, including the Scotland Handbook.</p>	<p>EDU / Recruitment</p> <p>HR / EDU</p> <p>HR / Recruitment</p> <p>Recruitment / HR Internationalisation working group</p>	<p>Review Summer 2015</p> <p>Reviewed three times each year at EDSC</p> <p>June 2015 (with ongoing monitoring of redeployment by HR and CCF)</p> <p>December 2014</p>	<p>Training in Unconscious Bias is being developed, with pilot programmes commencing in 2015.</p> <p>Training is mandatory for recruitment panels and is available through courses and online. Representative composition of panels is constantly monitored by Recruitment.</p> <p>The University externally advertises to attain widest applicant pool unless circumstances merit restricted pool (eg. Redeployment via Job Seekers' Register). The Job Seekers' Register (JSR) provides priority access to vacancies for potentially redundant staff prior to all external advertising. <i>HR Excellence in Research</i> and <i>Athena SWAN</i> logos are included in the University's Vacancy Board.</p> <p>The Scotland Handbook project was led by UofG, to support the international talent acquisition efforts of Scottish HEIs. The handbook is an informative resource on living in Scotland, covering basic</p>

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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> <p>1.3.1 Ongoing: Utilise open ended contracts to manage employment and career expectations appropriately, recognising individual's career trajectories and funding circumstances.</p> <p>1.3.2 Gain a better understanding of career trajectories of Grade 8 / 9 research –only staff, exploring mechanisms for sustainable funding of posts. <i>Success measures: analysis of CROS results and HR statistics for this group. Monitor participation of staff at this level in ongoing consultation. Practice sharing events / activity with other institutions and Vitae.</i></p> <p>1.3.3 Review desirability of developing College-specific policies and/or practices and on Bridging Funds between grants, including seeking out and learning from practice in this area at other HEIs.</p>	<p>HR, HoS, PIs</p> <p>Colleges, HR, Schools, PIs, RSIO</p>	<p>Reviewed at University level annually</p> <p>Review by College R&KT committees December 2015</p> <p>Review by College R&KT committees December 2015</p>	<p>The Fixed Term & Open Ended Contract Policy (introduced in 2004 and reviewed in 2014) set out an expectation for open-ended contracts to be the default option. Fixed Term contracts are only used in very defined and limited circumstances and posts so advertised record the justifiable reason in <i>iGrasp</i>. 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.</p> <p>The Code of Practice for the Management of Research Staff sets out an expectation for discussion of bridging funding options (redundancy policy also prompts this discussion. Consultation for the HR plan highlighted varying perspectives on desirability of bridging funds.</p>
A.1.4	<p><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></p> <p>1.4.1 Ensure interview, promotion, probation, ECDP panels are appropriately trained and representative where practicable. See Action 1.2.</p>	<p>Colleges, HoS, HR, PIs, Recruitment, EDU</p>	<p>HR monitor composition and training of panels</p>	<p>Recruitment provides feedback to unsuccessful vacancy applicants upon request. Colleges provide feedback to unsuccessful promotion applicants.</p>
A.1.5	<p><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></p>	<p>PIs, HR, Recruitment</p>	<p>Monitored at time of each appointment</p>	<p>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 upon appointment, recognising individual's circumstances and market forces.</p>

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	Lead	Timeline	Additional Information
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>2.1.1 Map representation of researchers on local College or University-level committees and publicise on web.</p> <p>2.1.2. Elect research staff representatives for each School / Institute and hold two ‘Postdoctoral Forum’ events each year, bringing together all representatives and appointing representatives to contribute to appropriate decision-making groups and committees at School/RI, College and University level, ensuring opportunity to influence University policy, practice and strategy. Success measures: Number of representatives appointed; number of committees; evaluation of training; awareness (at local level) of who the representative is for your School; feedback from CROS and feedback from representatives on their experience of / input to committees.</p> <p>2.1.3 Improve promotion of researcher-led fund to facilitate local networks, improved communication and representation and provide email aliases for postdocs in Schools. Success measures: Number of local societies, participation rates, evaluation and number of funding bids.</p> <p>2.1.4 Enhance sense of community through identifying and delivery two to three key annual events for researchers (e.g. the Research Staff Conference, Christmas Party, Summer Forum or ‘7 Secrets of Successful Postdocs’ lecture) Success measures: Participation rates across Schools and feedback.</p> <p>2.1.5 Ensure that the University’s ‘World Changers’ theme reflects and celebrates case studies of early-career researchers.</p>	<p>RSIO</p> <p>RSIO</p> <p>RSIO</p> <p>RSIO</p> <p>RSIO / Communications Office</p>	<p>February 2015 – for review by RDC</p> <p>February 2015 – with annual elections to take place and annual reporting to RDC.</p> <p>RDC to review uptake of researcher-led bids annually.</p> <p>RDC annual report.</p> <p>RDC annual report.</p>	<p>The University of Glasgow runs a biannual all-staff survey, which allows perceptions and feedback from research-only staff to be benchmarked against all University staff. CROS is a particularly useful tool to gather feedback.</p> <p>Research staff are currently represented on the Researcher Development Committee and Research Planning and Strategy Committee, as well as on many local committees (e.g. Health and Safety).</p> <p>Examples of existing Research Staff societies include the Physics Researchers Network, ICAMS Young Investigator Network, the New Fellows Network and the CoSE Early Career Network.</p>

2.1	<p>2.1.6 Researcher Development to be embedded as a regular agenda item in School / RI committees (with attendance by RDC representatives as appropriate), to broaden awareness of support and improve understanding of roles / responsibilities in managing the personal, professional and career development of researchers (particularly through P&DR process).</p> <p>2.1.7 Enhance communication of resources available and the University's commitment to the management and development of research-only staff, including via a web-portal for researchers. <i>Success measures: CROS responses and web-hits, inclusion of relevant courses etc. in P&DR.</i></p>	<p>Schools / RDC</p> <p>RSIO / HR / Careers / Communications</p>	<p>Annual agenda item for Schools</p> <p>Summer 2015</p>	<p>Events are advertised through staff newsletters, My Glasgow for staff and the RSIO webpages.</p> <p>Consultation identified scope to enhance the awareness of PIs / researchers of the wide range of support/resources available. This will be achieved through a variety of communication methods, including local committees, email, web and social media.</p>
B.2.2	<p><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></p>			<p>See action A1.3</p>
B. 2.3	<p><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>			<p>The University's Code of Practice for the Management of Researchers was developed to raise awareness of roles and responsibilities of PIs and research-only staff. The Staff Development Service offers training to support PIs with their management role, in addition to local offerings (such as the Arts Lab session on 'managing RAs'). All UofG staff undertake the P&DR process, which includes objective setting and the production of at PDP.</p>

	<p>2.3.1 Provide opportunities for PIs to identify and discuss their own development needs (e.g. through bi-annual Staff Survey, Athena SWAN Surveys or tailored Staff Development events and workshops). A joint consultation approach will be adopted across Schools / Services to ensure maximum response rate in chosen survey / method and avoid duplication or dilution of efforts (which is likely if multiple surveys are being undertaken). <i>Success measures: Participation rates and quality of data in chosen survey.</i></p> <p>2.3.2 Dissemination of Code of Practice for the Management of Researchers (through a variety of mechanisms) to raise awareness of roles and responsibilities of PIs, mentors, the University and researchers. <i>Success measures: Awareness of Code of Practice to be measured through CROS 2015.</i></p> <p>2.3.2 Ensure PIs are offered support and training in variety of roles they are expected to undertake, in line with Vitae Researcher Development Framework and acknowledging disciplinary differences. <i>Success measures: Participation and feedback on SDS workshops (particularly PI programme).</i></p> <p>2.3.3 Support PIs with their role in P&DR, ensuring it benefits both the PI and the researcher and includes both the performance (delivery of project) and the development aspects (developing skills for future careers). <i>Success measures: CROS – perception of P&DR as a useful process.</i></p> <p>2.3.4 Pilot and review the Senior Research Leaders development programme, assessing whether it should be rolled out to Arts and Social Sciences in future years. <i>Success measures: Evaluation of pilot (two Masterclasses, with one to one coaching, for 15 senior participants from MVLS / CoSE in 2015) and extension of programme beyond pilot group.</i></p> <p>2.3.5 Explore development needs of Grade 8/9 research-only staff, recognising the unique challenges for this career stage and specialist roles. Attend events to learn from other institutions on their approaches in this area. Undertake focus groups within each College to identify needs and possible solutions. For specialist technical roles explore crossover between research track and technical track.</p>	<p>RDC, HR, RSIO, Athena SWAN SATs</p> <p>SDS / RDC / Colleges / Schools / HR recruitment</p> <p>RDC / HR / SDS / HoS</p> <p>HR / SDS / HoS</p> <p>SDS / RSIO / HR</p> <p>RDC, HR, SDS, RSIO, College R&KT, PIs</p>	<p>RDC to review surveys and consultation bi-annually (February 2015 onwards)</p> <p>RDC annual report.</p> <p>Review December 2015</p> <p>Review December 2015</p> <p>Review Autumn 2015</p> <p>Review end of 2015 (in addition to this being embedded in P&DR)</p>	<p>There is scope to enhance the support provided to PIs in their roles as people managers and careers advisers, particularly within P&DR. PIs will be encouraged to support researchers to develop a PDP, linked to their proposed career trajectory. P&DR is designed to balance the needs of the project with the future needs of the researcher.</p>
B. 2.4	<p><i>Organizational 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></p>			See actions A1.2 & A1.3

B. 2.5	<p><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 recognizing the flexibility that institutions have in implementing the Framework.</i></p>			See action A1.5
B. 2.6	<p><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 organizational HR strategies.</i></p> <p>2.6.1 Explore expansion of ECDP (Early Career Academic Development Programme) to include Leadership Fellows.</p> <p>2.6.2 Explore the possibility of offering future recruitment rounds for Leadership Fellows to enhance the pipeline of successful researchers, subject to financial and strategic needs.</p> <p>2.6.3 Publicise annual timetable of Fellowship opportunities, eligibilities and deadlines.</p> <p>2.6.4 Explore and enhance Colleges' provision of Promotion workshops to support research-only staff identification of promotion plans and readiness Success measures: Number of promotions workshops and participation; number and quality of promotions applications; awareness and understanding of the process; perception of transparency in process (measured through staff surveys)</p>	<p>Corporate HR, RSIO, SMG</p> <p>RSIO, Colleges</p> <p>RSIO</p> <p>College HR</p>	<p>Review in December 2015</p> <p>Review in December 2016</p> <p>By June 2015, with annual update</p> <p>HR to review in December 2015; Athena SWAN SATs to review local data.</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	Lead	Timeline	Additional Information
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>3.1.1 Increase participation in CPD. The current target of researchers undertaking at least three days of training a year (set out in the Code of Practice) will increase to a target of five days a year by 2017. Success measures: respondents in CROS 2017 agreeing that they undertake five days or more of CPD a year. Random sampling of P&DR forms to review number of days of training in PDP.</p> <p>3.1.2 Attendance and waiting list figures for SDS courses to be reviewed regularly – publicising that researchers should join the waiting list, if course full, to ensure accurate reporting of needs and for additional sessions to be included, where possible.</p> <p>3.1.3 Promote opportunities for CPD to be undertaken as part of the research project (e.g. managing a budget, writing a grant application or supervising students) and through engaging in other types of activity (peer review, committees, professional bodies, conference organisation). Success measure: Hits on SDS web-pages providing examples of CPD; PDP forms are completed with relevant CPD; CROS responses on activities undertaken.</p> <p>3.1.4 Raise awareness amongst PIs and researchers of career development / management resources and initiatives; supporting researchers to be able to identify the correct initiatives for their career stage (e.g. tailoring workshops to be explicitly intended for new postdocs, for mid-career researchers, senior/ lower grade research-only staff or those nearing the end of their contracts). RDC to maintain oversight, ensuring opportunities for training are relevant to COSS and Arts, as well as Sciences. Success measure: Researcher feedback on workshops and through staff</p>	<p>Colleges, Schools, RDC, HR, SDS</p> <p>SDS</p> <p>HR / SDS</p> <p>SDS / RSIO / RDC</p>	<p>Reviewed with CROS results (Autumn 2015 and 2017).</p> <p>Review in December 2015</p> <p>PDP random sampling- Autumn annually</p> <p>RDC annual report</p>	<p>Examples and case studies of CPD, outside of training course attendance, are collated on the Staff Development Service web-pages alongside courses and resources, mapped to the RDF. These pages are also linked to from researcher P&DR forms and guidance notes, as well as being promoted by email at P&DR time.</p>
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 recognized that this mobility brings great benefit to the UK economy and organizations 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>3.2.1 Increase awareness / uptake of placements or secondments outside of HE (e.g. through use of Knowledge Exchange Funds or KTPs). Provide opportunities for research staff representatives to input to strategy around use of these funds to ensure their relevance and support marketing. Success measure: Uptake of funding schemes; Researcher representation on (e.g.) KE fund strategy board.</p> <p>3.2.1 Publicise international mobility opportunities through Universitas 21, IRUN, research pools, Staff Mobility Scheme, International Partnerships Development Fund and Early Career Mobility Fund. Success measure: Clear information on webpages, U21 stall at research staff conference, participation in U21 Early-Career Conference.</p> <p>3.2.3 Participate in (and learn from) NCUB research into researcher inter-sectoral mobility between sectors; Contribute to other NCUB projects and task forces as appropriate (e.g. http://www.ncub.co.uk/what-we-do/qvs.html)</p> <p>3.2.4 Promote breadth of employer events that are open to Researchers (e.g. recruitment fayres, Graduate School events and online resources). Success measure: Attendance figures.</p> <p>3.2.5 Research staff input to College industry days Success measure: Examples of good practice shared with RDC.</p>	<p>RSIO / College R&KT committee</p> <p>RIO</p> <p>RSIO</p> <p>Careers</p> <p>Colleges</p>	<p>Colleges to review in December 2016</p> <p>Ongoing</p> <p>December 2015</p> <p>RDC annual report</p> <p>College R&KT committees to review annually</p>	<p>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.</p> <p>Further consideration needs given to how Universities balances fulfillment of a research project and funder deadlines alongside the benefits of mobility. This is an area where we will continue to share practice with other institutions or organizations and research pools (e.g. SULSA / SUPA).</p>
C.3.3	<p><i>Employers, funders and researchers recognize 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> <p>3.3.1 Enhance the use and effectiveness of PDPs, as part of the P&DR process, linking with RDF and career trajectory. (See action 3.1.3 and 3.5.3)</p> <p>3.3.2 Enhance the visibility, effectiveness and reach of our support for delivery of teaching, tutoring and demonstrating, as well as preparation for academic practice available to research-only staff. Success measure: LTC input to Research Staff Conference and researcher participation in these programmes reviewed as part of RDC annual report.</p>	<p>HR</p> <p>LTC</p>	<p>HR annual review of P&DR Review in December 2015</p>	<p>The Learning and Teaching Centre's '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. GTA workshops are available for tutoring/demonstrating. LTC is represented on RDC to ensure continuity of support and promotion of researcher opportunities.</p>
C.3.4	<p><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>			<p>The University Careers Service and Careers Adviser for research staff offers a wide range of services, ranging from workshops to employer events and one to one appointments.</p>

<p>3.4.1. Publicise availability of Careers Service support to researchers through appointment, induction, P&DR and redundancy processes and documentation. Enhance the visibility of our careers support to PIs, through presentations within Schools, Supervisor Training and College committees, supporting them to deliver careers advice as part of P&DR.</p> <p>3.4.2 Develop a new SDS workshop supporting researchers with 'one year to go' to facilitate career management. <i>Success measure: participation and feedback, subsequent tailoring or extension.</i></p> <p>3.4.3 Publicise Vitae 'what researchers do next?' survey and explore opportunities to track career destinations of research staff, through PIs. <i>Success measure: pilot project to be conducted in School of Chemistry.</i></p>	<p>Careers, PIs, Schools</p> <p>SDS, Careers, RSIO</p> <p>Careers RSIO, Schools</p>	<p>RDC annual report</p> <p>Pilot Autumn 2015</p> <p>Pilot project by end of 2015 – review by RDC</p>	
<p>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> <p>3.5.1 Review the efficiency and effectiveness of the P&DR forms used for all research-only staff to enhance performance management within this staff group.</p> <p>3.5.3 Evaluate use of PDPs by researchers. Ensure career management advice is delivered aligned to career aspirations / prospects, and opportunity to apply for promotion is considered as appropriate.</p> <p>3.5.4 Review promotion criteria for research track. Explore quantification of promotion metrics, and their feasibility and relevance, to enhance effectiveness and scope for career progression.</p> <p>3.5.5 Explore scope for small pots of funding, within Colleges, to be used to encourage culture of bidding for funding to support independence, career progression, and facilitate Fellowship applications.</p> <p>3.5.6 Pilot Fellowship peer-mentoring group within College of Science and Engineering, with possibility of extending to other Colleges as appropriate. <i>Success measure: participation and feedback; successful outcomes of application.</i></p> <p>3.5.7 Produce updated guide to making Fellowship Applications.</p> <p>3.5.8 Introduction of online P&DR system to monitor & review data on the uptake of personal, professional & career development provision. Explore interim measures to use PDP data enhance provision and uptake of training.</p>	<p>Corporate HR</p> <p>Schools, PIs, HR</p> <p>HR, RSIO, Colleges</p> <p>Colleges / RSIO</p> <p>Colleges / RSIO</p> <p>RSIO</p> <p>Corporate HR</p>	<p>End of 2015</p> <p>Annually, as part of P&DR review (Oct)</p> <p>Review Dec 2015</p> <p>End of 2015</p> <p>End of 2015 - RDC annual report</p> <p>January 2015</p> <p>End of 2018</p>	<p>Actions relating to</p> <p>Researcher consultation identified concern that the promotion criteria for Grades 8/9 is extremely challenging (e.g. Expectations for income generation may be in conflict with funder limitations for grant holders and terminology, such as the use of researcher Co-I rather than PI should be investigated).</p>

C.3.6	<p><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> <p>3.6.1 Enhance delivery of induction within research groups, Schools and Colleges <i>Success measure: Survey results relating to satisfaction with induction; awareness / use of online resources; attendance at induction events</i></p>	College HR / PIs	Review in December 2015 by HR Committee	Employee and manager induction information can be found on the University webpages , including checklists of activity and highlighting key training courses (e.g. induction events and research integrity workshops).
C 3.7	<p><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></p>			See Actions under section 3.1
C 3.8	<p><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></p>			See actions under sections C3.5 and C3.14. Expectations for this are set out in Code of Practice for the Management of Research Staff.
C 3.9	<p><i>Research managers should actively encourage researchers to undertake Continuing Professional Development 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 & talents, and of individual strengths & talents, & increasing the skill & 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 & they encourage employers/mentors to adopt these practices.</i></p>			See Actions under section 3.1. Expectations for this are set out in Code of Practice for the Management of Research Staff.
C 3.10	<p><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></p> <p>3.10.1 Promote use of Vitae Researcher Development Framework to researchers, as a means of training needs analysis, through embedding its use in workshops, promotional materials and P&DR forms. Success measures: SDS webpage hits; researcher awareness of RDF, measured through CROS.</p>	SDS / RSIO / RDC	RDC annual report.	
C 3.11	<p><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 organizations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.</i></p>			The Learning & Teaching Centre provision enables preparation for academic practice (See action C3.3).

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>			See Action C3.3.
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 organization and management committees.</i>	Court, Colleges	Completed 2012	See Action B2.1.
C 3.14	<p><i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i></p> <p>3.14.1 Continue to provide mentors (other than individual's PI) to proactively support researchers in their personal/professional/career development and progression, as well as managing their work-life balance, aligned to the career trajectories pursued.</p> <p>3.14.2 Evaluate mentoring schemes available to staff and explore development of integrated mentoring scheme for academic staff (combining existing Athena SWAN and researcher schemes)</p> <p>3.14.3 Explore allocation within College Workload Model frameworks for mentors, to recognise the time commitment necessary supporting mentees.</p> <p>3.14.4 Introduce a 'Mentor of the Year' award for 2015, to be awarded at the annual Research Staff Conference and celebrate commitment and achievements from staff in this area. Success measures: Award nominations and feedback.</p>	<p>PIs, HR, Schools, Colleges</p> <p>HR</p> <p>HR / Colleges</p> <p>RSIO</p>	<p>Review in December 2015</p> <p>Review Dec 2015</p> <p>Review Dec 2015</p> <p>Jan – Apr 2015 for pilot</p>	<p>A pilot mentoring scheme for researchers was introduced in 2014. Currently 83 research-only and R&T staff have taken the opportunity to become a mentee or mentor within this scheme, across all four Colleges.</p>

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	Lead	Timeline	Additional Information
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	Ongoing.	PIs encourage researchers to achieve this throughout the project, supplemented by the P&DR process.
D 5.2	<p><i>Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialization of research for the benefit of their employing organization, as well as the wider society and economy as a whole.</i></p> <p>5.2.1 Encourage research staff participation in training course and events relating to Knowledge Exchange (e.g. KE conference, enterprise training) as well as local events (e.g. offered by Arts Lab, Policy Scotland or College industry days) or business plan competitions (e.g. Converge or Biotech YES) and support. Success measures: Participation / feedback from courses and initiatives.</p> <p>5.2.2 Highlight and celebrate role of early-career researchers in contributing to research impact. Success measures: Case studies developed and disseminated through variety of methods.</p> <p>5.2.3 Improve researcher awareness of public engagement opportunities and supported offered by the University's Public Engagement Officer. Continue to apply for funding (and support individuals to apply for funding) to develop innovation public engagement (e.g. European Researchers Night). Success measures: Improved webpages; regular newsletters; mailing list; practice sharing event as part of research staff conference; funding applications; participation in European Researchers Night.2015 (and in the future)</p>	<p>RSIO, HR, Researchers, Colleges</p> <p>RSIO</p> <p>RSIO</p>	<p>RDC annual report / P&DR / RSIO review of KE training (summer 2015)</p> <p>Review by end of 2015</p> <p>Review end of 2015</p>	<p>The University supports the national Converge Challenge business plan competition (both financially and as part of the steering group) and sees this as an ideal mechanism to raise awareness of academic entrepreneurship. The recently launched 'innovation platform' seeks to instill a culture of enterprise across campus and many of its funding, support and training initiatives are open to researchers.</p> <p>The University has been selected to participate in the BBSRC 'Excellence with Impact' competition, which aims to recognise institutions that can develop and successfully deliver a vision for maximising impact, alongside an institution-wide culture change in understanding and delivering the impact agenda. ECRs play a pivotal role in the strategy for this agenda.</p>
D 5.3	<p><i>Researchers should recognize their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.</i></p> <p>5.3.1 Monitor and evaluate the delivery of research integrity training across the University and promote participation and leadership in this agenda, including sharing practice with other organisations, UKRIO and funders. Success measures: Participation in training; delivery of training that is relevant to each career stage and evaluation of understanding of research integrity in its broadest sense. Contribution to national and international policy, practice and debate on these issues.</p>	RSIO, SDS Colleges	Annual RDC report / oversight by RPSC.	
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	Ongoing	PIs encourage researchers to achieve this throughout the life of their projects, supplemented by the annual P&DR process and Actions C3.7, C3.10, C3.14.

<p>D 5.5</p>	<p><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> <p>5.5.1 College Research Deans to act as local champions for implementation of HR Excellence in Research Action Plan and to promote culture of shared responsibility amongst researchers & PI's locally.</p> <p>5.5.2 Promote funding for researcher-led initiatives Success measures: Number of researcher-led bids.</p>	<p>Colleges, RPSC, RDC</p> <p>RSIO</p>	<p>Annual agenda item for RPSC / College R&KT committees</p> <p>RDC annual report</p>	<p>Responsibilities embedded in Code of Practice and reinforced annually through P&DR process & Research Staff Conference.</p>
<p>D.5.6</p>	<p><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></p> <p>See actions 3.1-3.14 regarding P&DR process and PDP.</p>			

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	Lead	Timeline	Additional Information
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, Colleges, Schools, HR		Court approved the University's Equality Outcomes in 2013 and has embraced its obligations under the wider Public Sector Equality Duties applicable in Scotland.
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> 6.2.1 Schools/RIs to continue to work towards recognition at 'departmental' level within the Athena SWAN and GEM frameworks as a means to enhance the attraction, development, progression and retention of all our researchers. Success measure: Successful awards, aim for all STEMM Schools / RIs to attain at least bronze award by 2018.	Colleges, EDU, Schools, Pls, HR	Review in December 2016	The EDU annually publishes staff equality and diversity data which forms a baseline for Equality Impact Assessments and informs our wider policy development.
E 6.3	<i>It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend 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> 6.3.1 Implement policy (agreed November 2014 by Senior Management Group) to support female researchers returning from maternity leave, intended to facilitate the enhancement of their research profiles. Success measures: Awareness, uptake and evaluation of scheme. 6.3.2 Share good practice at local level across University, through Athena SWAN practice-sharing meetings and 'SharePoint', with the support of the Equality and Diversity Office and the Gender Equality Officer. EDU staff to contribute to RPSC, RDC, Deans of Graduate Studies Committees as appropriate. Researcher development matters, survey results etc. to be shared with EDSC, EDU staff and Athena SWAN SATs on an ongoing basis. 6.3.4 Ensure training programmes, conferences, webpages, newsletters and other communication channels provide role models of both genders, demonstrating successful transitions from research to academic careers whilst achieving work-life balance. See actions 1.2.1 and 2.6.4 for training in unconscious bias and promotions panels / workshops.	EDU, HR, Pls, Colleges, Schools EDU, HR, Pls, Colleges, Schools, RSIO SDS / RSIO / Colleges / Schools / Careers	Review Dec 2016 Review Dec 2016 RDC annual report	

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 recognize 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> <p>6.4.1 Promote opportunities for flexible working to researchers and monitor uptake.</p> <p>6.4.2 Action Plans for Athena SWAN / GEM will be developed by Schools to address local issues.</p> <p>6.4.3 Continue to make use of Every Researcher Counts resources and explore its use and principles within any new provision.</p>	<p>EDU, HR, Colleges, Schools</p> <p>Schools / RIs</p> <p>SDS, EDU, RSIO</p>	<p>Review Dec 2016</p> <p>Review Dec 2016</p> <p>Review Dec 2016</p>	<p>Revised Flexible Working Policy introduced in 2013 seeks to support staff balancing work and domestic life.</p>
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>		<p>Annual monitoring, reporting to GESG / HRC.</p>	<p>HR monitor the number of staff who take maternity, paternity, adoption and parental leave / time taken and whether staff choose to return/not return after leave.</p>
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>			<p>The University welcomed the 2014 RCUK Briefing on Maternity, Paternity and Adoption Leave and Pay and is reviewing its support for maternity pay and leave in line with the new Shared Parental Leave legislation.</p>
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>Colleges, Schools, HR, EDU</p>	<p>Review Dec 2016</p>	<p>See actions A1.2 and A1.4. The Recruitment Policy was revised in 2014 to outline expectations for panels to be representative of their subjects’ demographic profiles. Progression panels have similar obligations.</p> <p>RDC receives an annual report on the profiles of the research-only staff population. EDSC, GESG and HRC receive demographic data for the wider University.</p>

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> <p>6.8.1 PIs to ensure personal circumstances are explored and taken into account as appropriate to individual researchers. This topic is discussed within the Staff Development Service PI programme.</p>	EDU, HR, RDC, Colleges, Schools	Review in December 2016	<p>All University policies go through an equality impact assessment; cover papers for committees also highlight where there is an equality impact.</p> <p>The University promotions policy sets out how personal circumstances will be considered.</p> <p>Trainers on Staff Development Service programmes are asked to consider how they will embed principals of equality and diversity into their training.</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>6.9.1 EDU to undertake awareness raising campaign in 2015, in relation to the Dignity at Work and Study Policy and Harassment Volunteer Network.</p>	PIs, HR, EDU , Harassment Advisers	Review in December 2016	
E 6.10	<p><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></p> <p>See 6.2.1</p> <p>6.10.1 University to make application for Silver Award when appropriate.</p>	Schools, Colleges, HR, EDU, GESG	EDU to present annually to RDC and RPSC on Athena SWAN and links with Research / Researcher Development	<p>The University attained the Athena SWAN Bronze Award in 2013. Six Schools/RIs currently hold awards under Athena SWAN and GEM (Five Bronze and one Silver Award). The combination of Athena SWAN and GEM into one scheme makes it difficult to identify, at this point, when it may be possible for the University to seek a Silver Award. Progress and updates will be recorded on the University webpages.</p>

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	Lead	Timeline	Additional Information
F 7.1	<p><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 organizations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</i></p> <p>7.1.1 Publicise HR Excellence in Research Action Plan and progress through annual Research Staff Conference, web-pages, Campus eNews articles, Colleges and their PIs, and emails. Success measures: CROS and informal feedback.</p> <p>7.1.2 Refine success measures and KPIs (particularly in light of University's new strategic plan, which is currently under development) to evaluate implementation of the action plan.</p>	<p>RSIO, HR</p> <p>RDC</p>	<p>Review annually</p>	<p>RDC oversees review of the Concordat implementation plan at their first annual meeting, where they receive a report on activity across the University in the previous year. The 'RDC annual report' provides the backbone of monitoring for the plan, supplemented bi-annually by staff survey or CROS data.</p>
F 7.2	<p><i>The signatories agree to constitute a steering group; procure an independent benchmarking study; contribute an appropriate share of the costs of supporting implementation and review; draw up an implementation plan for the Concordat, ensure a coherent and sustained approach by organizations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS); 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></p> <p>7.2.1 Participate in surveys for benchmarking (e.g. CROS) with good publicity, to attain high response rates (Target 40% response). Share CROS feedback and data with University level committees (HR / RDC), College R&KTS Committees and researcher representatives. Representatives will also have the opportunity to define additional questions for the survey, using the 'virtuous circle' model which has proved highly successful for Glasgow's PG Research Experience Survey. Participation in PIRLs will be reviewed in early 2015. Success measures: Response rates for CROS; Action plans developed / implemented in response to results.</p>	<p>RDC</p> <p>RDC</p>	<p>Biannual review</p> <p>RDC annual report</p>	
F 7.3	<p><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></p>			
F 7.4	<p><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></p>	<p>RDC</p>	<p>Review Dec 2015</p>	<p>The University has Vitae membership to enable practice sharing in researcher development and works extensively with other Universities on this agenda, particularly through the Universities Scotland RKEC Research Training Sub-Committee, Research Pools, the Russell Group or international networks (e.g. U21).</p>

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>			See actions in Section E.
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Aims and KPIs

The following areas have been identified as likely to have the greatest transformational impact for researchers and PIs.

Aim	KPI
Effective implementation of the P&DR process by both research-only staff and their PIs	Levels of satisfaction with P&DR process in CROS 2015 and 2017 (Target: 70% report P&DR to be a useful process)
Research-only staff and their PIs agree PDPs relevant to project's goals and personal/professional/career development needs, acknowledging that CPD also includes 'on the job' learning and responsibilities	Number of days of CPD a year (reported in CROS) increasing from 3 to 5 over period of action plan.
Improve awareness of roles, responsibilities and support available for researchers and PIs, particularly through dissemination of Code of Practice for the Management of Research Staff.	Institutional question in CROS, relating to awareness of Code of Practice for the Management of Research Staff.
Ensure that all researchers have access to appropriate mentoring, through embedded and well-structured mentoring schemes.	CROS 2015 /2017 responses in relation to satisfaction with mentoring and careers advice.
Increased research staff representation on decision making committees and support for research staff networks	Research staff representation on University / College / School level committees Number of Schools / RIs with a research staff representative
All STEMM Schools / RIs to attain Athena SWAN Bronze Awards by 2018	All Schools / RIs with Athena SWAN Awards by 2018
Improve participation in CROS 2015 and 2017	Aim of achieving 40% response rate

Explanation of Terms

Lead: Parties identified in **bold** in the 'Lead' column will have **leading responsibility** for managing delivery of the objective (with other parties as necessary) or will have **oversight** for ensuring the other parties deliver the objective within their spheres as appropriate.

Abbreviations:

CCF	Collective Consultation Forum (a joint Management & trade union forum which has oversight of the consultation on redundancies for staff on fixed term funding, as well as the use of the JSR for redeployment). Data is presented to CCF on a quarterly basis.
College HR	College HR teams
Corporate HR	Corporate HR team
CoSE	College of Science & Engineering
EDSC	Equality & Diversity Strategy Committee (meets three times a year)
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)
iGrasp	eRecruitment tool
JSR	Job Seekers' Register (redeployment tool)
KTPs	Knowledge Transfer Partnerships
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 Committees (known as Research and Knowledge Exchange Committees in some Colleges)
RDC	Researcher Development Committee (meets four times a year, with first meeting involving an annual report, which highlights progress against this plan. This report is also presented to RPSC and the HR Committee. RDC reports to RPSC.
RDF	Researcher Development Framework
Researchers	Research & Teaching track (lecturers) staff and Research-only track (RAs) staff
RI	Research Institute
RIO	Recruitment and International Office
RPSC	Research Planning & Strategy Committee
RSIO	Research Strategy & Innovation Office
SDS	Staff Development Service