Glasgow Caledonian University
Action Plan for the implementation of the Principles of the Concordat and other researcher development activity
October   2013

The University

In the past 2 years the University has completed a radical academic unit and central function restructuring which resulted in the creation of 3 new Schools and an integrated central research and knowledge exchange University level support cluster. A key priority for the restructuring was to enhance research postgraduate provision in the University's main areas of strength. Three cross School Research Institutes are in place to provide critical mass for strategic development of key areas of research strength and to lead interdisciplinary initiatives and related staff development. The pan-University Graduate School has since its creation in 2006 provided development workshops for both staff and students to meet the needs of the Concordat and the UK Researcher Development agenda.

Type and Distribution of Research Staff at GCU

A major driver of University research strategy is to increase the number of staff that contribute to research carried out at the highest standards of excellence as this will improve research reputation. In practical terms, this means seeking to help staff that currently produce research that is primarily of national significance to improve the quality of their work in order to internationalise its impact. In the Research Assessment Exercise RAE2008, the proportion of GCU staff achieving the highest research ratings of 3* and 4* at GCU was 28 % of the total submission of 168 (headcount). Our strategic intent is to invest in our key areas of strength and to develop a research culture that will help staff to progress to higher rated levels of research achievement. An analysis has been carried out of the distribution of research staff at the University with a view to establishing the appropriate delivery of researcher development interventions.

The research staff can be classified into a number of distinct categories:

- Contract research staff (as provided for via the Concordat): 58
- Early career researcher (independent members of staff not supervised by another academic) 40
- Research Leaders and Principal Investigators: 187

- Other research active staff in permanent academic roles: 45
- Total PURE user researcher base (trained): 330 (ca 47% of the total academic staff complement).

The number of research groups in the university is:

- Institute/School research groups (25)
- University central research units (3)

Consequently researcher staff development at GCU is focused on helping established staff rather than just contract research staff as is typical in many other institutions. This wider staff development offering is therefore aligned with providing staff with awareness of the external research context, the development of a research culture that is perhaps taken for granted elsewhere, and in developing research leadership role models to demonstrate good practice and provide critical mass to support researchers in realising their objectives (e.g. peer review and mentoring).

Our plan for 2013-14 is therefore to launch a revised research strategy that in seeking to enhance research excellence will in its implementation embed staff development at its core. Previously we have chosen to run open workshops which anyone can attend. However by working with our academic units we have identified staff in the cohorts above for interventions relevant to their needs. The CREDO (Caledonian Research Excellence Development Opportunities) initiative has a steering group to provide strategic direction and an advisory board comprising staff from each of the target constituencies who will also contribute to the staff development process. This is a significant extension of our staff development provision, building on our longstanding work in support of the Concordat, which we consider is now well established.

Gap Analysis in relation to the Concordat

In November 2008, Glasgow Caledonian University was one of the first Scottish universities to invite Dr Ian Cameron, Head of the Research Councils UK Careers and Diversity Unit, to speak and help launch the 2008 UK Government Research Concordat: to Support the Career Development of Researchers at GCU. He gave the 3rd annual GCU Welcome Celebration research guest lecture to over 120 GCU researchers and staff who support researchers and copies of the Research Concordat were distributed to all academic and support staff related to researchers at the university. In the same month, the GCU Graduate School undertook a gap analysis of GCU provision against the concordat. The Graduate School is led by researchers working in close partnership with support staff related to researchers. The Graduate School Board, the steering and advisory board for the Graduate School, was at that time

 comprised of 15 academics who are experienced researchers and doctoral supervisors from the academic schools, 2 representatives who lead on researcher support from Careers and Library/Information Services and 3 doctoral student representatives.

The Graduate School Board members and staff from the Human Resource and Organisational Development Departments were consulted for the gap analysis, and it was found that the Concordat good practice systems were generally in place for the recruitment, selection, recognition and value of researchers. The gaps identified were largely in the provision of training and career development of researchers in their research careers. This led to the development of partnerships, facilitated by the Graduate School, between the Graduate School, Research Innovation Services, Organisational Development, research leaders and staff across the Schools and Support Departments, to provide support, comprehensive training and development for the whole continuum of researchers – from research students to research leader - in their research careers. The Graduate School annual plans for 2009 to present continued to review the gaps in the concordat provision and identify plans of action for each year to grow and develop the provision. The Graduate School plans are developed through the members on the Graduate School Board. These members incorporate in the development of the plans feedback from the researchers of their constituent academic schools. The Graduate School plans, along with those of all university departments and academic schools are scrutinised and approved by the university executive each year.

The Graduate School provision

From research student to research leader, the Graduate School is involved in enhancing and supporting all aspects of the researcher's career development. All our researchers (students, early career and staff) are given the opportunity to assess their research training needs with the use of a research skills self-evaluation tool. From this they can develop a skills training programme that will meet their needs over the span of their career at Glasgow Caledonian University. Specialised training programmes involve taking relevant workshops from the Graduate School's programme on How to be an effective Researcher for research students and new researchers, How to be an effective Research Leader and How to be an effective Supervisor.

Currently over 100 ½ day interactive, experiential workshops, 10 multi-day courses and a 3 day local Grad School are offered by over 150 staff from across the University's Academic Schools and Support Departments in a wide range of research, personal, professional and research leadership skills.

The Graduate School has the following impact highlights since the launch of the Research Concordat in 2008, related to the development of researchers:

- The Graduate School is rated by students as the 1st Graduate School in Scotland for 2009 and 2010 and is rated 2nd out of the 74 participating universities worldwide in 2010.*   *IBarometer student survey.
- The Graduate School is the winner of the Times Higher Education 2010 Award for *Outstanding Support for Early Career Researchers*, with Universities Scotland partners – for achievements in delivering to all HEIs in Scotland the KE Step Change Programme (SFC funded £100k). The Graduate School led one of three key strands: Innovation Leadership for Researchers.

- GCU is one of the original university partners, that worked with Vitae, to develop the new Researcher Development Statement RDS 2010 endorsed by all UK research councils and the new Researcher Development Framework 2010 to give guidance to researchers across the UK developing their research careers.
- The Director of the Graduate School leads and convenes the Scottish Researchers Career Coordination Forum (SRCCF) - a national collaboration of Scottish Universities, SFC, QAA, Universities Scotland and Scottish Government for the support and development of researchers in their research careers in Scotland in accordance with the UK Research Concordat. The Director was instrumental in the creation of the SRCCF in 2009 shortly after the launch of the concordat.   See the SFC website:

  http://www.sfc.ac.uk/research/researcher_career_development/researcher_career_development.aspx
- The Director of the Graduate School has recently been elected 2013 – 2016 as convenor of the Universities Scotland Research Training Sub-committee of the Universities Scotland Research and Knowledge Exchange Committee. The sub-committee has a focus on the development of strategy, policy and planning in the area of research development, providing advice to Universities Scotland and Scottish Funding Council.

Organisational Development Research and Provision

Since the Concordat, GCU researchers and staff developers from Organisational Development have worked closely together to carry out research that gives an evidence base for the development of researcher development frameworks and researcher development programmes.   In 2008, GCU staff produced research to build a comprehensive leadership framework – one that encompassed distributive leadership behaviours demonstrable by any member of staff plus more specific groups including academic leadership in learning and teaching and academic leadership for researchers.   Using a grounded theory approach and interviews with over 40 researchers at GCU, several generic categories were identified which included specific behaviours and actions.   This research was one of three original research projects from universities across the UK that influenced the development of the Vitae Researcher Development Framework. The Director of the Graduate School was on the development and advisory groups for the Vitae Researcher Development Framework. More specifically, many key research leadership behaviours identified by the GCU research were adopted by the RDF.

Current research involves constructing a research leadership questionnaire (short form) which mirrors the generic leadership model developed at GCU and complements the GCU academic leadership questionnaire version for Learning and Teaching.   The questionnaire is for GCU researchers interested in focusing their personal development in terms of research leadership.   In 2010 a needs analysis for experienced researchers was conducted through questionnaire and interviews with researchers at GCU to identify any generic themes or fundamental needs. Findings at that time indicated that different researchers had different development needs. The conclusion was that a more individual approach be taken, one that focuses on mentoring and research leaders leading the researcher development of staff, working in partnership with staff developers acting as facilitators of development programmes.

Caledonian Research Excellence Development Opportunities - CREDO

The University Research Committee of Senate oversees the development of all aspects of institutional research activity. The Committee is chaired by the Pro-vice Chancellor and Vice Principal (Research) and includes the Director, Academic Research Development (Vice Chair), the Directors of University Research Institutes, School Associate Deans of Research, the Director of the Graduate School and senior academic members as representatives of the wider research community. The University Research Committee has supported the need for researcher staff development and established the CREDO (Caledonian Research Excellence Development Opportunities) sub-committee in 2011 to address gaps in provision not addressed within the Graduate School remit. The activities of CREDO are overseen for strategic direction by the Committee. Membership of CREDO includes the Director Academic Research Development (chair), Director of the Graduate School, senior academic research leaders and representation from the University's Organisational Development function. CREDO also draws on the expertise of other academic staff to partner in the delivery of particular sessions and central professional support functions across the University as appropriate to research staff development needs. CREDO and the Graduate School l provide reports on the progress of the implementation of internal researcher development activity and participation in the Concordat and CROS, PILS and PRES surveys once a year to the University Research Committee.

THE CREDO initiative is focused specifically on helping Principal Investigators and emerging research leaders to develop research excellence, as a specific element of the University's research strategy and in support of preparations for the periodic Research Excellence Framework (REF). A specific reporting requirement of REF relates to early career researcher development within our submitted Units of Assessment. There is a strategic need to increase the numbers of research staff performing at the highest levels of research quality and our assessment in early 2013 of the preparation of our REF2014 submission highlighted this requirement, providing a quantitative baseline against which progress can now be measured at both the individual and cohort levels. During AY2012-13 ten researcher-led CREDO workshops were run for academic members of staff to begin this process. These interactive workshops were designed by senior researchers with the aim of enhancing the research contributions of staff and addressing core areas of academic development. The format of the sessions was such that staff were allowed to explore the subject areas under discussion, via presentations on topic areas, evaluating case studies, completing self assessment questionnaires, and research scenario role play. The University implemented an internal secure staff portal in 2013, allowing for the first time presentations, documents and other CREDO workshop materials to be made more widely available as a staff resource for use across the University. Feedback from delegates attending these workshops was uniformly rated "good" or very good". However, the sessions were also used to obtain research staff feedback about wider researcher development needs beyond the programme provided. This feedback has been taken into account in designing future staff development provision.

A particular outcome of these CREDO workshop discussions has led to the development of a Research leadership programme. This workshop series organised jointly by the Graduate School and Academic Research Development, uses an external facilitator with experience in researcher development and

utilising niche contributions from institutional research leaders. Nine sessions are scheduled for delivery between October and December 2013 on the following topics:

- Leadership in a Research Environment
- Bringing vision to your research and its leadership
- Leading the communication of your research and its ideas
- Leading through a changing research environment
- Being a decisive research leader
- Leading through conflicting research priorities
- Supporting and motivating your researchers
- Developing yourself as a research leader
- The impact of mentoring during your research career

Further information from CROS and PIRLS surveys has been assessed as part of a wider piece of work assessing research staff development needs. GCU elicited an impressive 79% response rate from research staff to the CROS Survey, with the national average being far below at 27%. GCU research staff are fairly atypical in terms of their employment status, with 61% on permanent contracts, compared to the national average of only 21% with similar permanent status. The GCU response rate of 40% for PIRLS in the recent exercise was a significant improvement on that of 17% in 2011 and provides a more representative basis for assessing staff views and needs going forward. The staff profile is perhaps atypical of the sector, with 44% of respondents having been a PI in the sector for more than 10 years and 25% having been a PI at GCU for more than ten years. The majority of PIs responding were not responsible for any other academic staff and some 70% having no support technical or administrative staff either. However, most staff have had responsibility for research staff and research students. This is in line with the CREDO approach to staff development, which seeks to recognise the need for a specific researcher-led approach to development of the wider research culture at the institution. This has informed the detail of the new delivery plan for 2013-14. Further Interactive staff workshops will be organised around the following prioritised areas:

- Managing research budgets and resources (including project management)
- Enhancing the quality of research publications (including use of bibliometrics approaches)
- Public engagement in research
- Research student supervision
- Supervising and managing research staff

- Embedding research impact with users and beneficiaries of research
- Pathways to research impact
- Open access to research policy
- Women in STEMM (Athena Swan)
- The Concordat
- Research staff web profile development
- Developing research collaborations and critical mass
- Interdisciplinary research innovation

University forums and systems relevant to taking forward researcher development at GCU

The University has also set up a Peer Review College as a mentoring and advice resource for researchers, and has also established a Professoriate forum, and these currently provide expertise to the Graduate school programme and will also contribute to CREDO in the future. The strategic intention behind these developments has been to create researcher-led staff development. The Director of the Graduate School and the Director of Academic Research Development made a presentation at the Vitae International conference on this joint initiative in September 2011 http://www.vitae.ac.uk/358011/Workshops/429891/Vitae-researcher-development-international-conference-2011-realising-the-potential-of-researchers.html#pageInfo.

The University functions are now working closely together on staff development within the new Research and Knowledge Exchange support cluster created following restructuring. The University Research Committee at its meeting in September 2013 approved the preparation of this submission based on these activities in the current application round. The current document summarises these developments in relation to existing provision for researcher development and areas where new initiatives are planned arising from an assessment of the gaps in existing provision. External engagement with the ARMA staff development framework will be incorporated into the CREDO plan going forward and will include staff development for research administrators and managers

The University has over the past two years implemented the PURE research system to provide for the first time a comprehensive means of combining all relevant research achievement s of staff (publications, esteem, applications for funding, projects, research student supervision, press clippings and research impact on a University wide basis. The PURE system has been rolled out to staff in 50 training sessions and has an installed user base of 330 people (both permanent academic and contract staff). The system also provides a web portal to profile individual staff activity. By making this material public, staff will be better informed about the activities of their colleagues and be more easily able to identify thought leaders and potential mentors within the institution.

PURE also provides the basis of an assessment of progress in the development of research activity and a means of quantifying the benefit of staff development interventions.

The development of the University's REF submission and the need to develop the talent of staff towards a greater volume and higher quality submission in REF2020 has identified members of staff in a number of cohort categories with specific development needs, including early career researchers, part time staff, staff with other external appointments /secondments, staff at international campuses (GCU London and GCU New York) and emerging research leaders. This has helped to establish an agenda for staff development for all staff developing their research careers in the lead up to REF2020 and this will be embedded via the CREDO mechanism and the use of PURE to monitor progress from the start of the next assessment period in January 2014. A specific action that has been identified for the coming year is to ensure that appraisal of research performance and development needs is carried out at an individual level by managers with responsibility for research and that this should be dovetailed with the more general University annual staff appraisal which is normally carried out by the academic line manager (who may not themselves be research active or have an appropriate level of research expertise). The inclusion of a member of staff from Organisational development within the CREDO steering group will help facilitate this process.

Engagement with researchers in the development, implementation, review and evaluation of the ongoing Action Plan and actions.

At GCU, plans for the implementation of the Concordat Principles and other researcher development activity are developed by researchers for researchers. The researcher is at the centre of all discussions and consultation.   CREDO's steering group and advisory board which steer the development of the action plan and the delivery of the actions are comprised of researchers from each of the identified research constituents: research contract staff, early career researchers, research leaders, principal investigators, and research active staff in permanent academic roles, with one representative from HR Organisational Development with specialist expertise and experience in staff development for academic leadership and researchers .

The Departments of Academic Research Development and the Graduate School which are responsible for developing and implementing the actions with regards to researcher development and the development of the research environment and infrastructure have strategic leads who are researchers.   The workshops are primarily developed and delivered by researchers at GCU for the development of research students, research supervisors and research leaders.   Where we have external facilitators, they work closely in partnership with our researchers in the design and every workshop has guest researchers embedded in its delivery. Researchers from the whole continuum of researchers are invited to contribute their views and ideas for enhancement on an ongoing basis via the workshops for staff pursuing a research career, membership on the advisory board of CREDO and through the PRES, CROS, and PIRLS surveys. Their ideas and views are communicated to the appropriate department and CREDO for action. Feedback updates on progress and the results of the actions are communicated regularly to researchers by CREDO, ARD and the Graduate School via their committees, website, Staff portal and workshops.

Evidence of Current Provision and Compliance	Action plan	Responsibility	Timescale	Progress
Principle 1: Recruitment, Selection and Retention				
Glasgow Caledonian University Strategy 2015 The university strategy 2015 sets research as a key strategic goal: **Excellence in research** - we will develop our key strengths, applying our research and transferring our knowledge and expertise through partnerships to provide solutions for business and society. We will strategically invest in world class applied research to meet the requirements of national and international benchmarks that will confirm the standing and quality of our research output.	1.1 To identify relevant policies, assess compliance with Concordat principles and make any required amendments. To ensure policies continue to adhere to Concordat principles and best practice when they are reviewed as part of the normal HR review cycle of policies.	CREDO HR with consultation to CREDO and staff	Action completed 2011 ongoing review cycle	Policies in place
A second key strategic goal links the above to **Valuing our people:** we will leverage the talent and commitment of our University community to enable our students, staff and alumni to fulfil their potential and contribute to our vision. **University Research Strategy** The University Research Committee has published a research strategy that specifically highlights the importance placed by the institution on recruiting and retaining research staff: • to increase the number and quality of staff engaged in research and knowledge transfer; • to retain and reward high quality researchers and attract internationally respected research leaders; http://www.gcu.ac.uk/research/researchatglasgowcaledonianuniversity/researchstrategy/	1.2 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. Benchmark against previous years, UK figures from HESA and relevant CROS & PIRLS UK survey question indicators. Particular measures of interest to the Research Concordat are not an issue for GCU: eg From responders to the CROS2013 survey (with a GCU 79% response rate), the proportion of GCU research contract staff on fixed- term contracts was 39%, much lower than the UK national average of 79%. Thus, 61% of the contract staff responding to the CROS2013 survey are on permanent contracts at GCU. Exact HR figures will be obtained from PURE, but the figure will be unlikely to change dramatically.	CREDO, URC	review annually in Oct/Nov	Assessment currently ongoing
The policy of Glasgow Caledonian University in relation to research staff	1.3 To develop and deliver an integrated researcher induction with input from the Graduate School,	GS, ARD	Sept 2014	

is to assist them in their career development within the University and the higher education sector and beyond. As part of this policy, the University aims to follow the Concordat on Contract Research Staff Career Management and the CVCP Research Careers Initiative (RCI) Career Management and Career Structure of Contract Research Staff: A Guide to Best Practice. Research staff within the University are regarded as fully part of GCU's professional academic staff.	Academic Research Development, Research Institutes and Schools which includes introduction to GCU's research strategy, code of practice, research governance, research community and research career development opportunities.			
The University is committed to providing equal opportunities in all aspects of employment practice. The University confirms that through its commitment to the Concordat and the RCI and in setting out the principles of this policy statement, it will observe best equal opportunity practice in relation to the employment of professional academics (research). For all Research appointments, the normal University Recruitment and Selection procedure is followed. Policies relevant to this objective can be accessed below: **Recruitment Selection Procedure** http://www.gcu.ac.uk/hr/policies/general.html **Research Staff employment policy** http://www.gcu.ac.uk/hr/policies/general.html **Equality and Diversity Policy** http://www.gcu.ac.uk/hr/policies/general.html The above policies comply with the recommendations of Vitae's review of CROS 2011 UK results: 1. All recruitment policies are open and transparent. 2. All staff must follow the institutional recruitment policies and procedures. Job descriptions are provided to all post-holders. 3. All short-listed applicants are interviewed by their prospective	1.4 To develop and deliver training and exchange of good practice for PIs and research leaders on recruitment and selection of staff, including awareness of equality and diversity issues.	GS, HR	Sept 2014	

principal investigator/line manager. People from outside the immediate department sit upon interview panels. Opportunities for informal discussion with other researchers is made available. 4. New appointees are offered induction to their role and dept/institution.				
Principle 2: Researcher Recognition and Value				
All the University's employment policies and procedures related to researcher recognition and value (relating to fixed term appointments and contracts, pay and grading issues, performance development and review, and research staff employment) in the Concordat are set out below: **Fixed term Employment Policy** http://www.gcu.ac.uk/hr/policies/general.html	2.1 To identify relevant policies, assess compliance with Concordat principles and make any required amendments. To ensure policies continue to adhere to Concordat principles and best practice when they are reviewed as part of the normal HR review cycle of policies.	CREDO HR with consultation to CREDO and staff	Action completed 2011 ongoing review cycle	Policies in place
Grading review policy http://www.gcu.ac.uk/hr/policies/general.html **Performance Development Scheme** http://www.gcu.ac.uk/hr/pds/index.html **Research Staff Employment Policy** http://www.gcu.ac.uk/hr/policies/general.html This policy sets out the University arrangements for appointment of researchers to nationally negotiated salary scales and other employment benefits and equality of treatment with other established academic staff. The policy also outlines University provision for career management, learning and training and career guidance. The above policies comply with the recommendations of Vitae's review	2.2 To utilise feedback from the University employee survey, CROS and PIRLS surveys to inform policy development on recognition and value of staff.	CREDO/URC,	University employee survey 2014; CROS and PIRLS surveys 2013	Have completed high level analysis of CROS and PIRLS 2013 survey results. Currently, completing full analysis and recommended actions.

of CROS 2011 UK results: 1. All staff (including all researchers) are expected to undertake regular reviews and appraisal. The university has an objective to raise the percentage returns to 100%. 2. Appraisal processes address work practices and problem-solving.	2.3 To increase the percentage of research contract staff participating in staff appraisal in GCU's PDAR Performance Development Annual Review. CROS 2013 results (with 79% response rate) : 64% of the respondents stated that they had participated in staff appraisal compared to UK average of 60%. To increase the percentage of all staff undertaking appraisal in the PDAR to 100%.	HR	Uptake monitored annually Nov 2013	
	2.4 To explore ways to encourage PDAR reviewers to recognise more fully the contribution of staff towards the university's research activities and the career development needs of staff pursuing their research career.	CREDO/URC, Senior Managers of Schools and Research Institutes, HR	Sept 2014	
	2.5 To develop a university wide workload allocation model for academic staff that includes recognition of and values the research activities of staff.	Schools, University Executive	Sept 2014	Workload model is currently under discussion
Principle 3: Researcher Support				
University Research Committee The University research strategy sets out the following objectives in relation to staff development and support: • to promote a confident research culture which stimulates collaboration within the University and partnerships externally; • to provide mechanisms of support for individuals and research groups that will facilitate a productive, creative and innovative research environment. The encouragement of all academic staff	3.1 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. 1) Plan agreed annually as part of the university planning round 2) Previous Plan implemented	CREDO, GS, ARD	2013-14 Plan -June 2013 2014-15 Plan due Feb 2014	Strategy and policies in place for AY2013-14.
	3.2 To address the requirements of specific Researcher	CREDO, GS	Sept 2014	Assessment

(where appropriate) to develop their research potential through an agreed annual research activity plan and review;
• the development of clear research groups both within and out-with the School bringing together experienced and new staff, postdoctoral researchers and doctoral students;
• mentoring, especially for newly appointed and inexperienced academic staff, by experienced colleagues within the School and more widely in the University in areas such as research planning, grant applications, project management and dissemination of outputs;
	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 October 2013.
				and delivery of staff developme nt activities via CREDO and GS mechanism s ongoing;

• a practice of double peer-review of all applications for external research funding before their submission for formal University approval; • regular research seminars and inaugural and professorial lectures that will provide staff with the opportunity to share research knowledge and to expand their own research horizons. http://www.gcu.ac.uk/research/researchatglasgowcaledonianuniversity/researchstrategy/	3.3 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.	CREDO, GS	June 2014	
University Research Institutes Seminar series The Research Institutes organise research staff development events related interdisciplinary themes and methodologies. This programme can be accessed at the link below: http://www.gcu.ac.uk/iahr/	3.4 To reorganise the Graduate School Board and CREDO to reflect the new restructuring and to include research staff representation.	CREDO, GS	Nov 2013 New CREDO members approved by URC Sept 2013.	Proposals for GS Board under review by URC
Graduate School http://www.gcu.ac.uk/research/graduateschool/ The Graduate School has been responsible for leading and co-ordinating researcher development not only at GCU but in collaboration with other institutions in Scotland and has played an active role in Vitae at the UK level and locally via the Scotland and Northern Ireland hub,	3.5 To fully embed the Researcher Development Statement, RDF and Vitae research leadership and entrepreneurship lenses in the training needs analysis tools and researcher development workshops for research students and staff.	GS	June 2014	RDF referenced in new HR Career Developme nt Plan and GS workshops.
such as :	3.6 To develop and deliver the new Research	GS, ARD	June 2014	First 3

Universities Scotland Research training Sub-Committee The university is playing a leading role in the development of researcher development across Scotland . The Director of the Graduate School has been newly elected Aug 2013 to 2016 as convenor of the Universities Scotland, Research Training sub-committee of the Universities Scotland Research and Knowledge Exchange Committee. This committee focuses on advising on the development of strategy and policy for researcher development at the national and institutional level.	Leadership series for staff pursuing a research career: 9 x 90 minute sessions, run 3 times in the year. The series is led by researchers for researchers. Session 8: Developing yourself as a research leader, includes use of the RDF leadership lens.			sessions piloted. Sessions 4-9 pilots on 7 Nov and 10 Dec 2013.
Scottish Researcher Career Coordination Forum SRCCF http://www.enhancementthemes.ac.uk/development-pages/21st-century-doctorate/supporting-the-development-of-doctoral-skills-and-attributes/the-development-of-doctoral-skills-and-attributes---a-scottish-and-uk-perspective Vitae working groups for the development of the Researcher Development Framework 2010 http://www.vitae.ac.uk/policy-practice/204241-126801/Workshops/190901/Vitae-policy-forum-2010.html#pageInfo;	3.7 To develop the GCUYou staff portal sites and the external website for the research hub, CREDO and the Graduate School to improve communication of the researcher support available to researchers.	GS, ARD	June 2014	Staff portal for GS and ARD set up, currently populating and engaging use by researchers
Organising with SRCCF and QAA Scotland the 2011 conference on Researcher Development: the Scottish experience http://www.strath.ac.uk/hr/learninganddevelopment/researcherdevelopment/srccfqaajointconferencejune2011/; Hosting and organising in partnership with SRCCF and Vitae SNI hub the workshop for Scottish universities on Achieving and Retaining the HR Badge of Research Excellence 2011; Organising in collaboration with the Universities of Strathclyde and Glasgow, the annual Glasgow local Grad School 2008-2013; Leading collaborations with Universities of Edinburgh and Glasgow in	3.8 To continue to collaborate, develop and deliver researcher development opportunities for staff in partnership with universities across Scotland, broadening and sharing the experiences and good practices of researchers cross institutions. New for AY2013-14, the Graduate School has developed and will deliver a six part series entitled **'Developments in Doctoral Supervision'** in partnership with The University of Strathclyde and Edinburgh Napier University. The series is designed for experienced supervisors. Topics are: 1.Supervising a non-traditional PhD; 2.Supervising in an industrial setting; 3.The challenge of supervising the expert/novice professional doctorate student;	GS, ARD GS	June 2014 April 2014	First session delivered 24 Oct 2013.

the design and delivery in 2011 of eWriting: writing skills for graduate students www.ewriting.org.uk ; Hosting and organising in partnership with Vitae SNI hub the Part-time Researchers Conference 2011 for PT research students and research staff http://www.vitae.ac.uk/policy-practice/1750-336451/Part-Time-Researcher-Conference-2011.html	4.Staff as students: What are the issues; 5.The tyranny of distance: The international dimension of supervisory relationships; 6.Supervising students whose first language is not English: problem solving strategies.			
and Broadening Horizons: Career management for research staff 2011 http://www.vitae.ac.uk/policy-practice/1750-160091/Broadening-Horizons-career-management-for-research-staff.html; Invited workshop speaker at the Vitae SNI hub, QAA Scotland, SFC and HEA joint conference "Graduate Schools and Researcher Experience" 2010. http://www.vitae.ac.uk/policy-practice/13945-234231/Workshops/Graduate-Schools-and-Researcher-Experience.html#pageInfo; Hosting the Scottish CRUCIBLE 2012 in partnership with Universities Heriot Watt, Dundee and Queen Margaret for the research leaders of the future; and organising a joint conference with UKCGE, SRCCF and University of Strathclyde 2011 for staff on PGR International Collaborations: Opportunities and Challenges http://www.ukcge.ac.uk/events/eventsarea/IntCollab11. GCU and the Universities Scotland's Research Training Sub-Committee won the 2010 UK Times Higher Education Award in the Outstanding Support for Early Career Researchers Category. Along with the University of St Andrews, Heriot-Watt University and Edinburgh Napier University, GCU was a lead partner to develop and deliver the award-winning KE Step Change programme, a collaborative, cross-sector,	3.9 To continue with the CREDO lunchtime series of interactive workshops for staff pursuing a career in research and for AY2013-2014 add the following topics in response to PIRLS 2013 and CROS 2013 survey results: 1. Managing research budgets and resources (including project management) 2. Enhancing the quality of research publications (including use of bibliometrics approaches) 3. Public engagement in research 4. Research student supervision 5. Supervising and managing research staff 6. Embedding research impact with users and beneficiaries of research 7. Pathways to research impact 8. Open access to research policy 9. Women in STEMM (Athena Swan) 10. The Concordat 11. Research staff web profile development 12. Developing research collaborations and critical mass 13. Interdisciplinary research innovation	CREDO, ARD, GS	June 2014	

capacity-building programme primarily funded by SFC (£150k).

Following the recent restructuring in 2011, the University has significantly strengthened the Graduate School to undertake its core remit of the development and support of researchers (students and staff) at GCU. The university has recruited 3 new strategic leaders to add to the Director of the Graduate School: Deputy Director of the Graduate School and Director for Researcher Development; Director for the Professional Doctorate framework and Director of the Master of Research framework.   The three key strategic areas of the Graduate School 1) Researcher Development 2) Graduate School taught research programmes ProfD and MRes frameworks and 3) PhD Programmes Development and Progression are supported by additions to the Graduate School team of 4 new research administrators to give a total of 12 fte staff in the Graduate School.

Researcher Development includes development for the whole continuum of researchers from research students to Professors.   The Graduate School works in partnership with Academic Research Development Dept to deliver researcher development for staff. This is steered by the University Research Committee and the pan university CREDO researcher- led staff development group.

Academic Research Development
The University has created an Academic Research Development University central function to support strategic developments in research, including a new focus on staff development for early career researchers, as defined in REF and principal investigators. This is steered by the University Research Committee and delivered primarily via the pan-University CREDO researcher led staff development group.

CREDO
http://www.gcu.ac.uk/research/researchatglasgowcaledonianuniversity

/credo/ The CREDO activity was established in 2011 and 15 new interactive workshops have been delivered in 2011-12 and 2012-13 to research staff including: UK Research Councils Pathways to Impact; Research Impact Assessment in the Research Excellence Framework; Improving research grant and publication quality; Tools for finding research funding opportunities; A current research information system for managing research activity; Capturing research impact; Developing a personal research strategy; Open access to research; Use of social media in research; Fostering research collaboration; How good is your research?; Improving research quality; Research leadership and mentoring; Preparing for REF2014; Writing research impact case studies; the new University research portal; and PURE user workshop training. These will be updated and run again together with new provision in 2013-14. **Peer review processes** Senior research active academics in Schools, members of the University Research Committee, Directors of the Research Institutes Academic Research Development and the Graduate School contribute to the peer review and mentoring process established by the University Research Committee. The University also has a Professoriate group which provides research leadership and mentoring skills to support staff development.				
Principle 4: Personal and Career Development				
Mentoring scheme The University research strategy sets out the following objectives in relation to staff development: • mentoring, especially for newly appointed and inexperienced academic staff, by experienced colleagues	4.1 To fully embed peer review and mentoring processes by implementing an updated revised University research strategy relevant to these areas during AY2013-14	CREDO, GS, ARD, URC	June 2014	Strategy and policies in place. An updated research Strategy was

within the School and more widely in the University in areas such as research planning, grant applications, project management and dissemination of outputs; • a practice of double peer-review of all applications for external research funding before their submission for formal University approval; • regular research seminars and inaugural and professorial lectures that will provide staff with the opportunity to share research knowledge and to expand their own research horizons http://www.gcu.ac.uk/research/researchatglasgowcaledonianuniversity/researchstrategy/				approved by URC in June 2013; awaiting formal approval by University Executive and Senate for implementation in 2013-14
The above objectives are now being delivered via our CREDO initiative, the new peer review college established in August 2011, and our research institute research seminar programmes. http://www.gcu.ac.uk/research/researchatglasgowcaledonianuniversity/credo/ The University has made a significant input to the leadership and development of the Scottish Researcher Career Co-ordination Forum which included planning for creating cross-institutional plans for Principal Investigator staff development and development for experienced supervisors. http://www.strath.ac.uk/hr/learninganddevelopment/researcherdevelopment/srccfgaajointconferencejune2011/ **Promotion** The HR department provides advice and support to staff in relation to job opportunities and recruitment in the University and equality of opportunity. http://www.gcu.ac.uk/hr/index.html	4.2 To develop and implement a formal mentoring scheme for Early Career Researchers utilising a Mentoring Scheme system developed in partnership with University of St Andrews. GCU was one of the test pilot universities.	GS	June 2014	Mentoring Scheme system beta-tested June 2013.

Lifelong learning

The University is committed to lifelong learning and is committed to supporting staff financially in developing appropriate and additional formal qualifications while at work and by allowing time off duties to attend such courses. The University support staff with specific additional training in respect of their work- related performance in certain circumstances as outlined in the conduct and capability policy at the link below.

http://www.gcu.ac.uk/hr/policies/general.html

Career guidance service

http://www.gcu.ac.uk/student/careers/employers/

The University has a Career Guidance Service that has links with employers and provides information on job vacancies. The Graduate School works with the Careers Service to support research staff seeking career development advice. Employability resources are also freely available at the link below:

http://www.gcu.ac.uk/student/careers/resources/

Performance development scheme

http://www.gcu.ac.uk/hr/pds/index.html

Researcher Induction (Graduate School)

The Graduate School currently hosts specific research focused induction events for staff new to the University and provides information in relation to institutional processes including supervision requirements and reporting. Further developments are planned for 2013-2014 to provide an integrated researcher induction with additional input from Academic Research Development, Research Institutes and Schools

Transferable and generic skills development

The University provides induction events for all staff new to the institution, hosted by HR and the Organisational Development function. These events are now publicised within the GCU staff portal which is accessible only to employees : http://www.gcu.ac.uk/hr/index.html Staff are introduced to University policies and procedures and organisation, and are informed about generic staff development opportunities accessible from the web link below. http://www.gcu.ac.uk/odonline/Coursesandworkshops.html **Vitae and SRCCF staff development opportunities** The University is an active member and contributor to the work of Vitae UK, SRCCF and UKCGE and research staff have the opportunity to engage in externally hosted events and to participate in workshops in researcher development with staff from other institutions. **High profile Speaker Events** The University also brings high profile external international speakers (both academic and professional) to the institution as part of its researcher development programme. E.g. Internationally recognised and inspiring figures such as Professor Sir Andrew Huxley (Nobel Prize Winner in Physiology1963) and Professor John Brown (Astronomer Royal for Scotland) have joined us at the annual May "Celebration of Research" Lecture and Poster Colloquium. The "Welcome Celebration" in October regularly attracts over 200 new and continuing research students and staff.				
Principle 5: Researcher's Responsibilities				
The University considers it essential for its staff and students to have an understanding and appreciation of good research practice. The code of good practice in research sets out to: • Establish and promote good practice in the conduct of all aspects of research within the University whether this be	5.1 To ensure that all researchers agree personal development plans as part of their training and annual review process as appropriate for their research careers. To review that this is happening.	URC	Action completed June 2013 Annual reviews in	Policies in place; Key staff cohorts identified as part of

				Sept. – next Sept 2014	REF submission preparations

project based or individually led, • Encourage individuals to maintain the highest achievable standards in their research conduct, • Ensure individuals act upon allegations of research misconduct in accordance with the University's Policies and Procedures. The document below applies to all those who are engaged in research and its management. **Code of Good practice in Research** http://www.gcu.ac.uk/hr/policies/general.html **Performance Development Scheme** The University has established a performance review scheme to assist staff in assessing their performance and identifying staff development needs. Details of the scheme are available from this link: http://www.gcu.ac.uk/hr/pds/index.html	5.2 To develop and implement a Career Development Plan template/tool which enables all staff (including researchers) to refer to relevant professional frameworks (including the Researcher Development Framework), identify strengths and areas of development and SMART goals to achieve the development.	HR with consultation from Graduate School, CREDO	Nov 2013	Piloted Oct 2013.
	5.3 To encourage and support the development of a University Research Staff Association and links with National Research Staff Associations.	CREDO, GS	June 2014	
Researcher Development Framework The university was one of three original contributors to the research underpinning and to the development of the Vitae researcher development framework. http://www.vitae.ac.uk/researchers/430901-167261/Glasgow-Caledonian-Researcher-Skills-Map-Project-Oct2008.html The GCU research into the attitudes, behaviours and actions of excellent researchers and research leaders has been utilised by OD to form an individual training needs analysis tool delivered to staff through the Glasgow Caledonian Career Development Centre for Academic Leadership http://www.vitae.ac.uk/researchers/430901-167251/Glasgow-Caledonian-University-Leadership-Development-Centre-Workbook.html.	5.4 To continue to raise awareness of the Principles of the Research Concordat and other researcher development related policies. In AY2013-2014, the Graduate School will be running a GS Showcase event for staff, showcasing the activities and raising awareness of the related strategies/policies of the three key functions of the Graduate School, which includes Researcher Development as one of the key functions.	GS, CREDO GS	June 2014 19 Feb 2014	.

Principle 6: Diversity and Equality

The University has an Equality and Diversity Committee chaired by a Pro-vice Chancellor to ensure that equality and diversity principles are proactively mainstreamed though all institutional activities and processes. The University also has a full time Equality and Diversity advisor on policy and practice in relation to such issues.	6.1 To identify relevant policies, assess compliance with Concordat principles and make any required ammendments. To ensure policies continue to adhere to Concordat principles and best practice when they are reviewed as part of the normal HR review cycle of policies.	CREDO, HR with consultation to CREDO and staff	Action completed 2011 ongoing review cycle	Policies in place
The Graduate School has a close working relationship with the Scottish Resource Centre (SRC) for women in SET (Science, Engineering and Technology) which aims to create sustainable change for the participation of women in SET sectors throughout Scotland. The Graduate School regularly participates and hosts their training and support programmes for women in SET. E.g. August 26, 2011 Women and Leadership -1 day programme.	6.2 To develop a code of practice to meet the requirements of REF2014 and to communicate this effectively to staff. Equality impact assessment of REF staff selection process to be complete by November 2013 and published with URC recommended actions	ARD, URC	Nov 2013	Code of Practice implemented for REF2014 selection Oct 2013.
The University has established a number of HR policies relating to the equality and diversity matters: **Equality and diversity policy** http://www.gcu.ac.uk/hr/policies/general.html	6.3 To utilise feedback from the University employee survey, CROS and PIRLS surveys to inform policy development and engagement with policies on equality and diversity for researchers.	CREDO	June 2014	
Recruitment Selection Policy http://www.gcu.ac.uk/hr/policies/general.html **Supporting Families Policy** The rights of parents to request flexible working and arrangements for maternity and paternity leave and time off to care for dependents policies are set out at:	6.4 Athena Swan Charter To form a Women in STEMM subjects steering group to develop strategy, policy and support for women pursuing research careers in STEMM subjects at GCU. To submit an application to be a member of the Athena Swan Charter of accreditation at Bronze level.	Women in STEMM University steering group	Apr 2014	Steering group formed – Aug 2013. Analysing HR data for recommended actions.
http://www.gcu.ac.uk/hr/pds/index.html **REF Equality and Diversity Code of Practice** The University has developed and implemented a code of practice to	6.5 To develop and deliver a programme of workshops and activities that raise awareness and help build solutions to the challenges for women pursuing a research career in the STEMM subjects. Particularly in	GS	June 2014	

satisfy REF2014 requirements for equality and diversity in the assessment and selection of staff in 2012. The code of practice includes a plan for communication of these requirements to all staff. The Equality and Diversity advisor is closely involved in this process.	AY2013-14, the Graduate School is planning a series of ½ day workshops facilitated by Janet Wilkinson, lead developer of the Vitae Every Researcher Counts project. The topics are: 1.Being resilient in academia 2.Being resilient and preparing for promotion 3.Understanding the leadership ladder 4. Career planning for post docs 5.Managing flexible work		
	6.6 To host a train the trainers event for research leaders, staff developers and equality/diversity advisors across Scotland run by Vitae, showcasing and brainstorming how to embed the resources and learning of Vitae's Every Researcher Counts into university culture.	GS, Vitae SNI hub	16 Dec 2013

Principle 7: Implementation and Review

The University Research Committee, chaired by the Vice Principal and Pro-Vice Chancellor Research, has responsibility for the oversight of implementation, enhancement and review of researcher staff development. The committee will be updated on implementation via the CREDO group (with representatives from Academic Research Development, the Graduate School, Organisational Development, and University Research Institutes & Schools). The University will continue to participate in CROS, PRES and PIRLS. The results from these surveys will be taken into account in the future development of researcher support at the University. The Director of the Graduate School is a member of the Vitae CROS/PIRLS Steering group since 2012 and will continue to help and advise on the development of the CROS and PIRLS survey tools, analysis, results and communication of results and recommendations to	7.1 To continue to participate in CROS, PRES and PIRLS surveys and their benchmarking groups; to continue to analyse the responses, develop action plans and feedback the results and progress to researchers.	GS, ARD, CREDO	Ongoing, Next CROS/PIRLS/ PRES surveys in 2015
	7.2 To continue to participate as a member of the Vitae CROS/PIRLS Steering Group	GS	Meets 3 x a year; next meeting 6 Nov 2013.
	7.3 To continue to collaborate with Vitae, SRCCF, ARMA and other HEIs via Universities Scotland, in researcher staff development	GS, ARD	Ongoing

| policy-makers.

The University will continue to support and contribute to Vitae, ARMA, Universities Scotland Research and Knowledge Exchange Research Training sub Committee and the Scottish Researcher Career Coordination forum			

Key:

ARD	**Academic Research Development**
CREDO	**Caledonian Research Excellence Development Opportunities Group**
CROS	**Careers in Research Online Survey**
GS	**The Graduate School**
HR	**Human Resources**
OD	**Organisational Development**
PIRLS	**Principal Investigators and Research Leaders Survey**
PRES	**Postgraduate Research Experience Survey**
SRCCF	**Scottish Researcher Career Coordination Forum**
URC	**University Research Committee**
Vitae SNI hub	**Vitae Scottish and Northern Ireland Hub**