

TEMPLATE 2: HR STRATEGY - ACTION PLAN

University of Glasgow

Organisation's contact details: **Research and Innovation Services, 11 The Square, University of Glasgow, G12 8QQ**

Web link to published version of organisation's HR Strategy and Action Plan:

<https://www.gla.ac.uk/myglasgow/ris/researcherdevelopment/ecrstrategy/hrexcellence/>

SUBMISSION DATE: 30 JANUARY 2018 (THOUGH NOTE THAT THIS IS EFFECTIVELY THE TRANSCRIPTION OF A HISTORIC DOCUMENT FROM 2014, INTO NEW TEMPLATES)

1. ORGANISATIONAL INFORMATION

STAFF & STUDENTS	Head Count
<i>Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research</i>	2521 (Postgraduate Researchers - PGRs) 2525 Research and Teaching (inc clinical and R-only) staff
<i>Of whom are international (i.e. foreign nationality)</i>	718 PGR (international is understood as outside of the EU) 871 staff (outside of the UK)
<i>Of whom are externally funded (i.e. for whom the organisation is host organisation)</i>	N/A for PGR 1304 (Research only staff)
<i>Of whom are women</i>	1234 (PGRs) 1035 Research and Teaching (including clinical and R-only) staff
<i>Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.</i>	1422
<i>Of whom are stage R2 = in most organisations corresponding with postdoctoral level</i>	1103
<i>Of whom are stage R1 = in most organisations corresponding with doctoral level</i>	2443
<i>Total number of students (if relevant)</i>	26,630
<i>Total number of staff (including management, administrative, teaching and research staff)</i>	7979
RESEARCH FUNDING (figures for most recent fiscal year)	€(million)
<i>Total annual organisational budget</i>	656.74
<i>Annual organisational direct government funding (designated for research)</i>	179.10 (SFC)
<i>Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)</i>	197.19 (total research grants)

Annual funding from private, non-government sources, designated for research	Unavailable
ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)	
<p>Founded in 1451, the University of Glasgow is the fourth oldest university in the English-speaking world. More than 26,000 students from over 140 countries study at the University, which employs over 7,500 staff. The University is split into four Colleges, with 31 Schools and Research Institutes. The University of Glasgow is a research-intensive institution and a member of the Russell Group.</p> <p>In the UK, PhD students (referred to as Postgraduate Researchers /PGRs) are considered students, rather than staff. Processes for recruiting and supporting this group do not fall under HR and are monitored by the University Senate and externally by the UK Quality Assurance Agency. Therefore, we have not included PGR support in this document. (See additional information on processes, feedback and QA for PhD students in the internal review documentation).</p>	

2. NARRATIVE

Explanation of process of writing this narrative: The University of Glasgow gap analysis and action plan were originally drawn up in 2010 (with an internal review in 2012 and external review in 2014) to map against the UK Concordat for the Career Development of Researchers. The documentation has now been transferred (in December 2017) to the EC documents to allow us to participate in the EC process. The summary below looks back on strategic priorities and emerging themes over 2015-2018, in order to provide the required context for our new action plan (see internal review document). Additional retrospective narrative on implementation, strengths, weaknesses etc. are found [here](#).

Ethical and Professional aspects: From 2010 to 2018, the University has made huge progress in this area, particularly with our commitment to equality, diversity and inclusion (as evidenced by high levels of staff and students participating in training and engagement in the Athena Swan process). UofG first submitted for the Institutional Award in 2012, and gained this in 2013. In 2018, UofG holds 1 Gold, 3 Silver and 14 Bronze awards, which is a considerable achievement in five years. In addition our School of Physics and Astronomy holds the Institute of Physics JUNO Champion status. Unconscious bias training has been widely introduced and made mandatory for staff with specific responsibilities. 2015 saw the - *Full Stop* campaign (which was shortlisted for three external awards) which highlighted inappropriate behaviours and linked them to types of bullying and harassment. UofG has had a Harassment Volunteers Network since 1999, however in 2017 this was rebranded as the Respect Advisers Network. CROS 2015 showed that 87% of our researchers agree the University is committed to Equality and Diversity. Our staff survey at the end of 2018 will measure distance travelled with this. This is an area where we continue to develop new policy but also work hard to ensure that policy is felt at local level for researchers on the ground. The Athena Swan process has been helpful in this regard as it requires Schools/RIs to demonstrate that their individual researchers feel the effects of policy implementation. The concept of 'empowerment' is key to the University's people strategy and a similar challenge can be found with the recent efforts we have made to support researchers with coming forward to discuss issues relating to research integrity. In 2015, we introduced the roles of research integrity champion and adviser, who provide informal advice to researchers on integrity issues, as well as contribute to policy and guidance in this area. We are contributing to the Royal Society Research Cultures project and collaborating with other institutions in the UK to ensure best practice in this area and a key challenge for us will be to determine whether researchers are aware of this support and feel empowered to make use of it. As the research landscape continues to evolve, with the advent of new technologies and changes to publication practice (such as open access), we will continue to innovate in the policies, training and specialist support that we provide to researchers to help them navigate through the ethical and professional aspects of their research. A large challenge lies in responsible research and innovation and public dialogue / engagement with research. We will address this through implementation of our new knowledge exchange strategy as, although we have some examples of excellent practice in this area, training, awareness raising and recognition of efforts is not yet systematic.

Recruitment and Selection: Actions and monitoring in this area are fully embedded within the University's policies for Recruitment and for Equality and Diversity.

Working Conditions: Our Research Staff Conference is an annual focal point for ECRs and opportunity for the University to engage in dialogue with its researcher population. Researcher-led initiatives (such as societies and knowledge exchange projects) are showcased in the conference, acknowledging and celebrating the valuable contribution ECRs make to the University. Examples of good practice over the past three years include:

- introduction of a UofG ECR award for public engagement (2016)
- ECRs being put forward for prestigious external awards: The Herald *Diversity Hero of the Year Award* was won by a Postdoctoral Researcher for her work towards creating a University community which celebrates and supports diversity (including being a pivotal member of her Institutes Athena Swan self-assessment team). An ECR in BACHM won the *Women of the Future* science award.
- Case studies on School / RI webpages' of ECRs and their research
- Establishment in 2015 of an ECR committee in the Institute of Health and Wellbeing, which is chaired by ECRs but also attended by a member of the Institute management group and the University's Researcher Development Manager (a representative from the ECR group also attends the Institute Management Group). This model is now being adapted in other Schools and Institutes, with practice sharing on 'how to set up a society' facilitated by the Postdoc reps forum.

- Photographer available at Research Staff Conference 2015 to take professional photos for use on webpages, to enhance visibility of our early-career researchers
- Workshops on understanding promotions processes at the research staff conference and locally (e.g. as part of Athena Swan activity)

Social Security; Training and Development: 57% of respondents to CROS 2015 had undertaken 3 or more days of CPD in the past year (compared with 49% in 2013 and 49% sector average). From 2015, a new target was set, to recommend that all researchers will undertake at least 5 days a year. 82% (in 2015) felt encouraged to participate in career development (compared with 73% in 2013). We feel that strong progress is being made in this area and the 2016 launch of the University's Leadership Behavioural Framework and associated leadership programmes supported these efforts. Our next data collection point will be in the all-staff survey at the end of 2018. We also contribute to sharing practice with other HEIs in the UK and internationally to ensure that our efforts in this area are up to date

Some key achievements:

- Introduction in 2015 of a new Fellowship guide and peer-review sessions, which provide practical advice, feedback and confidence to applicants. The Fellowship peer review group is now an annual programme in the College of Science and Engineering and we are considering ways to replicate this (or an alternative) in other Colleges.
- [New research impact and public engagement workshops launched for 2015/16](#) – these have been well-attended and a research impact MOOC will launch late 2018
- Water innovation event (2015) was well-attended by ECRs to support them in making industry contacts and think more creatively about future career prospects
- [Glasgow Crucible](#) launched for senior postdocs, Research Fellows and new academic staff with positive feedback - word of mouth resulted in the number of applicants doubling from 42 to 76 between Year 1 and Year 2 and this has now become an embedded part of our ECR programme.
- A Mentor of the Year Award was introduced in 2015, with nominations and selection by ECRs
- New workshops were developed on 'getting the first lecturing job' and 'Hidden HE careers' (with supplementary online information and case studies). By 2018, these had developed into a recurring 'first Friday of every month' careers lunch for postdocs.
- Appraisal (P&DR) forms developed to capture breadth of activities that researchers are engaged with: 90% of eligible CROS 2015 respondents had participated in P&DR over the past year. 62% of those who had participated rated it as 'useful' or 'very useful' compared with 46% in 2013. An online P&DR form launched 2016 and we are close to 100% completion of P&DR by eligible staff groups. Senior staff, including the Vice Principal of Research, are strong advocates for the P&DR process, particularly for research staff, as a means of facilitating honest conversations around career development. Through this process, we ensure that everyone is encouraged to think about their development and develop an annual plan.

Key areas of focus 2016-18

Ethical and Professional Aspects: Embedding into University Strategy and improved support, guidance and training for Research integrity; responsible research and innovation and public engagement

Diversity and Equality – continue to rollout the implementation of the University's Equality Outcomes as part of our Public Sector Equality Duty, this includes a focus on gender equality (Athena SWAN, Equal Pay, Gender Based Violence) and fostering a culture of dignity and respect.

Recruitment and Selection – considered to be fully embedded into existing HR policy and strategy

Working conditions: Key focus on sustainability of ECR groups and involvement of ECRs in decision making, embedding discussions for how to do this as part of REF 2020 environment preparation and Athena Swan work. 2016/17 launch of new Research Scientist job family and associated career track, to highlight the valuable contribution of researchers in specific roles, such as bioinformaticians.

Improved support for researchers to understand how to improve their online presence (e.g. social media / understanding Altmetrics)

Career Development: Cross-university project to pull together training offered across the University into one-stop shop and events calendar, to address the criticism from researchers that it's difficult to find out what is happening, due to the plethora of opportunities and providers. Embedding of the Glasgow Crucible and

research staff conference as flagship initiatives for research staff. Mechanisms and support for continued practice sharing, innovation in researcher development and reviewing of efficacy and uptake of initiatives.

3. EXPLANATION OF TERMS

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.
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
iGrasp	eRecruitment tool
JSR	Job Seekers' Register (redeployment tool)
KTPs	Knowledge Transfer Partnerships
LEADS	Learning Enhancement and Academic Development Service
MVLS	Medical, Veterinary, & Life Sciences College
P&DR	Performance & Development Review (annual appraisal system)
PDPs	Personal Development Plans
PIs	Principal Investigators
PGR	Postgraduate Researchers (PhD students, MRes etc.)
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
RI	Research Institute
RPSC	Research Planning & Strategy Committee
R&I	Research & Innovation Services
EOD	Employee and Organisational Development (previously SDS)

4. ACTION PLAN FROM 2010 - SEE 2018 REVIEW DOCUMENT FOR UPDATED ACTION PLAN

NOTE: This action plan was originally drawn up in 2010 (with an internal review in 2012 and external review in 2014) to map against the UK Concordat for the Career Development of Researchers. The documentation has now been transferred (in December 2017) to the EC documents to allow us to participate in the EC process. At this point, we used the action plan drawn up in 2014 (actions for 2015-2018) and those actions are detailed below. However, as this process is mapped against the European Charter and Code, there are some areas which were not addressed in our previous documentation. This has led to the 2017/18 gap analysis and action plans containing data and commentary from both earlier years (2014) and also newly added in 2017 (where this is a new area or criteria from the Charter and Code, which wasn't present in the Concordat). The 2018 Review document is the most up to date and current document.

Relevant Charter Principle	Title action	Timing	Responsible	Indicator(s) / Target(s)
1. Ethical and Professional Aspects				
<p>3. Professional responsibility</p> <p>Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.</p>	<p>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.</p>	<p>Annual oversight by RPSC.</p>	<p>R&I, EOD, Colleges</p>	<p>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>

<p>9. Public engagement</p> <p>Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.</p>	<p>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).</p>	<p>Review by end of 2015</p>	<p>R&I</p>	<p>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>10. Non discrimination</p> <p>Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</p>	<p>UofG will introduce Training in unconscious bias for members of promotions panels. Members will be asked to attend training to attend training in unconscious bias and for interview panels the (online) Equality & Diversity Essentials.</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>	<p>Review Summer 2015</p> <p>Review in December 2016</p>	<p>EDU / Recruitment</p> <p>EDU, HR, Pls, Colleges, Schools</p>	<p>Participation in training, with the aim of piloting six courses over the first year (~70-100 participants) and reviewing their impact.</p> <p>Analysis of uptake of new policies by researchers. Awareness and evaluation of scheme.</p>

	<p>PIs to ensure personal circumstances are explored and taken into account as appropriate to individual researchers. This topic is discussed within the PI programme.</p> <p>EDU to undertake awareness raising campaign in 2015, in relation to the Dignity at Work and Study Policy and Harassment Volunteer Network.</p>	<p>Review in December 2016</p> <p>Review in December 2016</p>	<p>EDU, HR, RDC, Colleges, Schools</p> <p>PIs, HR, EDU, Harassment Advisers</p>	<p>Feedback from PIs</p> <p>Campaign evaluation and feedback</p>
2. Recruitment and Selection				
<p>21. Postdoctoral appointments (Code)</p> <p>Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional</p>	<p>Create a new Job Family positions which better suits the researcher positions not considered by the current Job Family roles, entitled "Research Scientist"</p>	<p>Year end 2017</p>	<p>HR</p>	

development opportunities for a research career in the context of long-term career prospects.				
3. Working Conditions and Social Security				
<p>24. Working conditions</p> <p>Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.</p>	<p>Improve promotion of researcher-led fund to facilitate local networks, improved communication and representation and provide email aliases for postdocs in Schools</p> <p>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)</p> <p>Ensure that the University's 'World Changers' theme reflects and celebrates case studies of early-career researchers</p> <p>Promote opportunities for flexible working to researchers and monitor uptake. Action Plans for Athena SWAN will be developed by Schools to address local issues</p>	<p>RDC to review uptake of researcher-led bids annually.</p> <p>RDC annual report.</p> <p>RDC annual report.</p> <p>Reviewed and monitored as part of Athena Swan plans</p>	<p>R&I</p> <p>R&I</p> <p>R&I / Communication s Office</p> <p>EDU, HR, Colleges, Schools</p>	<p>Membership of ECR societies in Schools, uptake of researcher-led bids.</p> <p>Participation rates are monitored by RDC.</p> <p>Athena SWAN certification for individual Schools/RIs will be monitored</p>

<p>25. Stability and permanence of employment</p> <p>Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.</p>	<p>Utilise open ended contracts to manage employment and career expectations appropriately, recognising individual's career trajectories and funding circumstances.</p> <p>Gain a better understanding of career trajectories of Grade 8 / 9 research –only staff, exploring mechanisms for sustainable funding of posts. Success will be measured for this objective by analysing CROS results and HR statistics for this group.</p>	<p>Reviewed at University level annually</p> <p>Review by College R&KT committees December 2015</p>	<p>HR, HoS, PIs</p> <p>Colleges, HR, Schools, PIs, R&I</p>	<p>Assess numbers of open-ended contracts used on a University-level</p> <p>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.</p>
<p>27. Gender balance</p> <p>Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.</p>	<p>Schools/RIs to continue to work towards Athena Swan recognition at 'departmental' level, with the aim of all STEMM Schools / RIs attaining at least bronze award by 2018.</p> <p>Implement policy (agreed November 2014 by Senior Management Group) to support</p>	<p>Review in December 2016</p> <p>Review December 2016</p>	<p>Colleges, EDU, Schools, PIs, HR</p> <p>EDU, HR, PIs, Colleges, Schools</p>	<p>Aim for all STEMM Schools / RIs to attain at least bronze award by 2018.</p> <p>Awareness, uptake and evaluation of scheme</p>

	<p>female researchers returning from maternity leave, intended to facilitate the enhancement of their research profiles.</p> <p>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.</p> <p>Share good practice at local level across University between Athena SWAN self-assessment teams and staff who support Researcher Development</p> <p>Introduce a Shared Parental Leave Policy that allows parents to share up to 50 weeks of leave</p>	<p>RDC annual report</p> <p>Review December 2016</p> <p>April 2015</p>	<p>EOD / R&I / Colleges / Schools / Careers</p> <p>EDU, HR, PIs, Colleges, Schools, R&I</p> <p>HR</p>	<p>Athena Swan surveys; PGR survey</p> <p>At least one joint event per year; shared approach to surveys; use of joint events databases etc.</p> <p>Uptake of scheme, annual reviews from 2017.</p>
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	<p>within a baby or child's first year following birth or adoption.</p> <p>Pilot a Carers' Conference Fund that contributes to additional care costs incurred when a research and teaching staff member with caring responsibilities attends a conference.</p> <p>Pilot a Diversity & Inclusion Network and Event Fund that aims to support networks or events that promote diversity and inclusion policies.</p>	<p>Launch June 2016</p> <p>Launch 2017</p>	<p>EDU</p> <p>Gender, Equality and Diversity Committee</p>	<p>Surveys/Uptake level</p> <p>Uptake level</p>
<p>28. Career development</p> <p>Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus</p>	<p>Continue to provide mentors (other than individual's PI) to proactively support researchers in their personal and professional career development and progression, as well as managing their work-life balance, aligned to the career trajectories pursued.</p>	<p>Review in December 2015</p>	<p>PIs, HR, Schools, Colleges</p>	

<p>motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.</p>	<p>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>	2015	R&I, Colleges	
	<p>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>	End of 2015	Corporate HR	
	<p>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>	Annually, as part of P&DR review (Oct)	Schools, Pls, HR	
	<p>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>	January 2015	HR	

	<p>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>Explore expansion of ECDP (Early Career Academic Development Programme) to include Leadership Fellows.</p> <p>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>End of 2018</p> <p>End of 2015</p> <p>2015</p>	<p>Colleges / R&I</p> <p>Corporate HR, R&I, SMG</p> <p>HR, R&I, Colleges</p>	
<p>29. Value of mobility</p> <p>Employers and/or funders must recognize the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a</p>	<p>Career 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</p>	<p>Colleges to review in December 2016</p>	<p>R&I / College R&KT committee</p>	<p>Determine whether ECRs have received funding for KE and PE schemes ; Researchers are represented on KE funding feedback panels and decision making</p>

<p>researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.</p>	<p>these funds to ensure their relevance and support marketing.</p> <p>Publicise international mobility opportunities through Universitas 21, research pools, Staff Mobility Scheme, International Partnerships Development Fund and Early Career Mobility Fund. UofG will provide clear information on relevant webpages. Annual monitoring of participation in the U21 Early-Career Conference will be undertaken.</p> <p>Participate in (and learn from) NCUB research into researcher inter-sectoral mobility between sectors; Contribute to other NCUB projects and task forces</p> <p>Promote breadth of employer events that are open to Researchers (e.g. recruitment fayres, Graduate School events and online resources)</p> <p>Encourage ECR participation in College industry days or competitions.</p>	<p>Monitored Annually</p> <p>2015</p> <p>RDC annual report</p> <p>College R&KT committees to review annually</p>	<p>RIO</p> <p>R&I</p> <p>Careers</p> <p>Colleges</p>	<p>Clear information on webpages, participation in U21 Early-Career Conference.</p> <p>Attendance Figures</p> <p>Case studies, attendance</p>
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	<p>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.</p> <p>Highlight and celebrate role of early-career researchers in contributing to research impact</p>	<p>RDC annual report / P&DR / R&I review of KE training (summer 2015)</p> <p>Review by end of 2015</p>	<p>R&I, HR, Researchers, Colleges</p> <p>R&I</p>	<p>Participation/ Feedback from courses and initiatives</p> <p>Case Studies</p>
<p>30. Access to career advice</p> <p>Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.</p>	<p>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>RDC annual report</p>	<p>Careers, PIs, Schools</p>	

	Develop a new EOD workshop supporting researchers with 'one year to go' to facilitate career management.		EOD, Careers, R&I	Case studies, attendance
<p>33. Teaching</p> <p>Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.</p>	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.	Review in December 2015	LEADS	LEADS input to Research Staff Conference and researcher participation in these programmes reviewed as part of RDC annual report.

<p>35. Participation in decision-making bodies</p> <p>Employers and/or funders of researchers should recognize it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.</p>	<p>Map representation of researchers on local College or University-level committees and publicise on web</p> <p>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.</p>	<p>2015</p> <p>Representation monitored annually by RDC and will be embedded into REF environment discussions</p>	<p>R&I</p> <p>R&I</p>	<p>Measure representation at School/RI level. Gain feedback from researcher representatives.</p>
<p>4. Training and Development</p>				
<p>37. Supervision and managerial duties</p> <p>Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with</p>	<p>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 workshops). A joint consultation approach will be adopted across Schools / Services to ensure maximum response</p>	<p>RDC to review surveys and consultation bi-annually (February 2015 onwards)</p>	<p>RDC, HR, R&I, Athena SWAN SATs</p>	<p>CROS Survey result analysis</p>

<p>the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.</p>	<p>rate in chosen survey / method and avoid duplication or dilution of efforts (which is likely if multiple surveys are being undertaken).</p> <p>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.</p> <p>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). Success of this programme will be measured through assessing participation level in online P&DR training.</p>	<p>Review December 2015</p> <p>Review Autumn 2015</p>	<p>EOD / RDC / Colleges / Schools / HR recruitment</p> <p>HR / EOD / HoS</p>	<p>Awareness of Code of Practice to be measured through future surveys</p> <p>Measure online participation in online P&DR training for reviewees and reviewers</p>
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	Pilot and review a Senior Research Leaders development programme, which provides individuals with the opportunity to further develop their leadership capability in the context of the UofG's preparations for the next Research Excellence Framework exercise. Furthermore, UofG will assess whether the programme should be rolled out to Arts and Social Sciences in future years.	Review Autumn 2015	EOD / R&I / HR	Participant uptake, course evaluation
38. Continuing Professional Development Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.	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).	2015	Colleges, Schools, RDC, HR, EOD	Target has been set of an increase to 5 days a year of CPD.
39. Access to research training and continuous development Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the	Researcher Development to be embedded as a regular agenda item in School / RI committees to broaden awareness of support and improve understanding of roles / responsibilities in managing the personal, professional and career	Annual agenda item for Schools	Schools / RDC	

<p>continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, take up and effectiveness in improving competencies, skills and employability.</p>	<p>development of researchers (particularly through P&DR process).</p> <p>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</p> <p>Publicise annual timetable of Fellowship opportunities, eligibilities and deadlines.</p> <p>Explore and enhance Colleges' provision of Promotion workshops to support research-only staff identification of promotion plans and readiness</p>	<p>March 2017</p> <p>June 2015. Annual updates thereafter.</p> <p>Review in December 2016</p>	<p>R&I / HR / Careers / Communications</p> <p>R&I</p> <p>College HR</p>	<p>CROS responses and web-hits, inclusion of relevant courses in P&DR.</p> <p>Number of promotions workshops and participation. Number and quality of promotions applications. Use survey results to measure awareness and understanding of the process and perception of transparency in process.</p>
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<p>40. Supervision</p> <p>Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.</p> <p><i>NOTE, that for the purposes of our internal review, we have collapsed these items to fall under 'career development' as this was thought to be clearer.</i></p>	<p>Pilot Fellowship peer-mentoring group within College of Science and Engineering, with possibility of extending to other Colleges as appropriate.</p> <p>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>Explore allocation within College Workload Model frameworks for mentors, to recognise the time commitment necessary supporting mentees</p> <p>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</p> <p>Also, see mentoring provision in Clause 28.</p>	<p>End of 2015 - RDC annual report</p> <p>Review December 2015</p> <p>Review December 2015</p>	<p>Colleges / R&I</p> <p>HR</p> <p>HR/Colleges</p> <p>R&I</p>	<p>Participation and feedback; successful outcomes of application</p> <p>Uptake and feedback</p>
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As the establishment of an Open Recruitment Policy is a key element in the HRS4R strategy, please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may

be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please also list the web link where this strategy can be found.

Actions addressing the implementation of Open, Transparent, Merit-Based Recruitment principles: All of these are implemented through existing policies and legislation, with monitoring and oversight by the Director of Human Resources. <https://www.gla.ac.uk/myglasgow/humanresources/recruitment/>

See also the additional OTMR documents.