



HR EXCELLENCE IN RESEARCH



University for the Common Good

Progress Review of the 2019 - 2022 HR Excellence in Research Award Action Plan

	Details			
Institution name:	Glasgow Caledonian University	The institutional audience* for this action plan includes:		
Cohort number:	10 (previously Cohort 9)	Audience	#	Comments
Date of submission:	11-Jul-22	Research staff	90	These are staff with research contracts and job titles such as Research Assistant, Researcher, Research Fellow and Sr Research Fellow. The action plan is for all Research staff.
Institutional Context	<p>GCU is unsurpassed by any other Scottish modern university for the level of research (72%) considered to be world leading or internationally excellent, our health research is only surpassed by King's College London for outstanding impact, and 100% of our communications, culture and media research is rated as having an outstanding or very considerable impact (REF2021).</p> <p>GCU has a relatively small number of Research staff and Research and teaching staff who are developing their research careers; however, this small group is producing world leading or internationally excellent research, with 230 of GCU staff returned in the REF 2021 as Sig Res and 90 Research staff on research contracts.</p> <p>GCU has made a strategic choice going forward to focus on delivering on a small number of key priority areas in the RD Concordat rather than have actions for every obligation. These priority areas have been identified from discussions with researchers across disciplines and across the research career levels: particularly with DARE, ECR researchers as part of the ECR network seminars, and with research leaders at Research committees and network meetings.</p>	Research and teaching staff	651	This includes all our academics. They all have research and teaching in their contracts. Job titles are Lecturer, Sr Lecturer, Reader and Professor. The action plan is for at least the 230 Sig Res staff and those additional of the 651 staff who are developing their research careers, seeking to generate research outputs and income as well as supervise research students.
		Technicians	59	Anyone within the technical services job family – this includes job titles like, Technical Manager, Senior Technical Officer, Technical Officer, Technical Assistant, Lab Assistant. The action plan is for those technicians who are developing their research careers.

	Obligation	Action	Success measure (SMART)	Dead-line	Responsibility	Progress update (to be completed for submission)
Environment and Culture						
Institutions must:						
ECI1	Ensure that all relevant staff are aware of the Concordat	<p>1. Work in partnership with USRDTC to develop Scotland – wide Concordat launch, planned for June 2020</p> <p>2. Work with local ECR groups and institution wide ECR network to raise awareness of Concordat</p> <p>3. Produce an annual RD Concordat report and action plan to Court, which includes strategic objectives, measures of success, implementation plan and progress, which is subsequently publicly available.</p> <p>4. Share examples of emergent practice in implementing various aspects of the Concordat, particularly in tackling difficult and complex issues.</p>	<p>1. Concordat launch event held.</p> <p>2. Awareness measured by new CEDARS survey to be run May – July 2020.</p> <p>3. GCU Report produced annually, considered by URC and published. GCU RD Concordat action plan reviewed and published annually.</p> <p>4. Examples of emergent practice shared at ScotHERD and USRDTC and at appropriate conferences such as Vitae annual conference Sept.</p>	Dec-20	1.GS 2. DARE 3. DARE 4.GS	<p>1. The Concordat Launch was to be held in May 2020 as an event on campus and as a Universities Scotland Research Development and Training Committee (USRDTC) event nationally June 2020. Both events were cancelled because of the Covid pandemic and lockdown. Instead the Concordat was launched and promoted online through our new GCU Researcher Update communications to all researchers from 2020 to present. Action completed. No further action.</p> <p>2. Promotion of the concordat and related consultations with ECR local groups & GCU network occurred in: (a) CEDARS pilot, July 2020; (b) developing the gap analysis, Mar 2021; (c) the CEDARS 2021 survey, May 2021; (d) becoming a signatory July 2021; & (e) development of the RD Concordat Action plan (which forms the HREiR 2022 –2025 forward plan), July 2022.</p> <p>Awareness of the Concordat was measured in CEDARS q43.1 with 2021 61% (2020 61%) of the respondents indicating they had some understanding or know it exists. Action completed. Now embedded and ongoing.</p> <p>3. Consulted with DARE group and wider researcher community on final RD concordat action plan Dec 2021 - June 2022, Approved by Court 14 June 2022. Published https://www.gcu.ac.uk/research/researchatglasgowcaledoniauniversity/researchconcordat Action completed. Now embedded and ongoing.</p>

						<p>4. Formed an RD Concordat group with members from Scottish Universities responsible for leading on developing: Concordat gap analysis, case for becoming signatory, action plan and then annual reporting and planning (2020 – present). Group shares best practice, exchanges ideas and gives peer support. GCU on organising committee of the Researcher Development Policy Forum 2020, USRTDC with topic of “Implementing the RD Concordat”.</p> <p>Action completed. Now embedded and ongoing.</p>
ECI2	<p>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers</p>	<p>1. Review relevant policies and procedures for gaps as part of the Concordat gap analysis.</p> <p>2. Align the Concordat with other concordats and frameworks to minimise reporting requirements and drawing on existing data sources.</p>	<p>1. Any gaps in the policies and procedures are identified and actions added to the action plan with timeframe for solutions.</p> <p>2. RD Concordat report & action plan aligned with Research Integrity concordat and Athena Swan plans and University Departmental/School Operational plans.</p>	<p>1. 1/3/2021</p> <p>2. June 2022</p>	<p>1. DARE/URC, People Services, Graduate School (GS)</p> <p>2. DARE</p>	<p>1. Policies reviewed. Concordat gap analysis completed March 2021. Actions for the RD Concordat obligations ECII3, EI3, EI5 and PCDI22 have been added to the HREiR action plan 2019 – 2022 from the gap analysis in March 2021.</p> <p>Review of People Services policies in the context of equality, diversity and inclusion is in progress and continuing – key tasks include updating content, ensuring alignment with internal and external requirements, and mapping consultation and approval routes.</p> <p>In 2021 the University Research Committee (URC) approved a revised Open Access Fund Policy (owned by Library) to support publication costs for researchers at GCU. The policy was written in consultation with the URC to ensure it was inclusive, equitable and transparent.</p> <p>Action completed. Now embedded and ongoing.</p> <p>2. RD Concordat action plan & annual report is the same as the HREiR forward plan & annual review; RD Concordat Actions are included as actions in the Research Integrity concordat, Athena Swan and Departmental/School action plans (owners) and reviewed annually as part of the University planning process.</p> <p>Action completed. Now embedded and ongoing.</p>

<p>ECI3</p>	<p>Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues</p>	<p>Added in Mar 2021 from RD concordat gap analysis. Actions are from Departmental Operational plans 2021/22</p> <ol style="list-style-type: none"> 1. Implement actions from the Mental Health at Work Action plan and evaluate actions against desired outcomes. 2. Support the University in implementing the actions from the Tackling Racism short life working group. 3. Implementation of Athena Swan action plans. 4. The actions particularly relating to researchers in the Athena Swan Institutional Silver Award submission to be included as part of the RD Concordat and HREiR Award action plans. Implementation of these actions. 5. The actions particularly relating to researchers in the University's Tackling Racism recommendations-action plans to be included as part of the RD Concordat and HREiR Award action plans. Implementation of these actions. 6. Review staff satisfaction with their researcher experience 	<p>New focus on mental wellbeing of staff from PS, supported by focus on ECRs by GS and DARE.</p> <p>Staff satisfaction with their researcher experience measured by new CEDARS survey.</p>	<p>1.2.3 June 2022</p> <p>4.5.6 . June 2022</p>	<p>1.2.3 PS</p> <p>4.5.6. GS</p>	<p>1. Actions are being taken forward as part of the University's Strategic Framework on Health and Wellbeing and an evaluation plan is being put in place.</p> <p>Action of implementation completed</p> <p>Action of evaluation – Carried Forward to Action Plan in 1.1 ECI3 and ECI4.</p> <p>2. Implementation of the tackling racism recommendations continues – key actions completed include:</p> <ul style="list-style-type: none"> • Call it Racism campaign launched to staff and students, supported by SharePoint site for staff which acts as a central hub for information and resources. • Launch of 'Report and Support' tool for staff and students to report incidents of racism (and other inappropriate behaviour), supported by anti-racist training for staff involved in handling complaints. • A number of developments led by the Anti-Racist Curriculum Operational Group, including webinars, blogs and facilitation of departmental conversations and actions • Completion of Union Black anti-racism training pilot by specially invited cohorts, including Senior Managers, Programme Leaders and the Tackling Racism and Anti-Racist Curriculum groups. <p>Action completed. Now embedded and ongoing.</p> <p>3. New Athena Swan action plans have been developed as part of successful applications for accreditation: GCU institutional Silver; SCEBE Silver; GSBS Bronze (all May 2021); and SHLS Bronze (August 2021 award date).</p> <p>Advancing Gender Equality Group (AGEG) is being refreshed under new Executive lead for gender equality – including considerations around role of group in the governance of University and School action plans.</p> <p>Action completed. Now embedded and ongoing.</p>
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		<p>arising from running the CEDARS survey in full at GCU May-June 2021 and develop/revise actions for 2021/22.</p>				<p>4. & 5. Actions identified from the Athena Swan Institutional Silver Award and the University’s Tackling Racism Action plans are carried forward and explicitly stated in the RD Concordat Action Plan 2022/HREiR forward plan. Actions are throughout various obligations in the forward plan. Action of including them – completed. Implementation of Actions – Carried Forward to Action Plan in 1.3 ECI4/ECM1.</p> <p>6. The full CEDARS 2021 report was reviewed by ECRs, University and School research committees and DARE (April – June 2022) and used to develop/revise actions for the RD Concordat Action Plan 2022/HREiR forward plan – approved by Court 14 June 2022. The full CEDARS 2021 report provides comparison to (a) the baseline of 2020 and (b) benchmarking against the UK 2021 and further drill down examination of the results by gender, research career level and by Schools/ Research Centre. Action completed. Action of reviewing CEDARS reports and developing/revising actions in the RD Concordat Action plan/HREiR forward plan now embedded and ongoing.</p>
ECI4	<p>Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health</p>	<p>Provide training for managers of researchers related to equality, diversity and including well-being and mental health.</p>	<p>Managers of researchers are invited to participate in the Transformational Leadership Programme (TLP)</p>	<p>Jun-21</p>	<p>People Services/ RIO, GS</p>	<ul style="list-style-type: none"> • Tackling Racism session was delivered to TLP2 participants in March 2022. • Being Intercultural at GCU (BIG) Project workshops are being run for staff in June, August and September 2022. • The Transformational Leadership Programme (TLP) includes significant content on wellbeing and mental health throughout the programme. <p>GCU has invested in delivering essential training in Mental Health Awareness, in partnership with the Scottish Association for Mental Health (SAMH). Initially the training was prioritised for those in student facing and line</p>

					<p>management roles, but during 2022 further sessions have been made available to all staff.</p> <p>Online training modules covering 'Roles, responsibilities, boundaries and maintaining wellbeing' and 'Fostering a mentally healthy workplace' delivered by GCU staff and SAMH's (Scottish Association of Mental Health) Mentally Healthy University Coordinator ran Oct 2020 to April 2022 with targeted comms to Research Staff and Supervisors.</p> <p>Tackling Racism - University wide project A project called 'Being Intercultural at GCU' - known as BIG - was delivered as a pilot to 180 staff, and workshops are running again in summer 2022.</p> <p>CEDARS q25 - % of managers that have confidence in using an inclusive, equitable and transparent recruitment process are 2021 92% (2020 94%). Very positive measure of success of actions.</p> <p>CEDARS q26 - % of managers who have undertaken training in EDI are 2021 60% (cf 2020 result of 96%). 2020 CEDARS pilot had high % of ECRs and low % of Managers in the survey response. In 2021 CEDARS the mix was different with 64% of responses from managers. Having 60% reporting completed training is more reflective of the population of managers than for 2020 (the 96% was based on small numbers of managers). 60% is a satisfactory outcome and we aim to continue to increase this %.</p> <p>Action completed. Now embedded and ongoing.</p>
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ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p>1. RIO to ensure the University follows the Research Integrity Concordat at the Research grant application stage.</p> <p>2. RIO to represent GCU at the Scottish Research Integrity Network</p>	<p>1. Research Integrity (RI) Champion Lead identified.</p> <p>2. GCU Research Integrity champion network set up.</p> <p>3. Annual Report on Research Integrity Concordat completed and reviewed by GCU stakeholders and publicised.</p> <p>4. Research Integrity action plan developed and reviewed bi-annually.</p>	<p>1. Oct 2019</p> <p>2. Oct 2020</p> <p>3. Nov 2020 , Nov 2021</p> <p>4. Nov & Mar per year</p>	URC/ RIO & RICs	<p>1. RI Integrity Concordat Action plan is embedded in the research grant application stage. Research Integrity (RI) Champion Lead has led the GCU RI experts and contributed to Scottish Research Integrity Network meetings (2019 – 2021). (Following his departure from the University, a replacement RIC Lead is being sought 2022). Action completed. Now embedded and ongoing.</p> <p>2. GCU has 3 named Research Integrity experts who attend the Scottish RI network meetings on a regular basis. The University has created a Research & Ethics Integrity Sub Committee with representatives from all schools. This sub-committee reports to the University Research Committee. Action completed. Now embedded and ongoing.</p> <p>3.& 4. Action Plan, Annual Statement and Report completed and presented to URC and publicised. https://www.gcu.ac.uk/research/researchstrategy/researchintegrity Action completed. Now embedded and ongoing.</p>
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Set up processes for systematically and regularly gathering the views of the researchers, to inform and improve the organisation's approach to and progress on implementing the Concordat.	<p>1. CEDARS organised and run in 2020.</p> <p>2. Report on CEDARS results completed and reviewed by GCU stakeholders.</p> <p>3. CEDARS action plan developed and included into the GCU RD concordat Action plan and reporting process.</p>	<p>1. July 2020 2021</p> <p>2. Sept 2020 May 2022</p> <p>3. Oct 2020 June 2022</p>		<p>1. CEDARS 2020 piloted in July 2020. CEDARS 2021 delivered May 2021. Action completed. Now embedded and ongoing.</p> <p>2. CEDARS 2020 and 2021 reports completed and reviewed by stakeholders, including breakdown by gender, researcher career level, School/Research Centre and comparison 2020, 2021 and with UK 2021 benchmarks. Action completed. Now embedded and ongoing.</p> <p>3. CEDARS 2021 actions included in RD Concordat Action plan 2022. Further actions being developed from CEDARS 2021 report arising from consultations with stakeholders and relevant Schools and Operational Departments to be reported in Sept 2022 and included in their operational plans. Action completed. Now embedded and ongoing.</p>

Employment						
Institutions must:		Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Review casual hours process to ensure transparency, equity, fairness and inclusivity in the recruitment and selection of Post-graduate Research (PGR) students.	CROS/PIRLS-CEDARS satisfaction with recruitment and selection maintained at 91% in 2020, 2022 surveys. (CROS = 73% 2015, 91% 2017). Results maintained above all three comparative benchmarks (post 92 = 86% 2017, Scottish = 88% 2017 and UK = 88% 2017).	Sep-20	People Services	<p>Work was completed to standardise the approach to the recruitment of PGR students to casual hours teaching, including advertising appropriate opportunities via Student Careers.</p> <p>In all areas of the recruitment, selection and appointment processes, CEDARS question 19 shows GCU does very well and significantly higher than the national benchmarks for all. The mean % agreement is 92% in 2021 (89% in 2020) and is 12 pp above the UK 2021 mean.</p> <p>Action completed. Now embedded and ongoing.</p>
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Develop and deliver an online welcome pack for Researcher staff and link and communicate its use with University & Local induction support.	Online Welcome Pack developed to complement University Inductions, supported by face-to-face local network induction support and ongoing orientation	Jan-21	DARE/Graduate School, People Services, Library	<p>All staff new to GCU are invited to the corporate induction, and have access to the New Staff Induction materials on the staff intranet.</p> <p>Action completed. Now embedded and ongoing.</p> <p>All new staff are assigned an account in the University's Current Research Information System, PURE. They are offered one-to-one training on using the system, copyright, open access options, and REF compliance. The functions of PURE have been extended, and training and support is also provided for researcher profile creation, recording research related activities, research funding applications and grants, and research equipment inventory and loans. The library provided training and support for Research Data Management on request.</p> <p>Action completed. Now embedded and ongoing.</p>

						Action of developing and delivering an online welcome pack for researcher staff – carried forward in 2.1 E12.
E13	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>Added in Mar 2021 from RD concordat gap analysis. Actions are from Departmental Operational plans 2021/22</p> <p>1. Review the impact of Phase 1 and monitor the implementation of Phase 2 of the Professorial Progression Scheme.</p> <p>2. Design and deliver a new Reward System to replace PRP, which is grounded in our Values.</p> <p>3. Review People Services policies' effectiveness particularly for researchers, with their satisfaction measured by the new CEDARS survey.</p>	<p>1. The Professorial Progression Scheme Phase 1 and 2 is completed with all professors having the opportunity to apply for band progression at phase 2.</p> <p>2. The new Reward System is designed and delivered</p>	June 2022	PS	<p>1. Phase 1 completed August 2019 and all Professors placed on to the new pay and progression scheme based on their salary. Phase 2 completed August 2021 allowing all Professors the opportunity to apply for band progression based on their evidenced activity and outputs. A review of the biennial process/ scheme will be carried out before it is launched again.</p> <p>Actions completed. Action of review carried forward in 2.2 E13.</p> <p>2.& 3. A new Recognition & Reward strategy is under development, and managers have been invited to contribute to a consultation exercise as part of the development process. This invitation will be extended to staff in due course. The new Reward System aims are to:</p> <ul style="list-style-type: none"> • demonstrate the value we place on all of our employees; • encourage and support individual and team behaviours aligned to our GCU Mission and Values; • aid and advance the successful delivery of our strategic goals; and • recognise the important role of the team in our organisation <p>The Academic Promotions scheme is scheduled for review following the next promotions round, due to conclude in November 2022.</p> <p>Actions carried forward in 2.2 E13.</p> <p>3. % who agree/strongly agree for CEDARS: q17.3 Promotions made on merit are 2021 34% (2020 45%, UK2021 43%)</p>

						<p>Q17.1 promotion pathways are clear 2021 44% (2020 53%, UK2021 52%)</p> <p>Q17.2 equitable opportunities for career progression 2021 42% (2020 49%, UK2021 43%)</p> <p>Q17.4 redundancy processes are clear 2021 20% (2020 25%, UK2021 25%)</p> <p>Q25.2 Managers confident in giving guidance on institutional redeployment processes 2021 49% (2020 54%, UK2021 34%)</p> <p>All above CEDARS measures of success show room for improvement. Aim to increase to 60%.</p> <p>Action carried forward in 2.2 E13</p> <p>4. GCU signed The Declaration on Research Assessment (DORA) in 2022 and has established a working group to develop and promote best practice in the assessment of researchers and scholarly research following the principles laid out in the Leiden manifesto for research metrics.</p> <p>Action completed. Working group established.</p> <p>Actions arising from WG to be included in the RD Concordat/HREiR forward action plan.</p>
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<p>1. Adapt People Service's Transformational Leadership Programme to be relevant for managers of researchers. Transformational Leadership Programme includes a specific Research Leaders cohort, delivered by June 2021.</p> <p>2. Elements on project management and effective line management/research leadership included that are tailored by RIO and GS for Researchers</p>	Transformational Leadership Programme (TLP) includes a specific Research Leaders cohort, delivered by June 2021.	Jun-21	<p>1. People Services</p> <p>2. RIO, GS</p>	<p>The aim of the TLP programme is to equip our People Managers to confidently lead teams to deliver School/Department and Unit objectives, and to contribute to the achievement of the university's strategic goals.</p> <p>The university has a clear focus: <i>We will, through our values-based approach, promote a vibrant, harmonious, healthy University community of scholars, students and staff delivering for the Common Good as a civic University.</i></p> <p>We therefore need our leadership community to role-model the GCU People Manager Values and Behaviours. Investing in an in-house, tailored TLP, with an emphasis on experiential learning, will enable our all GCU Leaders to develop a common language around the four propositions supporting the programme:</p>

						<ul style="list-style-type: none"> - Clarity - Capability - Capacity - Commitment <p>Research managers are included in the TLP programme. There are no plans currently to have a cohort specifically for research managers as leaders. The wider networking and awareness afforded to managers from participating in mixed cohorts is a key aspect of the learning experience. Action completed. Now embedded and ongoing.</p> <p>2. The People Passport provides an overview of policies and processes and the overall role of line management. The TLP is a developmental leadership programme. RIO has been providing a series of workshops related to funding and project management, as well as on funding opportunities targeted at ECR's e.g. Knowledge Transfer Partnerships (KTP). Action completed. Now embedded and ongoing.</p>
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent	<p>Added in Mar 2021 from RD concordat gap analysis. Actions are from Departmental Operational plans 2021/22</p> <p>1. Monitor PDAR completions and implement improvements to the process.</p> <p>2. Ensure development plans are included in PDAR, and that these are prioritised to deliver most impact to the business.</p> <p>3. Monitor progress against development plans and ensure learnings are applied in the GCU context.</p>	<p>1.2.3.4. Staff satisfaction with the usefulness of the PDAR is monitored through the staff engagement survey and CEDARS.</p> <p>Staff perceptions of the PDAR's usefulness are improved.</p> <p>5. A new workload allocation model, inclusive of time allocations for research activity, is developed and implemented consistently across the university.</p>	1.2.3.4 .5. June 2022	1.2.3.4. PS 5.X- university WG	<p>1. Engagement with the PDAR process will be monitored via the annual staff engagement survey. Action carried forward and revised in 2.3 EI5.</p> <p>2.&3 PDAR paperwork is confidential between the member of staff and their PDAR reviewer. The responsibility for ensuring development plans are included in PDAR lies with the PDAR reviewer and the member of staff. The PDAR process and paperwork recognises this as a key element of effective PDAR outcomes. PDAR familiarisation sessions will be available to staff and people managers summer 2022 onwards. Action carried forward and revised in 2.3 EI5</p> <p>4. Staff's views on the effectiveness of the PDAR process are monitored for researchers through CEDARS.</p>

	promotion criteria, and workload allocation	<p>4. Review the policies' effectiveness particularly for researchers, with their satisfaction measured by the new CEDARS survey.</p> <p>5. Develop and implement a new Activity Planning model for staff. One where research activity and outputs are recognised and valued with time allocations for the research activity that are consistent across the University.</p>				<p>CEDARS q21 Usefulness of staff review/appraisal 2021 49% (2020 51%, UK2021 58%). There is room for improvement. Going forward, explore why only 50% of researchers find appraisals useful and implement solutions for this to be improved.</p> <p>Action measuring satisfaction of researchers with appraisals through CEDARS and Staff engagement survey completed.</p> <p>Actions of exploring reasons for low satisfaction and improving it are carried forward in 2.3 EI5</p> <p>5. A new workload allocation model, inclusive of time allocations for research activity, is being developed by a cross-university WG.</p> <p>Action carried forward in 1.1 EC13</p>
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	<p>1. People Services have implemented policies on redeployment and greater use of open-ended contracts. Review their effectiveness for researchers</p>	Effectiveness of these policies for researchers is reviewed.	Jun-21	People Services	<p>The University offers redeployment to eligible staff nearing the end of fixed-term contracts and has a commitment to reduce the use of fixed-term contracts.</p> <p>CEDARS responses show: 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%) Q25.2 Managers confident in giving guidance on institutional redeployment processes 2021 49% (2020 54%, UK2021 34%).</p> <p>Action measuring satisfaction of researchers with policies on redeployment completed.</p> <p>Actions of exploring reasons for low satisfaction rates and improving it are carried forward in 2.2 EI3.</p>
E17	Consider researchers and their managers as key stakeholders	Consult with researchers, DARE and local ECR groups, on the development and implementation of the actions in RD Concordat/HREiR forward action plan.	Continued membership on DARE group of relevant ECRs from each of the active local networks in each school.	Quarterly meetings of DARE	DARE	<p>Membership refreshed each year with co-leads of local ECR networks in each School and Yunus Centre.</p> <p>Action completed. Now embedded and ongoing.</p>

	within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making			2019 - 2021		
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Professional and Career Development						
Institutions must:		Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)
PCDI 1	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>1. Deliver development opportunities for all research staff and research students in the UK/GCU policies and processes and good practices essential to researchers.</p> <p>2. Part of Gap Analysis of the new RD concordat, explore current provision for identified research policies and processes and gaps in development provision. Explore development opportunities needed, identify external provision or create and deliver workshops and online courses and communicate through multi-media.</p>	<p>1. CROS/PIRLS-CEDARS satisfaction with recognition and value of their contributions increased 65% ave by 2022 surveys. (CROS = 51% 2015, 53% 2017). Results maintained above all three comparative benchmarks (post 92 = 46% 2017, Scottish = 45% 2017 and UK = 44% 2017).</p> <p>Research policies and processes required for good practice for researchers accessible and communicated. Staff researchers and managers of researchers are aware and using good practice for these policies.</p> <p>2. Workshops and online courses on research policies and processes embedded and delivered on an as and when required basis, either as a group for new staff/students or 1:1, with refresher sessions delivered as needed.</p>	Jun-20	DARE/Graduate School Relevant Depts. Library, People Services, RIO, Governance, Graduate School	<p>1. Developed and delivered the DARE to Lead RD Programme for ECRs and established researchers fully online. A varied programme of GS, RIO and local ECR network sessions ran between March 2021 - June 2022. Action completed. Now embedded and ongoing.</p> <p>2. New areas of interest were identified relating to the need for research to move onto online platforms. Workshops from experts within GCU were delivered on: Conducting safe and effective digital Research; Data protection legislation for researchers; Textual, media & virtual qualitative data collection; Open access publishing for researchers; Research Data management; Research ethics for online research.</p> <p>Further priorities were identified of: Leadership, Funders and Grant writing, with workshop series delivered online on: Developing yourself as a research leader; Leadership skills for ECRs; Carnegie Trust funders; Royal Society of Edinburgh funders; and Successful grant writing.</p> <p>GCU Academic Development provided a series of workshops, resources and toolkits for developing teaching skills online.</p> <p>The GS designed and delivered its How to be an Effective Doctoral supervisor series online offered in a flexible work pattern for staff working remotely. Attendance by staff researchers at the online GS supervision workshops was high, with 173 attendances in 2021/22 (155 in 2020/21) and with overall recommendation rates of 100%. The online delivery has been a huge success, and these will continue to be offered online with some on campus delivery.</p>

			<p>3.Particularly recognition of contributions to supervising research students increased to 45% by 2022. 32% 2017 (post 92 -41% 2017, Scottish -42% 2017 and UK-43% 2017).</p>		<p>The GS Online Writing Retreats to encourage people’s writing of Journal papers or thesis has grown year on year since it went online in 2020, now at 352 attendances in 2021/22.</p> <p>The Research Staff Mentoring Programme launched in 2022 with 12 successful matches in this first year. GCU was successfully granted the Scottish Mentoring Award for its mentoring schemes for staff in teaching, research and organisational development.</p> <p>Action completed. Now embedded and ongoing.</p> <p>3. CEDARS q15.3 Valuing contributions: to publications 2021 63% (2020 42%, 2021 UK 66%) and q16.5 to teaching and learning 2021 70% (2020 56%, 2021 UK 54%) were high with teaching being also 16 pp above the UK average.</p> <p>CEDARS q16.4 valuing contributions to supervising students 2021 58% (2020 29%, 2021 UK 45%) showed great success with an increase of 29 pp over 2020 and 13 pp above the UK average.</p>
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<p>PCDI 2</p>	<p>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers</p>	<p>Added in Mar 2021 from RD concordat gap analysis. Actions are from Departmental Operational plans 2021/22</p> <p>1. Undertake a review of current staff development activities to ensure this will meet the requirements for delivery of 2030 strategy.</p> <p>2. Continue delivery of Transformational Leadership Programme (TLP) with identified areas.</p> <p>3. Design and deliver the DARE to Lead RD programme of topics that are valuable to research leaders/managers of researchers and for ECRs.</p> <p>4. Review the training/support effectiveness particularly for managers of researchers with their satisfaction measured by the new CEDARS survey.</p> <p>5. Design and deliver workshops on RIO expert areas as part of the University's DARE to Lead RD programme for research leaders/managers of researchers and for ECRs.</p> <p>6. Embed social innovation within the University, offer support and</p>	<p>The manager is an integral part of the PDAR framework at GCU. Training, support and time for managers to engage in career development reviews is in place through the PDAR processes.</p>	<p>1.2.3. June 2022</p> <p>4.5. June 2022</p> <p>6.7. June 2022</p>	<p>1.2. PS</p> <p>3. 4. GS</p> <p>5.6. RIO</p>	<p>1. The wider development offering from the Directorate of People Services is scheduled for a local review in autumn 2022, at which time liaison with the Graduate School and other areas responsible for staff and leadership development would be welcomed. Action carried forward in 3.1 PCDI1.</p> <p>2. Delivery of TLP will continue and will be informed by the wider review indicated above. Action completed. Now embedded and ongoing.</p> <p>3. See PCDI1 progress update. Action completed. Now embedded and ongoing.</p> <p>4. CEDARS q25 Managers of researchers scored their confidence in their abilities in all the areas relatively high in the range of 65% (dealing with poor performance) to 99% (acknowledging good performance). These were well above the UK average in the areas of: Using inclusive, equitable and transparent recruitment processes (92%, +5 pp above UK); Deal with poor performance of researchers (65%, +11 pp above UK); Respond to any issues relating to health and wellbeing (86%, +7 pp above UK); and Manage requests for flexible working appropriately (80%, +5 pp above UK). Action completed. Reviewing through CEDARS, the success of the staff development and structured support for research managers is now embedded and ongoing.</p> <p>5. See PCDI1 progress update. Action completed. Now embedded and ongoing.</p> <p>6. Within RIO, the Social Innovation Manager is currently in the early stages of creating a Social Innovation Hub. Workshops on "What is Social Innovation" are an embedded part of the offerings to the ECR community.</p>
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		resources for ideation among staff (maker spaces, design thinking, co-working spaces).				Action of creating a Social Innovation Hub carried forward in the RIO operational plans 2022/23. Researchers are included and central to this development.
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<p>PCDI 4</p>	<p>Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills</p>	<p>1.Design and deliver DARE to Lead RD programme framework for ECRs, including opportunities to engage in teaching, leadership programme and DARE group membership.</p> <p>2.Plan RD programme cross-university with newly established Local Research Staff Groups</p> <p>3.Develop and embed use of an ECR hub site for communication of RD and events cross-university of ECR group, GS, local ECR group and external activities and news.</p>	<p>1.RD programme 2019/20 for staff designed and delivered in a combination of GS central workshops and events with Local Research Staff Group activities.</p> <p>2.ECR hub site developed, established and user engaged by ECR groups and local ECR groups.</p> <p>3.CROS-CEDARS maintain 86% of research staff agree they are encouraged to engage in personal and career development in 2020 (CROS sector average 76% 2017; GCU CROS = 86% 2017)</p>	<p>Sep-20</p>	<p>Graduate School/ ECR networks</p>	<p>1.& 2. See PCDI1 progress update. Action completed. Now embedded and ongoing.</p> <p>3. ECR hub site designed; however, due to time needed to deal with the effects of the Covid pandemic, the hub has not been rolled out and engaged with yet. Action carried forward in 3.1 PCDI1 c.</p> <p>4. CEDARS q30 73% of researchers agree/strongly agree their manager/supervisor encourages them to engage in personal and career development activities, an increase of 11 pp over 2020 and on the same level as the UK 2021 benchmark.</p> <p>Overall, 6 out of 8 areas in this theme are low (low values range from 2% to 45%), 5 out of 8 areas have decreased since 2020 (changes range from -5 to -12 pp). The following three areas are well below the benchmark, as follows: You are aware of the support your institution provides for your career and professional development (45%, 13 pp below UK); You have discussed your career options with a careers specialist (2%, 12 pp below UK), and You have time to develop your research identity (33%, 10 pp below UK). New actions are identified to help improve the above in 3.3 PCDI4</p>
<p>PCDI 5</p>	<p>Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support</p>	<p>1. improve opportunities for ECRs to undertake supervisor workshops/Development opportunities and be part of supervisory teams.</p> <p>2. explore the possibility of tracking ECR engagement with supervisor workshop series at booking to measure success.</p> <p>3. improve opportunities for</p>	<p>1. % of ECRs undertaking supervisor workshops/development opportunities and becoming part of supervisory teams is benchmarked.</p> <p>2. % above is increased, if needed, with the interventions put in place.</p> <p>3. % of ECRs and PgRs</p>	<p>Sep-20</p>	<p>1.GS/ Schools & Yunus Centre</p> <p>Academic Development</p>	<p>1. Uptake of supervisor workshops has trebled since the workshop series has moved online. Schools have active policies to encourage inclusion of ECRs on supervisory teams.</p> <p>CEDARS q16.4 valuing contributions to supervising students 2021 58% (2020 29%, 2021 UK 45%) showed an increase of 29 pp over 2020 and 13 pp above the UK average. Action completed. Now embedded and ongoing.</p> <p>2.Due to the COVID pandemic, the GS has not had time to track ECR engagement with the supervisor workshop series. The GS has however, taken ownership of maintaining and</p>

	opportunities for researchers to experience this	<p>Staff researchers and PgRs to develop teaching skills and undertake the AHE teaching certificates offered by the Academic Development Dept.</p> <p>4. expand opportunities for Staff researchers and PgRs to develop social innovation skills, entrepreneurship and commercialisation of Research ideas.</p>	<p>undertaking the AHE teaching certificates is benchmarked. % is increased with the interventions put in place.</p> <p>4. % of ECRs and PgRs undertaking the UHATCH programme or participating in the masters workshops is benchmarked and increased.</p>		UHATCH/ RIO	<p>updating the University ECR list. Using the GCU definition of ECR, ECRs are identified by PS upon starting at GCU and names passed on to the GS. ECRs can be tracked by matching the ECR list against the supervisor workshop attendees list.</p> <p>Action of exploring the possibility of tracking ECR engagement completed.</p> <p>Action of benchmarking and monitoring % of ECRs undertaking supervisor workshops carried forward in 3.4 PCDI5.</p> <p>3. Schools and the Academic Development Dept have active policies to encourage inclusion of ECRs to develop teaching skills and undertake AHE teaching certificates. Due to the COVID pandemic, the Academic Development Dept has not had time to identify ECRs amongst their AHE teaching certificate awardees.</p> <p>Action of benchmarking and monitoring % of ECRs undertaking AHE teaching certificates carried forward in 3.4 PCDI5.</p> <p>4.UHatch: Due to the COVID pandemic, the operation of UHatch was limited over the last two years. Membership of UHatch has maintained with approx 4% ECRs and PgRs (out of 53 members). UHatch will be rebranded to align with the 2030 strategy.</p> <p>Action completed. Monitoring now embedded and ongoing.</p>
PCDI 6	Monitor, and report on, the engagement of researchers and their managers with professional	Design and implement an automated system for monitoring mandatory provision for experienced supervisors to attend at least 1 refresher supervision training session from the supervision provision (above) every 2 years.	<p>1. Annual review of supervisor uptake completed and considered by RDC and URC.</p> <p>2. Monitoring system automated within the new Research Student and Supervisor information management system (SIMS).</p>	01/10/2020 2021	<p>Graduate School, Registry</p> <p>Graduate School, RDC, URC</p> <p>SIMS team</p>	<p>1. Review of supervisor uptake is monitored by the School Research Progression and Awards boards (RPABs) when a supervisor submits with a student the student's Registration RDC1 and their Progression RDC2 at the end of year 1. Supervisors must complete their mandatory requirements of supervision training before they can be on supervisory teams. The GS keeps the supervisor record of training, which is now being passed to RPABs for confirmation of completion of the supervisory training. It is however, still a manual process.</p>

	development activities, and researcher career development reviews				<p>Annual review of supervisor uptake as a whole has not been undertaken. Action not completed, due to time needed for other priorities of Covid. No further action taken as Action 2 below is underway.</p> <p>2. Monitoring system will be automated within the new Research Student and Supervisor information management system (SIMS). Go live date 1 Aug 2022. Action will be completed by Oct 2022. Monitoring will thereafter be embedded and ongoing. No further action is needed to be carried forward.</p>
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* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

	Acronyms
ADR	School Associate Dean of Research
CEDARS	Culture, Employment & Development in Academic Research Survey
DARE	Developing Academic Researcher Excellence Steering Group
ECR	Early Career Researcher
E&D	The Equality and Diversity Forum
GCUL	GCU London Campus
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
RI	Research Integrity
RIC	Research Integrity Champion

RIO	Research Innovation Office
RPAB	Research Progression and Awards Boards
SCEBE	School of Computing, Engineering and Built Environment
Sig Res	Significant Research
SHLS	School of Health and Life Sciences
TLP	Transformational Leadership Programme
URC	University Research Committee
USRDTC	Universities Scotland Research Development and Training Committee