

University of Glasgow Researcher Development Concordat Report November 2021

Introduction

The [Concordat for the Career Development of Researchers](#) (“the Concordat”) was published in September 2019. The Concordat, which is a revision of the one first published in [2008](#), sets out sector expectations for supporting the career development of our research-only staff. The [University of Glasgow](#) (UofG) signed up to the Concordat on the 1st May 2020. As a signatory of the Concordat, we have committed to improving the employment and support for researchers. Supporting researchers to develop not only towards academic careers but towards a diversity of careers post-academic careers. We see the Concordat as a key instrument for achieving the Research Strategy and a positive Research Culture at the UofG.

We published our 3-year action plan in May 2020, which was produced through consultation with researchers (via a prioritisation survey, and the [Postdoctoral Researcher Forum](#)). The action plan for 2020–2023 sets out our key priorities for addressing the aims of the Concordat, and details high-level approaches for how we might implement them. This approach was taken to enable us to explore potential solutions and how best to meet the priorities with the wider sector, and pilot them before full implementation. We have used our action plan and the priorities outlined to consult and develop initiatives to support UofG researchers, as well as engage and work with the sector to start to address systemic challenges that face research-only staff.

This report provides an overview of our progress in implementing the Concordat and highlights our priorities for the coming year.

Strategic development of the Action Plan

The 2019 Concordat sets out three Principles and outlines responsibilities for the four key stakeholder groups, funders, institutions, researchers, and managers of researchers, to achieve the vision of the Concordat. The three principles that underpin the Concordat’s goal are:

- Environment and culture - *excellent research requires a supportive and inclusive research culture*
- Employment - *researchers are recruited, employed and managed under conditions that recognise and value their contributions*
- Professional and career development - *professional and career development are integral to enabling researchers to develop their full potential*

The Concordat and its principles act as a key driver for our support for UofG's research-only staff. Developing our research-only staff is firmly embedded within the University's [Research Strategy](#) (October 2020) and a wider programme of work to advance our [Research Culture](#).

The vision of the Research Strategy is that by working in teams, building on each other's ideas, and making Glasgow the best place to develop a career, our research transforms lives and changes the world. To achieve this vision three priorities have been outlined: Collaboration, Creativity and Careers. The actions outlined in our Concordat action plan are strategically aligned to these priorities, contributing to the implementation of the university-wide research agenda. Specifically, actions within the Concordat action plan contribute to supporting researchers to develop their skills, and experiences, and fulfil their career ambitions.

UofG have placed significant emphasis on creating a positive work and research culture.

The Concordat action plan is one strand of the wider [Research Culture Action Plan](#) which aims to promote a healthy research environment embedding a positive research culture with regards to the way we evaluate, support and reward quality, how we recognise contributions to research activity, how we support careers, and how we are building an environment in which individuals collaborate in an atmosphere of openness and trust. A priority area of focus in the Concordat action plan is to increase provisions and support for research-only staff around their career trajectory and encourage researchers to explore a variety of career paths, this aligns with the aspirations of the Research Culture statement, that colleagues support each other to succeed and are supported in their chosen career path.

Our [People & Organisational Development Strategy](#) sets out how we will nurture an inclusive, dignified and respectful working culture in which everyone is valued, recognised and praised for their efforts, and success is shared and celebrated. Actions within the Concordat action plan have been informed by the shared commitments for the university, individuals and managers outlined in this strategy. For example, actions aimed at improving inductions for our research-only staff, our focus on encouraging uptake of / providing varied learning and development opportunities for our research-only staff and providing support for both researchers and PIs to excel in their roles have been informed by the People & Organisational Development Strategy.

The actions, achievements and ambitions outlined in the Concordat action plan are ultimately informed by and contributing to the vision of the [University's Strategy: World Changers Together](#).

Looking outside of the university, the pandemic, and the review of research being conducted by the Scottish Funding Council also prompted pan-Scotland discussions and focus on ECR career development support, with UofG leading on a dedicated researcher policy forum in December 2020, where we engaged with ECRs, funders, policy makers and research leaders, resulting in several key actions for ECR support being embedded within the SFC review (Spring 2021).

[Governance and resourcing the delivery of the Action Plan](#)

Concordat implementation is led by the VP (Research), in collaboration with the Researcher Development Team within Research and Innovation Services. As part of UofG's commitment to the Concordat a Concordat Implementation Specialist role was created to lead on the Concordat delivery. Delivery of the Concordat actions are in partnership with key delivery partners from across UofG.

The Concordat Implementation Specialist started in May 2021, with the remit to lead on delivery of a range of projects to support implementation of the Concordat, including to design, pilot, communicate, evaluate and embed culture change initiatives with the aim of improving the professional development support we provide to researchers, improving uptake and engagement

and promoting a positive research culture and environment. This role sits within the Researcher Development Team within Research and Innovation Services.

Action Plan Delivery Partners

The Researcher Development Team lead on implementation of the Concordat at the University. Key delivery partners from across the University include:

[Research Planning and Strategy Committee](#) – the remit of the RPSC focuses on research and knowledge exchange activity across the University as a whole. The Committee reports to Senate and SMG. It is chaired by the Vice-Principal (Research). Part of the committee's remit is to monitor progress towards the delivery of the Research Strategy. The committee meet every two months. The Concordat and initiatives developed to support the Concordat principles are taken to this committee for consultation. A research staff representative is part of the membership of the committee.

[Research Culture and Careers Group](#) – the remit of RCCG is to support the University's ongoing aspirations to strengthen its positive research culture. The group share practice, and advise on communications and monitoring of progress, as well as pilot and embed innovations in researcher development and research culture. Membership of RCCG includes Lab for Academic Culture, HR, College HR, R&IS, Information Services, Scholarly Research Communications and College Research / Business / and Operations leads). The Concordat is a standing item on the RCCG agenda. RCCG is a sub-committee of RPSC.

[Postdoctoral Researcher Forum](#) - the forum's purpose is to provide opportunities for researchers to share their views / feedback as well as for information to be cascaded to local level, through a School or Research Institute representatives. The Postdoctoral Researcher Forum has representatives from across the University and are key in the consultation, development, and evaluation of Concordat initiatives.

[Careers Service](#) - the Careers Service employs a dedicated Careers Manager to provide career development support for Early Career Researchers - this focusses on 1 to1 careers consultations and regular careers workshops for ECRs. They act as a key delivery partner and lead on Concordat actions, current and new provisions for researchers.

[HR](#) (including Organisational Development, Equality and Diversity, Performance, Pay and Reward, Recruitment, HR Systems, Policy and Communications) – HR encompasses a broad range of support, provisions, and expertise. As key leads on current systems, policies and provisions for staff including research-only staff they are a key delivery partner in the Concordat action plan.

The University of Glasgow consists of four colleges: College of Arts, College of Medical, Veterinary & Life Sciences, College of Science & Engineering and College of Social Sciences. Colleges are comprised of individual Schools and Institutes with a total of 27 across the University.

Local actions and activities are overseen at College level, specific Concordat focused groups/committees include (but not limited to):

- College of Medical, Veterinary and Life Sciences ECR Forum: this forum was established in the early months of the pandemic, to respond to concerns of ECRs around career uncertainty and lack of networking and communications.
- College of Social Sciences Concordat implementation group: which includes two staff from each of CoSS five Schools (a PI and a person with experience of being on an R-only contract with a funding end date) as well as College research support.

- College of Arts - Arts Lab leading on Concordat actions have established CoA Network - bringing together ECRs and PIs from everywhere in the college on a regular basis to share resources and ideas for the support of postdocs' careers.
- College of Science and Engineering – ECR Committee – the committee's remit is to represent the ECRs in Schools across the College, acting as liaison between the ECR community and R&KT Committee.

School and Research Institutes provide further local actions and activities. Some have embedded support for researchers via their Athena Swan work programmes, whilst others (e.g., the School of Computing Science and MRC-University of Glasgow Centre for Virus Research who have run ECR surveys) are undertaking more targeted activity.

Each College has a College Research and Knowledge Transfer/ Exchange Committee, the remit of these committees is to focus on research and knowledge exchange activity across each College, they act as key platforms to disseminate Concordat updates and embed initiatives developed within the Colleges.

Progress against the Action Plan in Year 1

Refocusing priorities due to COVID-19

Our action plan was drawn up prior to the pandemic and approved during the earliest stages of lockdown. The action plan is strategically aligned with the Research Strategy and designed to be responsively applied. Therefore, in the first few months of implementation, we were able to quickly pivot to respond to Covid-19. We reprioritised some of our actions (informed by consultation with researchers), focusing this year on the strategic areas of Careers, and Collaboration and adding dedicated wellbeing support to our portfolio. The challenges presented were around digital engagement and digital delivery of services, and we overcame them by the entire Researcher Development Team (and wider university colleagues supporting researchers) working to rapidly up-skill ensuring continuity of support. Actions in response to Covid-19 include:

Career development

- Encouraging and equipping PIs to have meaningful career development conversations with researchers, setting clear expectations around this from University leadership and creating tailored resources,
- We followed up in the ensuing months to collect researcher feedback on these career conversations, which was then fed back to Heads of School / Directors of Institute, for them to take action locally to further improve careers support.
- Increased awareness and signposting to careers support and our Futurelearn online careers course for researchers.
- Our pre-Concordat survey of research-only staff identified PI support as the key area to target and this will remain a high priority going forward, embedded within our wider approach to culture, including a focus on PI recruitment, appraisal, and promotions.

Communications

- We established regular Q&As with the VP (Research), introduced on a monthly basis, where researchers are provided with updates both on internal and external activities (with opportunity to ask anonymous questions in advance).
- Recordings are shared afterwards - views of recording in 2021: Feb we had two, with 91 and 146, March – we did three and had 108, 84 and 54, then they moved to monthly: April 84, May 81, June 95, July 78, August 104, Sept 82, Oct 70.
- We have established a regular communication with research-only staff from the Researcher Development Team, as well as communicating via the Postdoctoral Researcher Forum and online induction / planning your professional development resources.

Mental health and wellbeing:

- We provided dedicated webinars and signposting to one-to-one Counselling support.
- In response to the need for continued support for our PGRs and research-only staff with regards their mental health and wellbeing a new dedicated wellbeing post has been created to expand on current provisions.

Networking:

- While not being able to network face to face, we developed courses on building an online presence, collaborated with other Institutions on a networking course, introduced virtual postdoc coffees (including with Dame Katherine Grainger, the Chancellor of the University, and

various key connecting people around the university with experience in policy, public engagement etc.).

- We developed local initiatives such as the regular 'zoominars' in the College of Science and Engineering.
- Our supervisory development webinars also proved popular with research-only staff, many of whom are supervising informally.

Continued post-COVID-19 support

Most recently a Research Reinvigoration Survey was opened to R&T members of staff with the aim to identify the support they may need to reinvigorate their research post-COVID. The survey closed at the end of July, and just under 600 responses were received (40%). The survey results have been published. The survey indicated that 47% of respondents feel that there has been a major impact on their research as a result of the pandemic. One of the key issues highlighted included the need for training and support around researchers' mental health (41%), research careers (39%) and COVID mitigation for PGRs (38%). As an initial response colleagues in R&IS (PGR Policy Team & Research Development Team), Careers Service and Wellbeing responded by putting together an email that provides ideas for ways in which R&T staff can support their researchers and opportunities to get further help.

Key Institutional level successes since publication of the Concordat Action plan include

While we have had to adapt and shift priorities due to Covid-19, progress against our action plan in Year 1 include:

- Clear communication of the expectation that researchers will engage in 10 days a year of CPD – and what that means
- New online learning opportunities for researchers, PIs and supervisors
- Pilot coaching and secondment programmes for research-only staff- learning from these will be embedded into future support and programmes
- Recognition of the important role that research-only staff often play in PGR supervision: the UofG PGR Code of Practice was updated in 2021 to recognise this and we participated in developing and piloting the Associate Recognised Supervisor award via the UKCGE in Spring / Summer 2021
- Established a Q&A series with funders for early career researchers
- Initial analysis of research-only staff data to inform future initiatives and inform our work on precarity of research contracts
- Supported new networks for PGRs and research-only staff – e.g., the Late-career early-career network

Highlights of College's actions and achievements

The Researcher Development Team lead on University wide actions, with local College actions being driven by different committees, forums and groups across the Colleges, Schools and Institutes. Actions and achievements in Year 1 include (but are not limited to):

College of Medical, Veterinary and Life Sciences ECR Forum actions and achievements include:

- Participation by ECRs in College management group meetings and regular dialogue with College leadership
- An ECR-led survey to understand concerns during the pandemic

- Liaison with central organisational units to ensure communications with ECRs and improved awareness of support
- A review of access to Promotion for research-only staff, resulting in a change to the promotions policy to allow ECRs to reapply if unsuccessful, as well as allowing more than one round of applications in a year.
- Identifying opportunities to adopt and develop College-wide approaches to mentoring

College of Social Sciences Concordat implementation group actions and achievements include:

- Developed a CoSS Concordat Action Plan to focus on College specific priorities and actions to support for ECRs and PIs
- Developed plans for piloting a 'pool' of research staff who would work on a number of projects as they come in, with a longer or open-ended contract, in the School of Education. Evaluation of the pilot will include whether costs are covered and PI and researcher experience
- Co-ordinated a joint CoSS/CoA fellowship support programme for ECRs
- Focused on improving College level induction for ECRs – including developing a new induction moodle for ECRs and reviewing the communication of induction processes with PIs
- Developed guidance on 'good research management' for PIs to reflect all PI responsibilities which brings together information from a number of sources
- Delivered a workshop on 'good line management practice' and developed guidance for line managers/ PIs on good line management

College of Arts, Arts Lab leading on Concordat - actions and achievements include:

- Hosted workshops for PIs on 'PDRAs and Career Development' – raising awareness of the Concordat and responsibilities for PIs plus an opportunity to discuss actions and support for both PIs and ECRs.
- Established CoA Network - bringing together ECRs and PIs from everywhere in the college on a regular basis to share resources and ideas for the support of postdocs' careers.
- Developed a Concordat Moodle site for ECRs - Arts Concordat Moodle – this will serve as a repository for useful resources for the career support of ECRs and PIs to easily access.
- Planned a series of Concordat workshops for ECRs on career development.

College of Science and Engineering actions and achievements include:

- Researcher engagement – the Dean of Research is working with PDRAs to identify areas where support is required, ensuring researchers are contributing to ongoing engagement to develop action plan. This is being fed into ECR committee meetings for activities going forward.
- Research Introductions Zoomposia - provide networking opportunities for new staff and ECRs. Each session introduces 3 new staff/ECRs and allows them to present their research. One slot at each session is reserved for PDRAs who are seeking an academic career to enable them to make links and to gain career advice from colleagues. The initiative has been extended to include speakers from other colleges to support interdisciplinary collaboration.
- Expanded the College's Early Career Development programme, also integrating the PDRA Peer Mentoring Programme. Additional training was provided on topics including industry engagement, engaging with policy makers, the peer review process, responding to reviewer feedback and the whole programme was made available to PDRAs and ECR lecturing staff. All seminar/training sessions were recorded and made freely available.

- CoSE Fellowship Process - the College's process for supporting fellowship applicants was revised in 2021, each candidate must have a supporting academic who will work with them to review and develop their application. They will also be assigned a Project Coordinator and Research Development Manager. New timelines have been introduced to ensure that candidates are given appropriate support to develop competitive applications.

Key learning for future delivery

Covid-19 has required a shift to online provisions, while this has had benefits related to how accessible, equitable, flexible our approaches to development are. Going forward it will be important to review in light of new working patterns both the expectations on researchers and expectations from researchers with regard to what development approaches are appropriate and sought after by our researcher community – to ensure we meet the needs of all researchers.

Actions outlined for the forthcoming year include the development of career development provisions for research-only staff. For our full researcher development offering we will need to discuss and plan with delivery partners and researchers what is an effective balance between face to face, online, blended and self-directed provisions. Whilst providing training or Q&As via i.e., Zoom opens up the participation to a potentially unlimited number of participants, how can we encourage effective engagement via this method of delivery. For example, i) encouraging researchers to ask questions both verbally and via the chat function, ii) ensuring researchers are present and engaged in the session vs multitasking whilst listening to the online provision and iii) commitment to attendance following sign up.

Fostering networking opportunities for researchers to ensure they feel included in the researcher community is an important aspect that links to several of our priorities. An area of consideration going forward will be how to support both online and face to face networks to ensure inclusivity, while being adaptable to new working practices. Learning gained from communication with researchers are that there are pros and cons to both. Online networking removes geographical location as a barrier to engagement while face to face networking provides the opportunity for researchers to move away from their typical working environment, and in some cases provides a respite from potentially quite isolating working environments.

Key learning and evaluation of pilot programmes will inform our future delivery and development of our planned initiatives adding to and strengthening our existing Researcher Development provisions

Progress against our action plan milestones

M.1 Annual SMG agenda item to monitor progress, including: CPD uptake, culture survey results (see M.2), case studies of good practice, and career destination data of research-only staff.

In progress - VP (Research) Research will provide an update on Concordat actions to SMG and the annual report will be submitted to SMG for comment and sign off (December 2021). This will be alongside the Research Culture survey results. The annual Concordat report and individual Concordat projects are presented to SMG for comment and sign off e.g., Framework of support for research-only staff.

M.2 Embed questions in annual research culture survey (including perception by research-only staff of quality of career support), coupled with pulse/targeted surveys as required.

In progress - The research culture survey is scheduled for November 2021 including questions related to professional development. The new Exit Survey for research-only staff which will be sent to all research-only staff finishing their contracts will capture researcher's perceptions on career support.

M.3 Track and provide visibility of destinations of research-only staff.

In progress - A pilot project to develop a contacts database of researchers will be run to track the destination of research-only staff. The results of this will be included in the work around developing resources to increase awareness and visibility of the career destinations of research-only staff.

M.4 Track uptake and visibility of CPD against minimum requirement of 10 day/yr, to give example to others of the range of provision and the definitions used.

In progress – A pilot of a CPD tracker for research-only staff will be run in Y2, the uptake, engagement and feedback from researchers and PIs will be reviewed. The data collated via the pilot will be used to build on the current 'what do 10 days CPD look like' work.

Progress against our signatory responsibilities

Raise the visibility of the Concordat and champion its Principles within their organisation at all levels.

The new Concordat Implementation Specialist took up post in May 2021, this has enabled an increased focus on raising the visibility of the Concordat and championing its principles – this includes presenting Concordat updates and highlighting how current/new projects can contribute to the Concordat actions, plus being an advocated for research-only staff and the Concordat at key committee meetings, ECR forums/committees, Professional Services meetings etc.

Identify a senior manager champion and associated group with relevant representation from across the organisation with responsibility for annual review and reporting on progress.

Concordat implementation is led by the VP (Research), in collaboration with the Researcher Development unit within Research and Innovation Services. The [Postdoctoral Researcher Forum](#) and [Research Culture and Careers Group](#) act as key groups to contribute to and review Concordat actions and progress.

For organisations employing researchers, ensure that they are formally represented in developing and monitoring organisational efforts to implement the Concordat Principles.

The [Postdoctoral Researcher Forum](#) has representative from across the University. The forum meet formally three times a year to discuss progress and development of Concordat actions. In addition, the forum is consulted out with of these meetings to discuss project developments, to gain feedback on projects and to update the representatives on Concordat related matters.

The Forum's purpose is to provide opportunities for researchers to share their views / feedback as well as for information to be cascaded to local level, through a School or Research Institute representative.

[Undertake a gap analysis to compare their policies and practice against the Concordat Principles.](#)

As part of our wider Research Strategy and aligned to the research culture strategy a light touch gap analysis was completed that indicated where the development of new policies, systems and communications will be required. Our original priorities within the action plan have shifted to accommodate Covid-19. Considering the changed working environment due to Covid-19 and the subsequent new policies and practices that have been put in place as a response to Covid-19 we will complete a review of our gap analysis to incorporate these changes.

[Draw up and publish an action plan within a year of signing the Concordat.](#)

We published an action plan in May 2020, which was produced through consultation with researchers (via a prioritisation survey), and the Postdoctoral Researcher Forum.

[Set up processes for systematically and regularly gathering the views of researchers they fund or employ, to inform and improve the organisation's approach to and progress on implementing the Concordat.](#)

The Postdoctoral Researcher Forum has representatives from across the University. The forum meet formally three times a year to discuss progress and development of Concordat actions. ECR committees and forums within Colleges, Schools and Institutes provide additional opportunities to discuss the progress of the Concordat and to give researchers the opportunity to contribute to developments.

The new Exit survey and additional pulse surveys will be used to regularly gather views from researchers.

[Produce an annual report to their governing body or equivalent authority, which includes their strategic objectives, measures of success, implementation plan and progress, which subsequently is publicly available.](#)

Our annual report will be written in consultation with the Postdoctoral Researcher Forum, College leads, RCCG and submitted to RPSC and SMG before being published on the UofG Concordat webpages.

Priorities for coming year (2021/2022)

Our priorities for the forth coming year are to continue the work started in year 1 of our action plan and to progress the following actions:

1. Provide clarity around career expectations
 - Precarity – use research-only staff data to inform support and raise awareness / review suitability of contracts for research-only staff.
 - Develop further the resources and awareness of support around a diverse range of careers. Foster a change in mindset and provided targeted support for a range of careers.
2. Provide opportunities for research staff to undertake continuous professional development
 - Map out all provisions available to research-only staff both university wide and at College, School and Institute level - use this information to i) increased awareness of the range of support available to research-only staff ii) ensure research-only staff are supported consistently across the University iii) showcase and share best practice for supporting research-only staff.
 - Complete a pilot of the CPD tracker and i) analyse uptake of the tracker, discuss and review with researchers its effectiveness, ii) consider CPD tracker data alongside research-only staff data, iii) set up QlikView dashboard for future reporting.
3. Enable and equip research staff to pursue a variety of career destinations
 - The ARC - use the ARC has a hub of external network engagement – host networking events for research-only staff in the ARC and engage with businesses to match research-only staff expertise with the needs of businesses.
 - Complete a survey to understand the support required around careers out with the academic career path, what do postdocs want. In this new post COVID era – what resources and support do they require.
4. Track the destinations of our research-only staff
 - Career Destination Data – Contacts Database - pilot project to develop a contacts database of researchers will be run to track the destination of research-only staff.
 - Engage with funders and business to explore mobility of research-only staff.
5. Provide support for Principal Investigators/managers
 - PIs – supporting PIs to support their researchers – establish a PIs network to support PIs share best practice and challenges
6. Communications
 - Pilot a framework of support for research-only staff – a programme of support designed to support researchers to be career informed and proactive in their development.
 - Continue to raise awareness of mental health and wellbeing provisions and support for research-only staff.
 - Improve communication to research-only staff via inductions and a regular newsletter.

Action plan updates and success measures May 2020 to November 2021

In our action plan research-only staff are also referred to as early career researchers (ECRs)

1. Provide clarity of career expectation

Within the Concordat there are systemic challenges that require the engagement of all stakeholders. Signatories are encouraged to collectively engage in initiatives to make progress in these areas. For example:

- “Seeking ways to provide more security of employment for researchers, such as, through reducing the use of fixed, particularly short term, contracts, providing bridging facilities, and flexible criteria for maternity and paternity benefits.
- Sharing examples of emergent practice in implementing various aspects of the Concordat, particularly in tackling difficult and complex issues, such as insecurity of employment.”

	Action	Progress and measures of success	Lead	Timeline
1.1	Develop and implement induction programmes to communicate career expectations to research-only staff, using employment data from the sector and from our own destinations data.	<p>Complete / Ongoing Projects</p> <p>Researcher Induction Moodles developed - bespoke online self-paced induction and planning your professional development courses developed, including information on contracts and promotions.</p> <p>Moodle Inductions usage stats Researcher orientation - the research landscape – participants 102 Planning your professional development as a researcher (staff) - participants 128</p> <p>In progress</p> <p>Further develop induction for researchers – provide a welcome email to all research-only staff, a welcome lunch and networking opportunities focused on career expectations. Increase awareness and completion of Researcher Induction Moodles.</p>	R&I	Y1
			R&I PRF	Y1/Y2

	<p>Highlight the opportunities for career development within and beyond academia.</p>	<p>Complete / Ongoing</p> <p>Postdoc Career Lunches – monthly online career talks from a range of speakers aimed at PGRs and ECRs to raise awareness of different career paths post PhD or postdoc (with the recordings shared afterwards if speaker agrees – attendance between 30-65 PGRs and ECRs - views of recordings: June 46, July n/a, Aug 64, Sept n/a Oct 16).</p> <p>ECR Funder Series – new series of Q&As with funders and fellows to discuss opportunities available to researchers from the funder and the experience of current fellows. Next step is to ask each College to be represented within the series to share how they can support researchers perusing a fellowship. BBSRC - attendance 57, views of recordings 46 EPSRC - attendance 36</p> <p>In progress</p> <p>Fellowship resources for ECRs – online self-directed learning resources to support those pursuing a fellowship – plan to launch these resources in 2021/2022.</p> <p>Continue conversations at College level about building and raising awareness of support for researchers i.e., through inductions, networks and via support for PIs.</p> <p>Future projects</p> <p>Researcher Development Portal - between Jan and May 2022 there will be a redesign of the content and navigation of the ECR Development Web pages that branch from the Researcher Development landing page. This will create a Researcher Development Portal that integrates and cross references all provision for ECRs, making clear links to provision housed in the Colleges and other professional service functions.</p>	<p>Careers Service R&I</p> <p>R&I Colleges</p> <p>R&I</p> <p>Colleges R&I</p> <p>R&I PRF</p>	<p>Y1</p> <p>Y1</p> <p>Y1/Y2</p> <p>Y1/Y2</p> <p>Y2</p>
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	Understand and improve communication where there is a lack of clarity over particular contractual arrangements, and address common questions or misconceptions (e.g., eligibility for promotion). Draw on good practice from the sector (e.g., Bristol Clear initiative at the University of Bristol).	<p>In progress</p> <p>Initial analysis of research-only staff data – plan to use this data to inform future initiatives and inform our work on precarity of research contracts – to date the data has been presented at RCCG, RPSC and RPSC away day to get feedback on initial analysis.</p> <p>Future projects</p> <p>Further engagement with HR - raising awareness of contracts, promotions, pensions etc – in line with new researcher development provisions what do HR currently do specifically for ECRs that could be built in and what additional resources could be discussed and developed.</p>	R&I HR	Y1/Y2
			R&I HR Colleges PRF	Y2
1.2	Review the suitability of contracts for research-only staff who have been in the same role on serial contracts for a high number of years and extend any learning to better support staff on other short-term contracts.	<p>In progress</p> <p>Initial analysis of research-only staff data - data has been collated – length of service, contract and funder stats – this data has been analysed and shared with key groups – RCCG, RPSC, the Postdoctoral Researcher Forum for initial discussions.</p> <p>Data needs explored further - this data will be looked at in relation to different subsets of researchers. I.e., serial contracts.</p> <p>Future projects</p> <p>In conversation with University of Edinburgh with regards a network for researchers who have been in multiple contracts and been in a postdoc role for 6years plus. Take learning from the Edinburgh network and look at establishing a network to support our researchers.</p>	R&I College HR Planning	Y1/Y2
			R&I	Y2
	Review learning from the implementation of UofG’s new redeployment processes, looking specifically at their impact on research-only staff groups (e.g., through equality impact assessments and associated action plans).	<p>Future projects</p> <p>Review learning from the implementation of UofG’s new redeployment processes.</p>	R&I HR	Y2

1.3	Work with the <u>Research on Research Institute (RoRI)</u> , funders, Russell Group and other Universities or national bodies to review data on research staff contracts and academic career trajectories.	<p>Completed Hosted Scottish researcher development policy forum (December 2020) and input to SFC review on early part of 2021 that this was a key priority.</p> <p>In progress Initial analysis of research-only staff data - data has been collated – length of service, contract and funder stats – this data has been analysed and shared with key groups – RCCG, RPSC, the Postdoctoral Researcher Forum for initial discussions. Next step to look at promotions data and to gain an understanding of progression via promotions.</p>	R&I R&I	Y1 Y1/Y2
	Consider how operational models or good practice from other sectors could be applied to the HE sector.	<p>In progress As part of the review of the LKAS fellowship scheme a Collaborative and Mobility secondments pilot programme will be run for two different career stages: i) existing Fellows supported to undertake a secondment of up to 12 months spent with an industry/government/third sector partner, as an extension to their current fellowship secondment project? ii) PDRAs supported to develop partnerships with external organisations to undertake joint research projects.</p>	Colleges	Y2/Y3
	Gather case studies on more flexible ways of working.	<p>Future projects Building on the postdoc career lunches, ECR funder series and internships/secondment Q&A - gather case studies on flexible ways of working.</p>	R&I Careers Service HR Colleges	Y2/Y3

	<p>Explore the use of secondments into other roles as a form of 'bridging' between funding contracts.</p>	<p>Future projects Research pools – explore research pools as a means of improving precarity for research-only staff. Look to SFC for developments in research pools following the Heathwaite Review. Explore the use of secondments into other roles as a form of 'bridging' between funding contracts. Look to other HEI for examples of how others have supported bridging.</p>	<p>R&I Colleges HR</p>	<p>Y2/Y3</p>
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2. Provide opportunities for research-only staff to undertake continuous professional development (CPD)

The Concordat requires institutions to:

- “Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.
- Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.”

	Action	Progress and measures of success	Contact	Timeline
2.1	Broaden the definition of CPD opportunities, including both formal and informal activities, and provided either internally or externally, and ensure researcher awareness of these opportunities.	<p>Complete / Ongoing</p> <p>‘What 10 days looks like’ webpage created - published on webpage. https://www.gla.ac.uk/myglasgow/research/development/</p> <p>In progress</p> <p>Promotion of resources – resources have been included in researcher specific moodles, shared with Colleges to include in their local resources – such as induction materials and workshops for researchers and PIs. Promoted at Research Staff Conference 2021.</p> <p>Future projects</p> <p>Following RPSC Away Day – committee members highlighted the need for a space for PIs to share best practice, resources and seek advice about current challenges – we will explore the best mechanism for this via a series of scoping meetings to design support for PIs.</p> <p>Improve PI awareness of researcher development provisions for their researchers and support for themselves – develop a communication strategy for PI engagement.</p>	<p>R&I</p> <p>R&I Colleges Careers Service</p> <p>R&I</p> <p>R&I Colleges</p>	<p>Y1</p> <p>Y1/Y2</p> <p>Y2/Y3</p> <p>Y2</p>

	<p>Ensure that individuals understand that they are largely responsible for their own career development and outline the way in which the University can support them in their career ambitions.</p>	<p>In progress Career development and how to make the most of their current contract is a key message built into inductions and networking events.</p> <p>Future projects A Researcher Development Team blog will function as a key communications tool with ECRs and their PIs. This will allow the team to communicate their purpose and areas of responsibility. To share timely updates, respond to sector developments, offer learning and support resources, and communicate the rationale for and significance of the changes we are making, as well as giving frequent progress updates.</p> <p>Develop an ECR focused newsletter and monthly mail shots (bananatag) to improve awareness of support available to them.</p> <p>Map out all provisions available to ECRs both university wide and at College, School and Institute level - use this information to i) increased awareness of the range of support available ECRs ii) ensure ERCs are supported consistently across the University iii) showcase and share best practice for supporting ECRs.</p> <p>Contribute to College resources – induction materials, networks, and workshops to build consistent ethos of responsibility and support into all ECR provisions.</p>	<p>R&I</p> <p>R&I PRF</p> <p>R&I</p> <p>R&I Colleges PRF</p> <p>R&I Colleges</p>	<p>Y1/Y2</p> <p>Y2</p> <p>Y2</p> <p>Y2</p> <p>Y2/Y3</p>
	<p>Promote awareness of CPD in induction, performance and development reviews (PDR), webpages and other communications. These communications will include a UofG Statement on 'what 10 days of CPD might include', drawing on existing / emerging practice in the</p>	<p>In progress Develop a communications plan to ensure 'what 10 days of CPD might include' is included in all relevant resources / linked with relevant processes – i.e., PDR</p>	<p>R&I</p>	<p>Y1/Y2</p>

	sector (e.g., Vitae or Russell Group) to ensure consistency.			
2.2	Explore opportunities for more formal recognition of supervision by research-only staff of postgraduate researchers (PGR) and also other leadership activities (e.g., seminar series or writing groups). For example, the ' <u>assistant supervisor</u> ' model introduced at Imperial College London provides a formal title for role and route to recognition through appropriate training or CPD.	<p>Complete PGR Code of Practice updated to reflect that postdoctoral researchers can act as supervisor.</p> <p>UofG helped to develop and pilot the UKCGE associate recognised supervisor award (March to August 2021), which is now being rolled out more widely.</p> <p>In light of the UKCGE Professional Recognition award for Associate Supervisors -- we are referring to all ECRs who don't currently have formal supervision duties (but do support PGRs) as Associate Supervisors. Referred to as Aspiring Supervisors, if they don't have any PGRs around them they are supporting. All kinds and levels of supervisors are invited to the workshops and to join the Supervisor Community of Practice.</p> <p>Ongoing While this action is complete ongoing success measures will include participation in supervisor development / recognition and discussion with postdoctoral researchers to understand whether they feel their contributions to this work are valued and supported.</p> <p>In progress Supervisor Community of Practice All doctoral supervisors at the University of Glasgow will be invited to join the 'PGR Supervisor Community of Practice'. The invitation is open to all staff practicing PGR supervision, whether as primary supervisor, part of a supervisory team, or informally as an associate supervisor. A collective community of over 3000 research and academic staff across the university.</p>	R&I	Y1
			R&I	Y2
			R&I	Y2

		<p>Thesis Mentoring</p> <p>The Thesis Mentoring programme aims to pair PGRs who are actively writing their thesis with a trained and experienced Thesis Mentor. Mentors are post-docs who have volunteered their time to support a PGR over a 16-week period.</p>	R&I	Y2
2.3	Pilot and evaluate ways of monitoring engagement in CPD, e.g., through individual development plans and/or by researchers recording their own CPD activity on CoreHR in a similar way to recording annual leave.	<p>In progress</p> <p>Developed a system to track 10 days CPD using HR Core – tracker and guidance have been developed. Feedback has been sought from RCCG and the Postdoctoral Researcher Forum as well as local groups i.e., CoSS WG.</p> <p>Next steps are to pilot the tracker and monitor use / gain feedback from users and PIs</p> <p>Future projects</p> <p>Explore embedding the data from the CPD tracker in the new PDR system</p>	R&I HR PRF	Y1/Y2
	Facilitate access to these data to allow interrogation of data, e.g., by staff length of service or gender (e.g., through a QlikView dashboard), and to ensure transparent reporting to SMG on engagement by UofG unit. Ideally, this reporting would include an assessment of the quality or value added from the experience or training. This information is also of key interest to those writing Athena Swan applications and will probably be required by funders in future.	<p>Future projects</p> <p>Following pilot of the CPD tracker i) analyse uptake of the tracker, discuss and review with researchers its effectiveness, ii) consider CPD tracker data alongside research-only staff data, iii) set up QlikView dashboard for future reporting.</p>	R&I Planning HR	Y2/Y3

2.4	Promote and support the sustainability of peer-support networks, building on existing good practice (e.g. III NERDs); consider use of action learning sets (e.g. for new Fellowship holders hiring their first students or postdocs).	<p>In progress</p> <p>Gain an understanding of all the networks ECRs can engage with - create a resource around networks to sign post ECRs and raise awareness of networks.</p> <p>Future projects</p> <p>Support ECRs to establish new networks – consult with ECRs on networks they would like to build i.e., around Enterprise.</p> <p>Postdoc coffee roulette – support networking via facilitating a randomised monthly peer networking opportunity across the University.</p>	<p>R&I EDI OD Colleges PRF</p> <p>R&I PRF</p> <p>R&I</p>	<p>Y1/Y2</p> <p>Y2/Y3</p> <p>Y2</p>
2.5	Improve access, delivery and signposting to e-learning ('just in time' learning, local provision, MOOCs, LinkedIn learning etc.), particularly to emphasise core research-related orientation or knowledge (e.g., improving your online research profile; publication practice, integrity, data management) and also to clarify both rights and responsibilities, career structures / potential destinations and progression of research-only staff.	<p>Future projects</p> <p>Researcher Development Portal - revision of Researcher Development webpages to highlight the support available to researchers - we will collate self-paced, open and online materials into a distinct navigable area. The blog will provide dynamic regular reflective learning opportunities and resources. We will scope the need for additional resources following the revisions.</p> <p>Develop an ECR focused newsletter to improve awareness of support available to them.</p> <p>LinkedIn Learning – create a resource around LinkedIn Learning to highlight the courses/videos/resources to researchers. Input into newsletter and webpages.</p>	<p>R&I PRF</p> <p>R&I</p> <p>R&I</p>	<p>Y2</p> <p>Y2</p> <p>Y2</p>

3. Enable and equip research-only staff to pursue a variety of career destinations, including outside of academia

The Concordat requires institutions to:

- “Ensure that researchers have access to professional advice on career management, across a breadth of careers.
- Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.”

	Action	Progress and measures of success	Contact	Timeline
3.1	<p>Collaborate with other HEIs across Scotland to hold careers events for researchers, and explore new ways of delivering these, such as virtually, and address any gaps that emerge following the end of the SFC research pooling initiative.</p> <p>This sector-wide action would create critical mass, making it more appealing to employers to participate in sector-focused events.</p>	<p>Ongoing</p> <p>Research Staff Conference – this annual conference for ECRs is open to University of Strathclyde ECRs. Attendance at the conference ~100 attendees.</p> <p>Future projects</p> <p>Explore how to make resources and events regularly open to other HEIs. Consider pilot projects being developed under Concordat Action Plan – can these be developed/shared/run conjointly with other HEIs.</p>	<p>R&I</p> <p>R&I Careers Service</p>	<p>Y1</p> <p>Y2</p>
3.2	<p>Engage with alumni and the Research Hub to look for new ways for researchers to build their external networks (with industry, business, charity, policy sectors) and support skills development to enable transition into other sectors.</p>	<p>Complete / Ongoing</p> <p>The ARC is the university’s new Advanced Research Centre opening in 2022.</p> <p>Specific communication has been developed for ECRs to ensure they are engaged with the ARC. R&I act as ERCs representatives at ARC development meetings.</p> <p>Community Events have been held for PGRs and ECRs around the ARC to engage with the community and provide an opportunity for open questioning (<i>attendance numbers at the PGR and ECR community events in Oct and Nov 2021 ~50 researchers</i>).</p> <p>Following this consultation with the ECR community R&I are looking to develop an ARC ECR Committee to ensure it functions for ECRs –</p>	<p>R&I</p>	<p>Y1/Y2</p>

		<p>resources are being developed to support engagement and understanding of the ARC - FAQs and video resources.</p> <p>Future projects</p> <p>Use the ARC has a hub of external network engagement – host networking events for ECRs in the ARC and engage with businesses to match ECR expertise with the needs of businesses.</p> <p>Explore how ECRs can use the space and encourage ECRs to utilise the space for networking.</p> <p>Complete a survey to understand the support required around careers specifically on career outside of academia – use results to develop resources to enable transition into other sectors. In this new post COVID era – what resources and support do they require.</p>	<p>R&I</p> <p>R&I PRF</p> <p>R&I Careers Service</p>	<p>Y2</p> <p>Y2</p> <p>Y2</p>
3.3	<p>Recognise that moving between, and working across, employment sectors can bring benefits both to research and researchers and therefore explore models for short-term shadowing and secondments for researchers.</p> <p>Learn from the model of the Liverpool Prosper project for supporting industry engagement for postdocs and engage with funders and other Scottish HEIs to consider a similar programme at UofG.</p>	<p>Complete</p> <p>UofG secondments of postdocs into professional services roles piloted in January – Dec 2021.</p> <p>Learning:</p> <ul style="list-style-type: none"> • Issues with not being able to hire international people on different visas • Postdocs not sure if they can do the job / lacking confidence or ability to sell their skills at interview • Concerns / uncertainties of how it will work with part time / full time secondment and their research projects / funding end dates. <p>Future projects</p> <p>Internships and secondments Q&A series - career talks by current PGRs and ECRs who have completed internships/secondments - focus is to</p>	<p>R&I</p> <p>R&I Careers Service</p>	<p>Y1/Y2</p> <p>Y2</p>

		<p>highlight the opportunities available to take part in internships and secondments both in the academic setting and externally.</p> <p>Develop case studies of ECRs who have worked in industry.</p> <p>Explore with Business Development opportunities for ECRs to work with businesses.</p>	<p>R&I</p> <p>R&I</p>	<p>Y2</p> <p>Y2</p>
3.4	<p>Review opportunities for more research-only staff to contribute to UofG committees e.g., College research committees, REF scoring committees, internal grant review panels.</p> <p>Move beyond token representation to encourage full participation.</p>	<p>Future projects</p> <p>Review the committees which ECRs can engage with – part of wider project to capture all activity and opportunities available to ECRs</p> <p>Discuss with researchers who are part of committees - the benefit and challenges to committee work – how they engage with the committee - share learning with ERCs to highlight pros and cons and to understand level of participation.</p>	<p>R&I PRF Colleges</p> <p>R&I PRF Colleges</p>	<p>Y2/Y3</p> <p>Y2/Y3</p>

4. Track the destinations of our research-only staff

“Within the Concordat there are systemic challenges that require the engagement of all stakeholders. Signatories are encouraged to collectively engage in initiatives to make progress in these areas. For example: Gathering and publishing data on the career destinations and subsequent career paths of researchers.”

	Action	Progress and measures of success	Contact	Timeline
4.1	Find mechanisms to capture and make visible the career destinations of research-only leavers. This would support career decision-making by current researchers, recruitment, longer term partnerships with leavers (e.g., future KE partners or alumni) and reporting to Government on the economic impact of research funding. This mechanism could be similar to that run by the Library to capture and make visible research outputs.	<p>Complete / Ongoing</p> <p>Transitions case studies have been collated and are published on the researcher development webpages, used in pgr@home resources during inductions and supervisor training.</p> <p>Build on ECR network who support postdoc career lunches and ECR funder series to capture career destination data and provide resources to increase awareness of the destination of our research-only staff.</p> <p>Future projects</p> <p>Career Destination Data – Contacts Database - pilot project to develop a contacts database of researchers will be run to track the destination of research-only staff. This data collection of our researchers next steps would also facilitate network building to connect current researchers with those who have moved into other roles (academic and other).</p>	<p>R&I</p> <p>R&I Careers Service</p> <p>R&I</p>	<p>Y1</p> <p>Y2</p> <p>Y2</p>
	Work on changing the culture to ensure that leaving academia is not seen as a second-rate option.	<p>In progress</p> <p>Pilot a framework of support for research staff – a programme of support designed to support researchers to be career informed and proactive in their development.</p>	R&I	Y1/Y2
	Engage with other institutions and funders who have been working in this challenging area	<p>Ongoing</p> <p>Attending researcher development networks to engage with other HEIs i.e., Researchers 14</p>	R&I Colleges	Y1/Y2/Y3

	(e.g., Cambridge, UCL, Next Gen Life Sciences project, Wellcome Trust).	<p>Future projects Engage with businesses to explore mobility between sectors.</p> <p>Engage with funders following analysis of research-only staff data to explore how data could support culture change.</p>	<p>R&I Careers Service</p> <p>R&I</p>	<p>Y2/Y3</p> <p>Y2/Y3</p>
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5. Provide support for Principal Investigators/managers

The Concordat requires institutions to:

- “Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.
- Provide effective line and project management training
- Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.”

	Action	Progress and measures of success	Contact	Timeline
5.1	Promote and monitor engagement with new / existing online provision to support PI development.	<p>Ongoing</p> <p>PI Career Conversations Moodle published in summer 2020 – stats on usage here</p> <p>PI career conversations with researchers - participants 357</p> <p>Project looking at understand what quality support for careers of others looks like using the SCOPE tool.</p> <p>This work is reinforced by the projects led by the lab for academic culture on using the SCOPE tool to understand what quality support for careers of others looks like (which resulted in an online resource for anyone involved in recruiting new PIs) and the development of a PI toolkit.</p> <p>In progress</p> <p>Raise awareness of PI Career Conversations resources – build into local resources i.e., build links into resources developed at College level for PIs – i.e., CoSS Induction for PIs and CoAs Concordat Network.</p> <p>Supervisor Community of Practice</p> <p>All doctoral supervisors at the University of Glasgow will be invited to join the ‘PGR Supervisor Community of Practice’. The invitation is open to all staff practicing PGR supervision, whether as primary</p>	<p>R&I</p> <p>R&I</p> <p>R&I Colleges</p> <p>R&I</p>	<p>Y1/2</p> <p>Y1</p> <p>Y1/Y2</p> <p>Y2</p>

		<p>supervisor, part of a supervisory team, or informally as an associate supervisor. A collective community of over 3000 research and academic staff across the university.</p> <p>Future projects Following RPSC Away Day – committee members highlighted the need for a space for PIs to share best practice, resources and seek advice about current challenges – we will explore the best mechanism for this via a series of scoping meetings to design support for PIs.</p> <p>Future projects Explore how PI support developed can link with i) OD provisions for researcher managers and ii) College support for researcher managers.</p>	R&I	Y2/Y3
			R&I OD Colleges	Y2/Y3
	Build on findings from LinkedIn Learning pilot and collaborate with other institutions or national bodies, where appropriate.	<p>In progress LinkedIn Learning resource for ECRs – review resources provided on LinkedIn Learning and highlight key finds to ECRs via a newsletter and webpage.</p>	R&I IT	Y1/Y2
5.2	Run roadshow events to update PIs on Concordat requirements and exchange best practice.	<p>Ongoing PI Career conversations resources developed and being signposted to. Held a PI zoom with VP (Research) – look to run future VP (Research) and PI Q&As. Shared feedback on survey on career conversations with College management.</p> <p>Future projects Improve PI awareness of researcher development provisions for their researchers and support for themselves – develop a communication strategy.</p>	R&I	Y1
			R&I	Y2
			R&I Colleges	Y2

5.3	<p>Explore the use of 360° feedback tools and coaching or action learning / peer support more widely to advance PI learning and development. Learn from effective use of these tools in other sectors e.g., NHS.</p>	<p>Ongoing Pilot coaching programme run in winter 20/21 - learning from this pilot to be built into future coaching programmes / developments.</p> <p>In progress New ARC PI culture resources – PIs who will be based in the new ARC sharing best practice around culture – videos to capture best practice.</p> <p>PI toolkit for PIs - <i>detailed reflective resource for PIs to consider research culture</i> PI toolkit webpage - https://www.gla.ac.uk/myglasgow/ris/researchculture/labforacademicculture/researchculturetoolkit/# Initial aim of the resources to be used by PIs to start a conversation about priorities within their group.</p> <p>Future projects Next pilot project with PIs - offering coaching and 360° feedback as a development process for the PIs and to develop toolkit further.</p>	<p>R&I</p> <p>R&I</p> <p>R&I</p>	<p>Y1</p> <p>Y1/Y2</p> <p>Y2/Y3</p>
5.4	<p>Incorporate PI support for careers of researchers into PDR/promotion criteria for PIs:</p> <ul style="list-style-type: none"> ○ Researcher PDR: Use data on engagement in CPD to pre-populate the PDR form of the researcher and hence trigger discussion during the PDR process around researcher activity to support their career development. ○ PI PDR: Pre-populate the PDR form of the PI with summary data of researcher engagement in CPD and data on the career destination of researchers, in 	<p>Complete Support for PIs to have meaningful career conversations with researchers https://www.gla.ac.uk/myglasgow/research/development/supportingyourresearcherswithcareerconversations/</p> <p>Future projects Covid-19 dramatically shifted the University's immediate priorities as everyone pulled together to adapt to lockdown restrictions, remote working and online teaching. This combined with many who faced additional challenges during the pandemic meant that there was no formal PDR process for AY 2019-20 but instead provided the opportunity to apply a lighter touch approach to PDR discussions.</p>	<p>R&I</p> <p>R&I, Planning and HR</p>	<p>Y1</p> <p>Y2/Y3</p>

	<p>order to review support provided by the PI for the career development of researchers.</p> <p>Consider the use of random sampling of PDR forms (personal development sections) or audits of completion, to be included in annual report to SMG.</p> <p><i>Note that some funders are considering asking for data on engagement in career development by grant-funded RAs in end-of-grant reporting. Therefore, data collection mechanisms should allow for flexible use.</i></p>	<p>All staff complete a PDR - the new lighter touch approach to PDR discussions offers</p> <ul style="list-style-type: none"> -A more streamlined and simplified PDR process -A bespoke online portal integrating simplified forms with essential information auto-populated into the Research & Teaching form -Increased focus on the quality of discussion with values-based objectives and a developmental approach <p>Following the revision of the PDR process incorporating PI support for careers of researchers into PDR/promotion criteria for PIs will be actioned in Y2/Y3.</p> <ul style="list-style-type: none"> - Researcher PDR form - pre-populate the PDR form – <i>trial CPD tracker before syncing CPD tracker and PDR systems</i> - PI PDR form - Pre-populate the PDR form of the PI with summary data of researcher engagement in CPD and data on the career destination of researchers – <i>build this into work on support for PIs.</i> - Review of PDR forms / audits of completion – <i>discuss with Planning and HR the sampling of PDRs and audit of completion</i> 		
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Communications

C.1	Update the <u>Code of Practice for the Management of Research Staff</u> and ensure awareness of the Concordat and the action plan by all stakeholders.	Y1	<p>Complete</p> <p>The Concordat sets out expectations, roles and responsibilities for PIs, Researchers, the University and funders. It replaces our previous UofG Code of Practice for the Management of Researchers, and we expect all PIs, Researchers and other staff members with responsibility for supporting researchers to refer to the Concordat directly for guidance.</p>
C.2	<p>Develop visible institutional mechanisms and structures to promote our support for the career development of research-only staff (e.g., an ‘ECDP for postdocs’).</p> <p>Note that the University of Edinburgh is likely to launch a postdoc College (Cambridge and Imperial already have the equivalent).</p>	Y1	<p>In progress</p> <p>Pilot a framework of support for research staff – a programme of support designed to support researchers to be career informed and proactive in their development. This framework has been developed in consultation with researchers and key stakeholders – the framework has been presented at RCCG, RPSC and RPSC away day to get feedback on initial outline. A paper will be submitted to SMG for comment and sign off.</p>
C.3	Share institutional good practice: REF2021 environment statements (or equivalent) and local Research Culture or Athena Swan action plans will provide updates on local actions (also via the <u>Research Culture & Careers Group</u>).	Y1	<p>Ongoing</p> <p>Ongoing via RCCG.</p> <p>Future projects</p> <p>Establish regular attendance at key local committees and groups to showcase and share best practice.</p> <p>Look to develop case studies (or equivalent) of best practice to share across the Colleges to facilitate development of support for research-only staff.</p>