

Glasgow Caledonian University

2013 – 2015 Two year Progress Review of the 2013 HR Excellence in Research Award Action Plan: for the implementation of the Principles of the Concordat and other researcher development activity – November 2015

INTRODUCTION

A review of progress made in relation to the 2013 action plan has been conducted, and findings have been discussed by the CREDO group and the University Research Committee. This review has been informed by the development of a new University Research strategy; the outcomes of the REF2014 exercise; the institutional staff survey (2014/2015 action plans and 2015 progress reviews), and feedback from the Contract Researcher Online Survey (CROS) 2013/2015, the Postgraduate Research Experience Survey (PRES) 2013/2015 and the Principal Investigators and Research Leaders Survey (PIRLS) 2013/2015. All of the original objectives of the action plan have been delivered and have been consolidated into on-going business. New areas for focus are listed in a separate document, [The 2015 – 2017 HR Excellence in Research Award Action Plan](#) for the AY2015-16 to AY2016-17.

2013 Action Plan	2015 Progress review of actions
<p>Concordat Principle 1: Recruitment selection and retention of Staff To review research active staffing numbers, at all levels and staff retention indicators on an annual basis using the PURE Research Information system, to ensure sustainability of the University research environment</p>	<p>Institutional employment policies and guidance updated and staff portal used to communication and provide access to resources; Lower staff turnover than sector as a whole; REF2014 submission similar in FTE but improved in quality (up 20 places in league tables); Current PURE (research information system) users up from 304 to 561.</p>
<p>Concordat Principle 2: Researcher Recognition and Value To utilise feedback from the University employee survey to inform policy development on recognition and value of staff.</p>	<p>Staff survey completed in 2014 Survey action plans in place at School and Department level since Jan 2015 Institutional People Passport for managers and leaders introduced (2014) Recognition Schemes are aligned to University strategy (2014)</p> <p>Outcomes from Staff survey action plan: Improved clarity and better understanding of promotional opportunities and therefore career development at GCU</p> <p>CROS 2015 survey for research contract staff:</p>

	<ul style="list-style-type: none"> • 73% of respondents agreed they had opportunities to participate in decision-making processes, comparing very well with UK average of 46%. • 45% agreed they had opportunities for promotion and progression, comparing well with the UK average of 34%. • 45% agreed they felt valued for their contributions to teaching and lecturing, comparing well with the UK average of 35%.
<p>Concordat Principle 3: Researcher Support</p> <p>To agree and implement continuously a plan for future delivery of researcher staff development priorities across the university and cross-institutionally on a national/international basis.</p> <p>1)Plan agreed annually as part of the university planning round 2)Previous Plan implemented</p>	<p>New CREDO Framework for research staff development agreed by University Research Committee (June 2015)</p>
<p>To address the requirements of specific Researcher Groups: Early Career Researchers (ECR) Principal Investigators (PI) Research Group Leaders (RGL) Professoriate (PROF) Research Administrators through the development of further CREDO and Graduate School workshops to be delivered from January 2012.</p>	<p>Implemented plan to address the needs of researchers at all levels and stages of career in AY2014-15. 30 Research excellence interactive workshops delivered in review period with an average of 10 staff registered at each. Feedback uniformly positive and range of provision developed further in response for implementation in AY2015-16.</p> <p>Delivery of Graduate School Researcher Development programme which comprises over 100 workshops per annum for PGRs, research staff and supervisors, plus an additional 50 development opportunities promoted through the Graduate School. On average, 98% of participants were satisfied with their Graduate School workshops in AY2014-15.</p> <p>6 Research administrator staff registered for formal certified staff development with ARMA in AY2014-15. Internal research mentoring as part of that process.</p> <p>Graduate School has worked in collaboration with three Scottish Universities in AY2014-15 to design and deliver staff development workshops and mentoring for researcher development administrators. DARED (Development for Administrators in Researcher Development) 3 – part workshop series delivered collaboratively by Glasgow Caledonian University, Edinburgh & Strathclyde Universities, 27 places taken.</p>

	<p>Research Leadership training workshop series (9 modules) for emerging leaders run 4 times in review period. Total engagement: 231 places taken up over the two years of the series.</p> <p>ECRs: GCU encourages and supports ECRs to be members and to lead in the activities of the Royal Society of Edinburgh Young Academy of Scotland. GCU academics are encouraged to apply and have successfully won coveted places on the Scottish Crucible for aspiring research leaders. Schools provide encouragement and support for new researchers to apply for and sit on expert panels and professional bodies. (for example, CSO, MRC panel membership)</p> <p>Staff development workshop series and support materials available to staff via GCYOU staff portal from 2014. Current provision regularly updated in portal</p>
<p>To further develop research community, focusing on the development of researcher-led activities, researcher associations/societies, social digital networks and web 2 technologies for community building.</p>	<p>Identified communities of professional practice, co-ordinated networks and staff development for these communities. Graduate School has embedded use of digital technologies to communicate activities and developments for research students, ECRs and supervisors</p>
<p>To reorganise the Graduate School Board and CREDO to reflect the new restructuring and to include research staff representation.</p>	<p>Consultation with Researchers occurs via representation at biannual CREDO Group meetings (since 2014), Graduate School and Research Excellence workshops and feedback collected after every event</p>
<p>To fully embed the Researcher Development Statement, RDF and new research leadership and entrepreneurship lenses in the training needs analysis tools and researcher development workshops for research students and staff.</p>	<p>The RDF is fully embedded in the delivery of relevant Graduate School workshops and is highlighted for use to researchers in the People Services Career Development planning tools. All Graduate School workshops give the RDF domain and sub-domains covered in the content.</p>
<p>To deliver a bid for CHORUS to SFC to support researcher development training in employability skills and equality and diversity collaboratively across Scotland.</p>	<p>Active lead and partner in Scotland –wide collaborations arising from Universities Scotland Research Training Sub Committee plans. Creation and delivery of the annual Scottish Researcher Development Policy Forum. Inaugural event held 19Jan 2015 hosted at GCU. Total engagement: 40 delegates from 17 out of 19 Scottish universities. 6 speakers from</p>

	SFC, RCUK, UKCGE, EUA, Vitae and SULSA, speaking on 3 themes: Innovation and Entrepreneurship, Mobility and Doctoral Education, and skills provision for PGR students and supervisors. Next Policy Forum planned for 18 January 2016 at the University of Dundee.
To develop the GCYOU staff portal research hub and Graduate School internal websites to improve communication of the researcher support available to researchers.	GCYOU staff portal and website substantially updated in AY2013-14. Slides and materials added as accessible content as resources for individuals and academic unit reuse immediately after each workshop. Navigation improved by creating dedicated sites and links for different staff interests (2015).
<p>Concordat Principle 4 Personal and Career Development</p> <p>To continue to review strategies and policies related to researcher career development.</p>	<p>Strategy and policies in place. An updated Research Strategy and action plan was approved by Senate (June 2014) for implementation in AY 2014-15</p> <p>People Services revised the Academic Promotions criteria in 2015 to align directly with the Career Pathways framework and Career Guide included as part of the Career Development suite.</p>
To fully embed peer review and mentoring processes by implementing an updated revised University research strategy relevant to these areas during AY2013-14	<p>Peer review of researcher grant applications implemented in AY2014-15; Interventions made to improve quality at School level. Evaluation pending outcomes of funding applications</p> <p>Annual review of research outputs agreed as part of new University research strategy. Annual review of AY2014-15 activity underway.</p>
To provide an integrated researcher induction with additional input from Academic Research Development, Research Institutes and Schools	People Services Induction already operational; all new research staff receive copy of the University Code of Research Conduct prior to start; new research Induction developed in AY2014-15 as part of CREDO framework for delivery in AY2015-16.
To deliver train the trainers' event for research leaders	Value and recognition for all our researchers is being embedded in the university culture

<p>showcasing and brainstorming how to embed the resources and learning of Vitae's Every Researcher Counts into the university culture.</p>	<p>through the following activities:</p> <p>Formal mentoring scheme for researchers successfully established in AY2013-14, now in 3rd run. Total engagement: 76 staff to date (recruitment underway for AY2015-16). Total number of mentoring partnerships established (in runs 1&2) = 24.</p> <p>Research leadership training series of 9 modules for emerging research leaders delivered 4 times in review period. Total engagement: 231 places taken up over the two years of the series.</p> <p>Embedded E&D training process for research supervisors in their selection of research students. Added as a new core element of the 'How to be an Effective Doctoral Supervisor' 4 module workshop series in AY2014-15 (Workshop 1: Recruiting and inducting your research student). Engagement: 18 attendees at Workshop 1 (2 runs in AY2014-15); Total engagement: 81 attendees across the entire series in AY2014-15</p>
<p>Concordat Principle 5: Researcher's responsibilities</p> <p>To ensure that all researchers agree personal development plans as part of their training and annual review process as appropriate. To review that this is happening.</p>	<p>People services policies in place; including career development planning advice, resources and tools made available to staff.</p> <p>Academic Work Allocation Model for all academic staff introduced during AY2014-15, thorough consultation with the Trade Unions and review undertaken in preparation for AY2015-16 delivery. Related annual personal review processes aligned with assessing research progress.</p> <p>PIRLS 2015: 89.6% of respondents have been appraised/reviewed in the past 2 years. CROS 2015: 77.3% of respondents have been appraised/reviewed in the past 2 years. 64.7% of CROS respondents agreed it was useful/very useful.</p>
<p>Concordat Principle 6: Diversity and Equality</p> <p>To develop a code of practice to meet the requirements of REF2014 and to communicate this effectively to staff.</p>	<p>Code of practice and equality impact assessment completed, published on website and in Staff Portal and widely communicated. Implemented with satisfactory equality and diversity report received from REF2014 feedback to institution.</p>

<p>While not an original objective of the 2013 HR action plan, 2013 – 2015 saw a university focus on E&D plans and activities developed and implemented for staff. Highlights particularly relevant to researchers are given in the progress review.</p>	<p>Developed E&D training process for research supervisors in their selection of research students (Oct2014). Reviewed and embedded and run 3 times subsequently Added as a new core element of the ‘How to be an Effective Doctoral Supervisor’ 4 module workshop series in AY2014-15 (Workshop 1: Recruiting and inducting your research student). Engagement: 18 attendees at Workshop 1 (2 runs in AY2014-15); Total engagement: 81 attendees across the entire series in AY2014-15</p> <p>Schools and departments have equality and diversity action plans (Jan 2015) and E&D champions.</p> <p>Provided financial and staff support for the Leadership Foundation Aurora programme for aspiring women leaders in universities. Two years and continuing in AY2015-16. Provided participants, mentors and role models. Supported by internal mentoring and a GCU programme of networking/development events. Engagement: 21 participants and 18 mentors/role models AY2014/15. Total engagement over 3 years: 40 participants and 26 mentors/role models.</p> <p>Athena Swan Bronze award institutional and School preparations made (April-Nov2015).</p>
<p>Concordat Principle 7: Implementation and Review</p> <p>Continued participation in CROS, PRES and PIRLS</p>	<p>Participated in CROS, PIRLS, PRES2015 and outcomes reported to the University Research Committee.</p>
<p>Continued collaboration with Vitae, SRCCF, ARMA and other HEIs via Universities Scotland, in researcher staff development</p>	<p>Collaborations and dialogue with key external bodies maintained for example:</p> <ul style="list-style-type: none"> • contribution to the UK Vitae CROS/PIRLS advisory group; • organisation and delivery of the Scottish Researcher Development Policy Forum (Inaugural event at GCU, Jan 2015, replacing SRCCF); • Research Administration Staff registered for ARMA professional qualifications; • Collaboration of three Scottish HEIs to create and deliver staff development workshops for researcher development administrators (Aug2015);

	<ul style="list-style-type: none">• collaboration of three Scottish HEIs (2013 to present) to create and deliver Doctoral Supervision workshops series for experienced supervisors (DDS – Developments in Doctoral Supervision);• membership of SCOTHERD;• Convenorship of Universities Scotland Research Training sub-committee;• membership of executive committee of UKCGE;• co-organisation and key-note speaker at the UKCGE International annual conference held in Glasgow, July 2015.
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