

# Researcher Development Concordat/HR Excellence in Research Award Action Plan (2022 - 2025) – 26 May 2023

Code	Obligation	Action	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Progress to date. AY2022-23	Any proposed new actions, include timeframe for the actions
<b>Environment and Culture 1</b>							
<b>Wellbeing and mental health 1.1</b>							
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.							
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>a. The University has embedded a commitment to a culture of positive mental health and wellbeing in the recently launched Strategy 2030. Enabling this includes the Framework for a University Wide Approach to mental Health and Wellbeing with workstreams of Healthy Study, Healthy Work, Wellbeing Support and Community Wellbeing.</p> <p>b. The University promotes and supports a robust Performance and Development Review process which support the agreement between staff and line managers on the activity and objectives, for all aspects of the role, for the coming period.</p> <p>c. The process includes the identification of capability development to achieve the objectives and any agreement on growth development of objectives.</p> <p>d. Explore ways to communicate and demonstrate the value and importance of research work as an integral part of the university.</p>	<p>a.b.2022/23 &amp; 2023/24</p> <p>c. Jun 23</p>	<p>a.b. People Services</p> <p>c. PVC Research&amp; Sr research leaders.</p>	<p><b>CEDARS fairness of treatment</b> Q14.8 contracted workload 2021 48% agree/strongly agree (2020 54%, UK2021 47%); Q14.9 allocation of additional work beyond contracted workload 2021 40% (2020 52%, UK2021 37%)</p> <p><b>Value researcher contributions</b> Q15+q16 value contributions across a range of research-academic activities, mean 2021 48% (2020 34%, UK2021 37%)</p> <p><b>Institution environment</b> Q41.1 recognised for contributions to institution 2021 48% (2020 60%, UK2021 53%); Q41.5 your working environment supports your mental health and wellbeing 2021 52% (2020 60%, UK2021 48%)</p> <p><b>Deliverable:</b> improved experience of workload management and work-life balance. Research activity</p>	<p>a. The framework supports the development of resources, services and training and development opportunities, open to all staff, to equip and empower our people with the knowledge, skills and confidence to recognise and appropriately support students, colleagues and peers who are struggling with their mental and physical health.</p> <p>b.Staff and line managers have access to training and development on the PDAR process and the effective development of SMART objectives and development plans. The PDAR cycle and training opportunities are promoted University wide and supplemented by focused comms, via the Graduate School, to the Research Community.</p> <p>c. Importance of research work as an integral part of the university is being recognised through Principal's Listening and discussion visits with Sr research leaders, Research Centres and Academic Schools/depts.. Exploring development of a PGR Strategy, a framework and process for Sig Res</p>	<p>a.The work on the achievement of the University Framework for a University Wide Approach to mental Health and Wellbeing is monitored through University committee structures in accordance with agreed governance. Any new actions and development will be approved through the relevant committees.</p>

					is recognised as valued part of the academic role with clear workload allocations consistent across the university. Workload model is rolled out and embedded within university PDAR system.	designation and a revisit to the Research Strategy 2030.	
EC14	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	a. Further roll out of SAMH mental health awareness training b. Continued Promotion of existing Employee Assistance Programme	Jun 23	People Services	<b>CEDARS Management of researchers</b> Q26 Managerial CPD undertaken: Mental health and Wellbeing 2021 68% (2020 44%)  <b>Deliverable:</b> increased uptake of mental health and wellbeing CPD.	a. Continued delivery of mental health and wellbeing training across the University.  b. Continued promotion of EAP and roll out of new EAP app.	
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	a. Develop and embed the Emotionally Demanding Research Network to support researchers undertaking challenging research topics.  b. Provide forum and opportunity to share practice and improve wellbeing.	a. Aug 23  b. Mar 23	Graduate School	<b>CEDARS Professional &amp; career management</b> Q33 Researcher CPD uptake: Mental health and Wellbeing 2021 49% (2020 34%)  <b>Deliverable:</b> well developed, supportive network enabling researchers at all levels to safely undertake challenging research in an environment of mutual support and understanding	a. Work underway to develop EDRN (Emotionally Demanding Research Network) supervisor and PGR workshops to be delivered Tri C  b. Completed. MS Teams space created for communication, making connections and the sharing of resources.	Deliver Tri C workshop for supervisors and PGRs – Aug 2023
<b>Bullying and harassment 1.2</b>							
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.							
EC13	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	a. Revise Staff Conflict and Complaints Policy and Guidance (in response to experiences learned following the implementation of the Report and Support Reporting Tool).  b. Explore and implement solutions that will improve the experience of researchers related to discrimination, bullying and harassment. Include this exploration as an integral part of the cross-uni WG exploring discrimination, bullying	22/23	a. People Services  b. People Services  c. People Services	<b>CEDARS Bullying and harassment:</b> Q38.3 trust HEI to investigate reported incidents fairly 2021 60% (2020 75%); Q38 familiar with institution's mechanisms for reporting bullying/harassment; feel comfortable to report incident; trust HEI to take action after incident investigated. Mean of Q38 2021 55% (2020 68%, UK2021 60%)	a. Annual review of staff policies. Ongoing review of the implementation of the Report and Support tool, which will inform any required changes to online guidance.  b. Ongoing – December 2022 EDI Staff Survey provided some insight into staff experiences (particularly in relation to race and gender equality) - further work required at University and local School/Dept level (e.g. focus groups)	New Equality, Diversity and Inclusion (EDI) Strategy for GCU to be developed during AY 2023-24 will bring together all aspects of EDI work, including addressing discrimination, bullying and harassment.  New EDI Campaigns group will include promotion of Report and Support as part of campaigns and awareness raising.

		<p>and harassment improvements to the staff experience. *</p> <p>c. Raise awareness of GCU's mechanisms for reporting bullying/harassment and provide training and support for people in accessing and using these mechanisms.</p>		<p><b>Equality &amp; Diversity</b>  Q37.1 familiar with institution's process for reporting incidents of discrimination 2021 57% (2020 54%, UK2021 63%);  Q37.2 feel comfortable reporting an incident of discrimination 2021 51% (2020 56%, UK2021 66%)</p> <p><b>Discrimination, bullying &amp; harassment experience</b>  Q40 personally felt discriminated against at work 2021 22% (2020 27%, UK2021 19%);  Q40.3 felt bullied or harassed 2021 26% (2020 25%, UK2021 20%)</p> <p><b>Deliverable:</b> An Improved experience with little bullying and harassment and when it does arise, an ability to deal with it with trust and support in the university's policies, processes and practice.  New (research) staff policy and guidance to improve reporting of complaints and conflict, enabling increase in trust of process.</p>	<p>c. Ongoing – Report and Support tool is communicated at key points throughout the year</p>	
<b>Equality, diversity and inclusion 1.3</b>						
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.						

EC14 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>The following actions are part of the People Services Operational Plan 2022-23 for all staff. Research managers are included within this population.</p> <ol style="list-style-type: none"> <li>Embed EDI in staff leadership development programmes.</li> <li>Facilitate staff involvement in training and development.</li> <li>Communicate policies and guidance.</li> <li>Support the design and delivery of awareness days/events/campaigns as part of a wider initiative.</li> <li>Embed Disability Confident commitments.</li> <li>Lead on the tackling racism recruitment recommendations and Research Concordat.</li> <li>Support implementation of tackling racism recommendations and Advance HE Race Equality Charter.</li> <li>Support implementation of institutional and School Athena Swan action plans including continuing to deliver the Advance HE Aurora Leadership Programme, and supporting in-house CPD programme to support the university's Gender Action Plan and maintenance of Athena SWAN Silver Award.</li> </ol>	<p>a.b.c.d f g h 22/23</p> <p>e23-24</p>	People Services	<p><b>CEDARS Management of researchers</b></p> <p>Q25 Managerial confidence: Use inclusive, equitable and transparent recruitment process 2021 92% (2020 94%);</p> <p>Q26 Managers undertaken training; EDI 2021 60% (2020 96%)</p> <p><b>Deliverable:</b> EDI as inherent part of leadership model at GCU, increased uptake of EDI training.</p>	<p>a. EDI woven into early iterations on new People Managers Pathway Programme (Developing Others) with a view to expanding EDI content based on feedback.</p> <p>b. Broader EDI development is part of the Skill Boosters online resources, and reinforced by GCU specific projects – BIG Project (cultural awareness), EDI in the Curriculum project, Digital Accessibility project, and Student Wellbeing and Disability teams.</p> <p>c. New policies (e.g. Staff Carers Policy) are communicated via the regular channels for staff (intranet, staff newsletter).</p> <p>d. New EDI Campaigns Group has been established to advise and support EDI days/weeks/months.</p> <p>e. To commence AY 2023-24 as outlined in our Equality Outcomes 2021-2025 plan</p> <p>f. &amp; g. Tackling Racism work will now be channelled through the Race Equality Charter Self-Assessment Team, responsible for developing an application for accreditation and action plan.</p> <p>h. Ongoing- led by GCU institutional and School –level Athena Swan leads. Aurora programme continues to be supported by People Services. Gender Action Plan no longer exists, as it is not required by Scottish Funding Council.</p>	
-------------	---	---	--	-----------------	---	---	--

Employment 2							
Recruitment and induction 2.1							
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.							
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Develop online Welcome/Induction pack for Research Staff to connect with local ECR network and wider GCU opportunities	Sept 23	Graduate School and DARE	<p><b>CEDARS Induction</b> Q20 Usefulness of Induction: 2021 agree at GCU level 52% (2020 66%, UK2021 51%); at department/school level 59% (2020 69%, UK2021 61%); local level 63% (2020 70%, UK2021 68%).</p> <p><b>Deliverable:</b> online resource connected to all relevant aspects of GCU provision for ECRs, allowing a better induction experience.</p>	Completed and embedded: New ECRs receive a welcome email from the Graduate School with information on Concordat, HREiR (HR Excellence in Research) and DARE. They are also added to a mailing list where opportunities for researchers are advertised.	Develop Research Staff section of Graduate School website with further details of Staff Researcher Development opportunities, DARE group and links to other useful resources i.e., Pure, library support for research. By end of September 2023.
Recognition, reward and promotion 2.2							
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.							
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	<p>a. Carry out data analysis to check equity of progression/promotion/regrading across protected and other key characteristics (e.g. mode – pt/ft etc)</p> <p>b. Develop the policy and process for the designation of staff as Sig Res and embed it within GCU's reward and promotion pathways</p>	<p>a. 22/23</p> <p>b. July 23</p>	<p>a. People Services</p> <p>b. RIO</p>	<p><b>CEDARS Career progression</b> Q17.3 Promotions made on merit: agree/strongly agree 2021 34% (2020 45%, UK2021 43%); Q17.1 promotion pathways are clear 2021 44% (2020 53%, UK2021 52%); Q17.2 equitable opportunities for career progression 2021 42% (2020 49%, UK2021 43%); Q17.4 redundancy processes are clear 2021 20% (2020 25%, UK2021 25%)</p> <p><b>Management of researchers</b> Q25.2 Managers confident in giving guidance on institutional redeployment processes 2021 49% (2020 54%, UK2021 34%)</p> <p><b>Deliverable:</b> improved understanding of promotion pathways and perception of</p>	<p>a. Completed and embedded. The University's provision of the 'Promotion Scheme for Academic &amp; Research Roles' - there is University reporting on academic promotions outcomes through the 'EDI lens' after every promotions round is complete.</p> <p>b. Sig Res framework and process being developed for consideration by UEG, URC.</p>	

					promotions as merit based, with data on progression checked for equity on gender and other key characteristics.		
<b>People management 2.3</b>							
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.							
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	<ul style="list-style-type: none"> <li>a. Explore why only 50% of researchers find appraisals useful and implement solutions for this to be improved. *</li> <li>b. PCDI2 Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. *</li> <li>c. Recognise and value the importance of regular discussions on activity, outputs, barriers and successes as informal appraisal opportunities informed by the formal PDAR appraisal.</li> </ul>	a.b.c22/23	<ul style="list-style-type: none"> <li>a.b. People Services.</li> <li>c. Research managers &amp; staff researchers</li> </ul>	<p><b>CEDARS staff appraisal</b> Q21 Usefulness of staff review/appraisal 2021 49% (2020 51%, UK2021 58%)</p> <p><b>Deliverable:</b> improved perception of staff review as being useful.</p>	a,b,c Completed and embedded: Annual review awareness and skills sessions for both managers and staff rolled out as part of PDAR cycle in 2022 and embedded in People Manager training.	
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Design and implement line manager training to support any changes to guidance/process to maximise understand/implementation of policy/guidance changes	Jun 23	People Services and Graduate School	<p><b>CEDARS Professional &amp; career development</b> Q33 Managerial CPD undertaken: Managing Others 2021 32% (2020 24%)</p> <p><b>Deliverable:</b> managers informed and empowered via CPD opportunities, leading to better researcher environment</p>	<p>People Services: People Managers Pathway (new L&amp;D for line managers) rolled out in 2022/23.</p> <p>Graduate School: Conversations with People Services at initial stages following staff recruitment. intention to work with core of newly developed People Managers workshops to focus on needs of research managers.</p>	tbc

Professional and Career Development 3							
Championing professional development 3.1							
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.							
PCDI1	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.	<p>a. Enhance the design and delivery of the DARE to Lead core RD programme for ECRs and mid-career researchers.</p> <p>b. Facilitate engagement of School local ECR networks in developing and communicating their School RD programmes and sharing their best practice cross-university.</p> <p>c. Develop online DARE Hub with relevant RD info and events and hub for staff communities.</p> <p>d. Embed the Academic Writing programme of workshops and writing retreats for research staff.</p> <p>e. Extend the programme to include a range of flexible timetabling and one to one research writing development opportunities for research staff (writing for journal publication)</p> <p>f. Recognise and value the importance of protecting time and encouraging researchers to link with at least one research group/Centre; for research/line managers to participate in research group/centre activities and for research group leads to develop their activities to meet the needs of their members.</p>	<p>a. Mar 23</p> <p>b. Jun 23</p> <p>c. Nov 22</p> <p>d,e 22/23 – 23/24</p> <p>f. Jun 23</p>	<p>a.b.c. Graduate School, DARE</p> <p>d.e. Graduate School</p> <p>f. Research groups/ Centres, Research leaders/ Managers</p>	<p><b>CEDARS Professional &amp; career development</b> Q33 CPD areas low uptake: Open Research: 22% (2020 28%); Career Management: 17% (2020 15%); Communication and Dissemination 2021 56% (2020 42%)</p> <p><b>Deliverable:</b> DARE Hub to coordinate and promote opportunities for ECRs. Engagement cross-university in building a network of ECRs. Increased uptake of CPD around publications for research staff and a supportive environment to develop ECRs. A research community that is connected, engaged and supports each other through research groups/Centres and mentorship of research leaders/line managers.</p>	<p>a. Reporting of DARE to Lead programmes delivered by the GS and by RIO set up to be at end of each Trimester. Report contains attendance data and feedback workshop evaluation data. 1<sup>st</sup> report Tri A 22 to DARE (Jan 23), to URC (Mar 23).</p> <p>b. DARE membership refreshed to include new leads of local ECR networks, including GCUL &amp; Yunus Centre.</p> <p>c. Completed. DARE committee decision to move away from developing online Hub. Promotion and communication by social media, GS website and online presence has improved to be sufficiently dynamic and current.</p> <p>d.e. Academic Writing will move forward with new Lecturer in post. Planning developments in July GS Away day.</p> <p>f. School research groups/centres encouraged to do this. Will move forward with exploring revision of Research Strategy 2030 and PGR strategy with focus on growing research clusters of research excellence.</p>	d. e. AW (Academic Writing) Lecturer joined GCU end of March 23, with developments to follow.
Career development support and planning 3.2							
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.							
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Explore solutions to providing researchers access to professional advice on career management, across a breadth of careers: research related, as well as more broadly, including opportunities outside Higher Education.	23-24	Careers	<p><b>CEDARS Professional &amp; career development</b> Q30.3 aware of support institution provides for your career and professional development 2021 45% (2020 50%, UK2021 59%);</p>	The Careers Service is working in conjunction with key stakeholders to identify ways of providing targeted specialist advice and support to researchers in their career management.	



					Q30.4 have discussed career options with a careers specialist 2021 2% (2020 9%, UK2021 14%); Q30.5 have a clear career development plan 2021 35% (2020 45%, UK2021 37%)	Career Pathways information is available on Connected intranet. Also, researchers' line managers are expected to advise their staff on career development, and to have knowledge of professional bodies/organisations they could point staff to for further advice.	
<b>Research identity and leadership 3.3</b>							
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.							
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	<p>a. The provision of time to develop their research identity and broader leadership skills is part of the response to ECI3 b. The Performance and Development Review process includes the identification of capability development to achieve the objectives and any agreement on growth development of objectives.</p> <p>b. Provide researcher development opportunities and mentoring in the development of research identity and leadership skills.</p>	<p>a. 22/23 – 23/24</p> <p>b. Nov 22; Aug 23</p>	<p>a. People Services</p> <p>b. GS, Sr research leaders</p>	<p><b>CEDARS Professional &amp; career development</b></p> <p>Q30.7 have time to develop research identity 2021 33% (2020 43%, UK2021 43%); Q30.8 have time to develop leadership skills 2021 38% (2020 36%, UK2021 41%)</p>	<p>a Staff and line managers have access to training and development on the PDAR process and the effective development of SMART objectives and development plans. The PDAR cycle and training opportunities are promoted University wide and supplemented by focused comms, via the Graduate School, to the Research Community.</p> <p>b. Ongoing discussions &amp; developments being planned for Tri C 23 and Tri A 23/24.</p> <p>Introduction to Leadership course delivered on campus in November 2022 with 18 researchers taking part,</p> <p>Leadership Skills four-part series delivered in January 2022 for researchers, on average 16 participants attended each session. All the participants said the course exceeded (54%) or met (46%) their expectations and they all said they would be able to use what they have learned in the sessions.</p>	
<b>Diverse careers 3.4</b>							
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.							



PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Benchmark and monitor the % of ECRs that are undertaking: a) supervisor workshop series offered by the GS b) the opportunities to develop teaching skills and undertake the AHE teaching certificates offered by the Academic Development Dept c) the UHATCH programme or participating in the masters workshops on social innovation skills, entrepreneurship and commercialisation of research ideas offered by RIO/UHATCH.	a, b. Apr 23 c. Aug 23	a. GS b.ADSL c. RIO	<b>DATA Professional &amp; career development attendance</b> The % of ECRs undertaking these development opportunities is benchmarked. The % is increased with the interventions of encouragement to engage put in place.	a. 22% of ECRs have undertaken a Graduate School workshop for Supervisors (as of 20 Feb 2023)  b. Past 5 years data is being analysed to create benchmarking and trend measures. Data collection measures going forward are being set up to be consistent with GS reporting.  c. Under development, exploring the data available.  a.b.c. A collated annual report to URC is planned.	b. ADSL and GCU London colleagues will work together to provide a consistent approach to the GTA Learning and Teaching Skills Development Series as of August 2023. The series will be led by ADSL and sessions will run concurrently in Glasgow and London with a workshop facilitator in both campuses supporting on campus sessions.
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Provide development opportunities for Managers as mentors within the GS researcher mentor scheme that raise awareness of their role in exploring and preparing researchers for a diversity of careers.	Jun 23	Graduate School	<b>CEDARS Professional &amp; career development</b> Q30.2 manager encourages you to consider wide range of future career options within and beyond academia. 2021 38% (2020 22%, UK2021 40%)	Continued enhancement of mentoring programme, building on existing guidance and info available  <a href="https://www.gcu.ac.uk/research/graduate-school/researcherdevelopment/mentoring">https://www.gcu.ac.uk/research/graduate-school/researcherdevelopment/mentoring</a>  What Next? Career Planning for Researchers workshop delivered on 11 July 2022.	Ongoing -Conversations with People Services colleagues on further developments of mentoring focus.

#### Abbreviations and glossary

ADR	School Associate Dean of Research		
ADSL	Academic Development & Student Learning Dept		
DARE	Developing Academic Researcher Excellence Steering Group		
E&D	The Equality and Diversity Forum		
GCUL	GCU London School		
GS	The Graduate School		
GSBS	Glasgow School for Business and Society		
PDAR	Performance and Development Annual Review		
PGRT	Postgraduate Research Tutor		
PS	People Services		
RD	Researcher Development		
RIO	Research Innovation Office		
SCEBE	School of Computing, Engineering and Built Environment		
SHLS	School of Health and Life Sciences		
UEG	University Executive Group		
URC	University Research Committee		