GCU Research Strategy (2017 Refresh)

Prepared by	Pro Vice Chancellor and Vice Principal (Research)
Approved by	Senate: 1st version approved 10 June 2014 Update approved 13 October 2014 Refresh approved 25 January 2017 Court: (Version 1) 25 September 2014 (Version 2) approved 23 February 2017
Published Location	http://www.gcu.ac.uk/gaq/regulationsandpolicies/
Related Documents	
Version 1	10 June 2014
Version 1.1	13 October 2014
Version 2	25 January 2017

Executive Summary

This document presents a refresh of Glasgow Caledonian University's strategy for research for 2020, the original Strategy having been signed off by University Court in September 2014. This refresh is taking place due to developing internal and external environments and the need to begin to look beyond 2020; no less because the next Research Excellence Framework will now take place in 2021.

As top Modern University for research power in Scotland, it will be seen that this strategy refresh is built on a strong trajectory. Our strengths, both within and across GCU's three Schools and existing research centres, allow us to be global in our ambitions; hence our focus on the potential of our research to address several of the United Nations' 2015 Sustainable Development Goals. Simultaneously, this will also ensure that we are addressing the needs and goals of other international organisations, international and national competitive grant funders, governments and industry, all of which require the multi-disciplinary and multi-sectoral approaches to inclusive growth and enhancement of health, well-being and sustainability that we possess at GCU.

The framework through which we intend to meet such needs and goals has several features:

- three societal challenges of *Inclusive Societies*, *Healthy Lives* and *Sustainable Environments*.
- six associated themes – social innovation and public policy; social justice, equalities and communities; public health; long-term conditions; built environments; and efficient systems – intended not only to reflect strengths within our Schools and societal challenges, but also to encourage more research across the challenges and the University.
- cross-cutting research to be further facilitated by a new University research centre approval and renewal process to endorse four new (or existing) research centres.

University resources will be targeted at promoting the highest quality research within and across the above themes and centres to grow research income for large research projects and also via Knowledge Transfer Partnerships, and related sources of government support for innovation, as well as industry funding.

Correspondingly, and in line with GCU 2020 Strategic Indicators and expected measures of research excellence, we have created the following set of key performance indicators (KPIs):

KPI1: 50% increase in annual research income (from £4.7m to £7m per annum).
KPI2: 25% of academics presenting a portfolio of work judged internally-excellent or world-leading.
KPI3: Build portfolios of impact to maintain REF positions for Social Work and Social Policy (top 10 in REF2014) and Allied Health Professions, Dentistry, Nursing and Pharmacy (top third) and move rankings of all other GCU entries into the top half of their respective Unit of Assessment.
KPI4: Create a minimum of four University Research Centres.
KPI5: 40% increase in postgraduate research students (from 500 to 700) whilst sustaining sector benchmark completion rates.
KPI6: Increase overall satisfaction with postgraduate research student experience to 85%.
KPI7: Increase the proportion of academic staff with a doctoral-level qualification to 55%.

The pursuit of cutting-edge research will also be driven via coordination with the goals of other University strategies: enacting the principles of research-led teaching articulated in the GCU Strategy for Learning 2015-2020; enhancing research partnerships by building on those already established by our research community, working through global engagement initiatives as outlined in our Internationalisation Strategy, and integrating public engagement for research with our Public Engagement Strategy. Our evolving Digital Strategy supports crucial aspects of research infrastructure, such as open access publication, communication and collaboration and improved research management systems. Finally, and in line with GCU's People Strategy, we seek to place research excellence at the heart of recruitment and create a stronger researcher development environment in line with University values of integrity, creativity, confidence and responsibility.

1.   Introduction

1.1   This document presents a refresh of Glasgow Caledonian University's Research Strategy; a supporting strategy for the University's Strategy 2020. The Research Strategy provides a framework for both discipline-led and inter-disciplinary research within and across all academic units. Supporting material, some of which will form the basis for a subsequent Operational Plan, is contained in a set of appendices. For example, in Appendix 1, the strategic context that has led the University to its position as top Modern University for research power in Scotland, and in which future academic research will operate, is outlined.

1.2   As a University for the Common Good, the focus of Strategy 2020 is upon transforming lives, enriching cities and communities, creating societal benefit through social innovation and engaging globally. This provides the platform for research at GCU to achieve global impact by addressing multiple Sustainable Development Goals – see Appendix 2. In September 2015, the United Nations adopted these goals in order to "end poverty, ensure prosperity for all and protect the planet". Thus, through our research, GCU will address the Sustainable Development Goals via three societal challenges of *Inclusive Societies*, *Healthy Lives* and *Sustainable Environments*. These challenges also reflect the strategies of other international organisations, international and national competitive grant funders, governments and industry, which call for multi-disciplinary and multi-sectoral approaches to inclusive growth and enhancement of health, well-being and sustainability reflected in the academic strengths and critical mass in GCU's three Schools.

1.3   GCU's Research Strategy also drives and informs the University's Outcome Agreement with the Scottish Funding Council which encourages GCU to grow total research income from all sources. GCU's Research Strategy also sits squarely alongside the University's other supporting Strategies for Learning and Internationalisation. It sets out a number of strategic objectives which are in line with GCU values. The subsequent refreshed Operational Plan referred to above will link to digital and estates infrastructure developments to better profile and manage open access publication, research collaborations, pre and post-award project management processes and postgraduate student progress.

2.   The importance of research

2.1   Research is at the heart of GCU's mission as a University for the Common Good and is central to our other major activities, such as teaching. More particularly, research:

- contributes to the development of intellectual and social capital, generating benefits to society via impacts on economic, environmental, cultural and social policy to enhance the quality of life;
- enhances our reputation as an international centre of knowledge and expertise, with positive financial consequences in terms of research excellence grant income;
- provides a basis for collaboration with other organisations in the UK and internationally across the public, voluntary and private sectors;
- is crucial to our employment as educators, attracting high-quality staff and students from all over the world, and informing their professional development;
- informs and underpins the content of all curricula, enhancing the student experience, helping to produce skilled, intellectually adept and employable graduates.

3.   GCU's developing Research Themes and associated Centres

From Societal Challenges to Research Themes

3.1   Research within each challenge will focus on two broad research themes, these being:

- For *Inclusive Societies*: Social Innovation and Public Policy; Social Justice, Equalities and

Communities;

- For *Healthy Lives*: Public Health; Long-term Conditions;
- For *Sustainable Environments*: Built Environments; Efficient Systems.

3.2   The following outlines each of the six themes, offering a framework around which we expect much of our research activity to coalesce:

Social Innovation and Public Policy: This theme explores collaborative approaches and other responses to social problems, focusing on (i) the governance and impact of public and civil society organisations (ii) responsible management and sustainable business (iii) risk, accountability and regulation.

Social Justice, Equalities and Communities: This theme explores the dynamics of social vulnerability and well-being, focusing on (i) identities, diversity and equity (ii) enhancing the evidence base for initiatives and interventions (iii) the socio-cultural analysis of policy and practice.

Public Health: This theme explores the development and evaluation of public health interventions, focusing on (i) healthy ageing (ii) anticipatory health interventions (iii) infection prevention and control.

Long-Term Conditions: This theme explores long-term conditions with a high socioeconomic and disease burden and inequality, focusing on (i) diabetes (ii) visual impairments (iii) musculoskeletal health (iv) stroke rehabilitation.

Built Environments: This theme explores the anthropogenic impacts of climate change and resource utilisation by critically promoting fairer, healthier and sustainable approaches, focusing on (i) climate justice (ii) healthy buildings and urban spaces, and (iii) risk and value management.

Efficient Systems: This theme explores technological innovations to increase efficiency and fairness of infrastructure, systems and processes in urban environments, focusing on (i) energy generation and storage (ii) diagnostic systems and sensors (iii) computing (Big Data; Internet of Things; digital security and games) and (iv) industrial processes, manufacturing and virtual engineering.

GCU Research Centres

3.3   There are deep connections between the challenges, the corresponding themes and the interdisciplinary work required to address them. They also reflect the impacts that we wish to make through our research and the intra and inter-School collaborations required to achieve them. Pursuit of these themes will, therefore, be facilitated by the creation (and retention) of a small number of research centres, aiming to work across the University's Departments and Schools as well as the research themes, but without the expectation that every aspect of every theme will be contained within such centres. We will encourage strong international, inter-sectoral and inter-disciplinary research both within and across themes and centres. This will be underpinned by strong methodological foundations and related individual scholarship drawn from the appropriate academic disciplines across Schools. (See Appendix 3 for an outline of structures, but particularly, because it is new, a process for Centre Approval and Renewal.)

Investing GCU research funds

3.4.   We will invest University resources in promoting the highest quality research within and across the above themes to grow research income attracted for large research projects and also via growth in Knowledge Transfer Partnerships, and related sources of government support for innovation, as well as industry funding (e.g. industry-sponsored PhDs). This will include: embedding of government-funded strategic research partnerships – such as the Nursing, Midwifery & Allied Health Professions Research Unit (given its focus on interventions, sustainable health & social care, quality and delivery) and with Health

Protection Scotland (given its focus on public health) – within our flagship research entities; continuing to support major centres targeting research council and other prestigious funds (Yunus Centre for Social Business & Health) as well as those addressing the University's global engagement agenda through interaction with various development agencies (the Centre for Climate Justice); and building on recent and ongoing indicators of research strength (membership of Scotland's ESRC Doctoral Training Partnership).

Research for global engagement

3.5   In order to achieve the goal of Strategy 2020 to engage globally, we will generate a set of research propositions and planned international collaborations. These will build on important initiatives of the University, such as Fair Fashion and the British School of Fashion, whilst relating these to core strengths in Glasgow, as reflected the research themes above and the collaborations listed in Appendix 1.

3.6   This will also involve building research around digital platforms and collaborations we have invested in, and for which we have attracted funding, to address global issues consistent with our challenges and themes – examples of these being the Climate Justice Repository, Common Good First and the African Leadership Network and other university-to-university partnerships and wider international collaborations being developed as part of GCU's Internationalisation Strategy.

4.   Strategic Goals and Enablers

4.1   Our strategic research goals are to:

I.   Devise and carry out cutting-edge research, relevant to our three societal challenges.
II.   Deliver and promote the successful impact of our research outputs, based on collaborations with private, public and voluntary sector partners.
III.   Extend our research capacity, capability and culture, focused on achieving the highest standards of research excellence.
IV.   Strengthen our research-teaching nexus.

4.2   These goals will be enabled by:

i.   Targeting resources and creating research structures to support research addressing our societal challenges, and monitoring corresponding progress in research income, activity and outputs, not only to meet the challenges but also achieve standards required by the Research Excellence Framework.
ii.   Ensuring, through researcher development training and peer-review processes, that impact is considered 'early and often' in development and conduct of research projects, forms part of our strategy to maintain and enhance our Knowledge Transfer Partnership profile and, relatedly, meets the standards required of the Research Excellence Framework.
iii.   Placing research excellence at the heart of recruitment and personal development, using infrastructure support to develop new centres and early career researchers, providing strong researcher development programmes and promoting research culture via activities such as an annual research celebration and articulation of our research successes across internal and external multi-media.
iv.   Supporting the principles of research-led teaching as articulated in the GCU Strategy for Learning 2015-2020 and case studies of Research-Led Teaching Thresholds, such as researcher participation in teaching and curriculum design, planning modules for engagement of students in research and addressing real world problems via research, and ensuring experience from Knowledge Transfer Partnerships, and related innovation activities, are transferred into teaching examples.

5.   Strategic Outcomes in 2020

5.1   Key Performance Indicators (KPIs) following from the above goals are also intended to reflect the GCU 2020 Strategic Indicators (KPIs 1, 2, 5, 6 and 7), are standard measures of research excellence (1-3, 5) or seek to enable research excellence (4, 7). The KPIs, which are also tabulated in Appendix 4, are as follows:

KPI1: 50% increase in annual research income (from £4.7m to £7m per annum).
KPI2: 25% of academics presenting a portfolio of work judged to be 3*/4*, with 40% presenting a portfolio of work judged to be at least 2* (based on the REF scale from 1*=nationally-recognised to 4*=world-leading).
KPI3: Build a portfolio of impact that demonstrates a range of economic, environmental, cultural and other societal benefits and maintains our positions with respect to REF Impact for Social Work and Social Policy (top 10 in REF2014) and Allied Health Professions, Dentistry, Nursing and Pharmacy (top third) and moves rankings of all other GCU entries into the top half of their respective Unit of Assessment.
KPI4: via an approval and renewal process, create a minimum of 4 University Research Centres, working across Schools, Departments, Challenges and Themes.
KPI5: 40% increase in postgraduate research students (from 500 to 700) whilst sustaining sector benchmark completion rates.
KPI6: Increase overall satisfaction with postgraduate research student experience to 85%.
KPI7: Increase the proportion of academic staff with a doctoral-level qualification to 55%.

5.2   Pursuit of these numerical targets will be accompanied by implementation of:

- GCU's Enhanced Athena SWAN Action Plan;
- recommendations in GCU's Research Integrity Policy to which we are committed as a signatory to the Concordat to Support Research Integrity of Universities UK;
- RCUK's Concordat for Engaging the Public with Research;
- recruitment plans which emphasise research criteria based upon our Research Strategy.

6.   Research and Values Alignment

6.1   Finally, and returning to GCU Strategy 2020 and our associated People Strategy 2020, the thrust of our research:

- is "striving to make a positive difference in the world" (aligning with our core value of Integrity);
- encourages us in "challenging ourselves with new problems" (Creativity); and
- drives the belief that "positive change is within our power to realise" (Confidence).

Our research centres model will allow researchers to:

- "draw inspiration from working with others and across discipline boundaries" (Creativity).

Our commitments to Athena Swann and Research Integrity (see Section 5.2) encourage Responsibility, and, in particular, underline our support for staff and students to:

- "take responsibility for our work, study and environment";
- "empower others to be independent contributors"; and
- "own, learn from and grow through our mistakes".

Perhaps most importantly, we hope that we have explained why it is important that we "value and share our knowledge and expertise" (Confidence) and, through all of the above, demonstrated how our research aligns to our GCU Values.

Appendix 1: Strategic Context

GCU'S growing research strengths

GCU's performance in various UK research evaluation exercises since 1992 has improved steadily and markedly. In the most recent Research Excellence Framework (REF2014), the internal minimum threshold for inclusion in the GCU submission was 2.5.The quality of GCU's output portfolio has increased by concentration on fewer research areas, judicious appointments, carefully planned staff development, new peer-review mechanisms and strong research leadership. 25%-30% of academic staff has been submitted in each exercise whilst the volume of outputs has remained steady. This progress resulted in GCU emerging as the top Modern University in Scotland in REF2014, with the following highlights across our three societal challenges:

- GCU is in the top 10 in the UK for impact in Social Work and Social Policy, with 80 per cent of outputs rated as world-leading;
- GCU is ranked in the top 20 in the UK for allied health and related research, with 89 per cent of research rated in the highest categories of world-leading and internationally excellent;
- GCU's research in the Built Environment was rated in the top 20 in the UK.

Research Funding

The funding of higher education research activity by governments in the UK is provided via the dual support mechanism, which consists of:

- a contribution to the maintenance of research capacity by way of a block grant distributed by the four UK funding councils (SFC in Scotland);
- responsive mode funding awarded on a competitive basis for research projects provided by the UK Research Councils, NHS, other government agencies and government supported charities and trusts.

The level of block grant awarded to each institution is weighted by performance via an assessment of research quality carried out in periodic REF exercises. Following Research Excellence Framework 2014, we anticipate another exercise in 2021. Due to the University's positive performance in REF2014, GCU's block grant for research from the Scottish Funding Council is £2.1m for 2015/16; up from £1.8m in 2014/15 and set to rise to £2.7m in 2017/18.

The trajectory of GCU towards being top Modern University for research power in Scotland reflects continued growth in research grant applications and the success of such applications. This has led to within-year research income having grown to and stabilised at £4-5m per annum between 2009-10 and 2014/15 and increased slightly to £5.9m in 2015/16. Brexit creates potential complications with respect to future funding from European Commission sources, despite attempts by the UK Government to compensate for this, as announced in the Chancellor's 2016 Autumn Statement. The key, then, will be to ensure that we are ready to respond to the changing research funding landscape. But, inevitably, it is likely that there will be (i) greater selectivity in higher education research policy and practice, (ii) greater concentration of resources to research units with critical mass - e.g. institutes, pools, centres, large groups - and a strong reputation, and (iii) a focus on larger interdisciplinary projects involving many partners.

Reflecting the importance of such concentration, since 2010, the University has experienced growing success with larger grants aimed at Research Councils, the National Institute for Health Research and the European Commission. We will seek, using centres as an enabler, to continue this progress towards generation of larger research grant applications, but also to accompany this with growth in associated knowledge exchange and innovation-related activities, thus growing our overall portfolio in line with our Scottish Funding Council Outcome Agreement.

REF results also influence (i) the ability to attract responsive mode research project funding

because project proposal reviewers factor REF results into their deliberations (ii) institutional reputation through university league tables which use REF results. Going forward, most universities will seek to diversify their pursuit of research grant funding across the UK, Europe and more globally, requiring planned partnerships such as those listed above under the University's global engagement agenda.

Research Students

Corresponding to GCU's continued growth and improved performance with respect to research excellence and funding, our full-time PhD cohort has almost doubled over the past 10 years, alongside establishment of Professional Doctorate and Master of Research programmes. To significantly increase PGR student numbers will require growth across this portfolio of programmes. This will include greater focus of academic expertise and the use of academic research networks and strategic collaborations (including staff and student exchange programmes), both nationally and internationally, to attract good students. Therefore, we will seek to focus PGR student support around challenges and themes and to encourage greater support for PGR studentships from external competitive funders as well as industry.

Research Collaboration

Most high quality research involves local, national and international collaborations and networks, all aimed at achieving global impact. GCU has developed many carefully chosen strategic research partnerships with public, private and third sector bodies that have made significant improvements to the quality and quantity of the University's research outputs and have greatly enhanced its reputation. In terms of national-level research related to policy and practice, strong examples of this are the Scottish Institute for Policing Research, in which we lead on the Public Protection Research Network, GCU's long-standing collaborative relationship with the Poverty Alliance, our close collaboration with Health Protection Scotland and our joint-hosting, with, the University of Stirling, of the Scottish Government funded Nursing Midwifery and Allied Health Professions Research Unit. Internationally, GCU is designated as a Word Health Organisation Collaborating Centre in Nursing & Midwifery Education, Research and Practice and systematic reviewers at GCU are active members of the Cochrane Collaboration, the world's largest network of independent researchers aiming to enhance understanding and use of high quality research evidence by patients, healthcare professionals and those who organise and fund health services. These international collaborations are focused especially on ageing, viral hepatitis and multiple conditions. GCU's Yunus Centre for Social Business & Health is active in the growing network of universities based on the work of Nobel Peace Laureate, Professor Muhammad Yunus, in particular, since 2011, as chair of the Scientific Committee of the annual Social Business Academia Conference.

Industrial partners in areas of energy and power have included FMC Technologies, Doble Engineering, EDF Energy and Shell as well as others arising through important local networks such as the Glasgow Research Partnership for Engineering. Such partnerships in engineering, built environment and computing also extend nationally and internationally – e.g. the Scottish Informatics and Computer Science Alliance, Emschergenossenschaft Lippeverband (German Water Board), EAWAG (Swiss National Institute for Water Research), LIST (Luxembourg Institute for Science and Technology), RIVM (Dutch National Institute for Public Health and Environment), IRSTEA (French National Research Institute of Science and Technology for Environment and Agriculture), CIMMYT (the International Wheat and Rice Improvement Centre which operates as part of the global research partnership for a food-secure future, overseen by the World Bank), IFAD (the International Fund for Agricultural Development; a United Nations specialised agency) and, through the Centre for Climate Justice, further links to the UN and government donors such as DFID and USAID.

Public engagement in research

GCU is a signatory to the National Coordinating Centre for Public Engagement's 'Engaged University' manifesto, which supports the higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity. Exemplars of public engagement with respect to research are: the work of our Graduate School to develop researcher's skills in this regard; GCU's annual Research Day celebrations; our long-standing collaboration with the Glasgow Science Festival; development of an Engagement Mapping Tool which will better connect community partners with researchers at GCU and share examples of research with communities; being a founding partner of The Conversation; partnering researchers with our Caledonian Club to help inspire the next generation of researchers; involvement with specific initiatives such as Explorathon and Black History Month.

The key principles of RCUK's Concordat for Engaging the Public with Research, are:

1. UK research organisations have a strategic commitment to public engagement;
2. Researchers are recognised and valued for their involvement with public engagement activities;
3. Researchers are enabled to participate in public engagement activities through appropriate training, support and opportunities;
4. The signatories and supporters of this Concordat will undertake regular reviews of their and the wider research sector's progress in fostering public engagement across the UK.

Building on the above strengths and principles of RCUK's Concordat for Engaging the Public with Research, we will integrate an institutional approach to public engagement with research into the University's Public Engagement Strategy.

Appendix 2: UN Sustainable Development Goals

Appendix 3: Research organisation and structures

Retaining and enhancing existing structures

Recognising Schools (including London and New York) as the main vehicle for scholarly activity in the University, the Associate Deans Research will be responsible for leading on the societal challenge closely aligned with their School: Inclusive Societies (Glasgow School for Business and Society); Healthy Lives (School of Health and Life Sciences); Sustainable Environments (School of Engineering and Built Environment). Correspondingly, the same will apply to research themes.

To support the alignment of research outputs with the University Research Strategy, each Associate Dean Research will work with two Research Theme Leaders (normally a Professor). Theme Leader will be a facilitative leadership role supported with a small operational budget to drive, support and communicate cross-university research under that theme. It will be a professional development position and as such should be rotational, normally for no more than 3 years but with annual review points. A role profile for this position will be created.

Research groups will continue to form around key areas of research strength. The approval and renewal of Research Groups and Units is a matter for Schools. They will be resourced through mechanisms such as individual research allowances and external grant funding awarded. Generally, such Groups and Units would be expected to operate within a larger research centre setting.

Working closely with Schools, a re-focused Graduate School will oversee and co-ordinate all matters related to researcher development, the research student experience and research training and development of students, supervisors and staff. The Graduate School will also continue to provide communication, resources, confidential advice and guidance to post-graduate research students and staff on doctoral study, supervision and research career development.

A peer review college mechanism improves quality via assessment and mentoring. The PURE research information system will be further developed in its role of providing a single place for capturing research activity and data relevant to REF and from which the eventual submission will be made.

Web-based technologies (including social media) are developing rapidly. The ability to collaborate with external academic partners and users and beneficiaries of research is significantly enhanced by use of appropriate information technology systems that permit the remote sharing of documents, data and host discussions about joint research.

University Research Centres

Four University Research Centres will be established as part of the drive to promote multi-disciplinary research across Schools, challenges and themes. For example, The Yunus Centre for Social Business & Health works across the challenges of Inclusive Societies and Healthy Lives, whilst the Centre for Climate Justice works across Inclusive Societies and Sustainable Environments. It is expected that other candidate centre's will emerge which would be expected to work across departments within Schools and also across Schools themselves (e.g. a further-developed Centre for Living). Centre Directors will report to the Pro Vice Chancellor Research.

A Centre Approval and Renewal Group will be established whereby new and existing centres would be reviewed via the Deans Group but including the Pro Vice Chancellor Research, Associate Deans Research and Director of Research Development & Management. This would operate through current structures (currently, the Dean's Group), with the Pro Vice Chancellor Research and Associate Deans Research invited to attend for purposes of centre approvals and renewals. Centres would be reviewed every 2-3 years, taking into account the length of time a centre has been in operation and different expectations across subject areas.

All entities currently labelled 'research centre' will be subject to the process, for which a common

set of criteria (for approval or renewal) would apply as follows:

- Alignment of the centre with University and Research Strategies.
- Evidence of an existing research portfolio typically drawing on the outputs of existing Research Groups/Units.
- Capacity in terms of track record of staff across a range of seniority and requisite disciplines.
- Potential for further capacity building (e.g. through ECRs, post-doctoral researchers and PGRs).
- Track record and potential in attracting research support from external funding bodies.
- Production of REF-recognised research outputs at 3* and 4* levels.
- Dissemination of research findings through other routes to appropriate academic, community, practitioner and policy audiences.
- Raising the profile and reputation of the Centre (and University) through external communications e.g. website; newsletters; annual reports, external networks.
- Presentation, at the approval/renewal event, of a five-year strategy covering the above criteria as well as a strong management structure and accompanying organisational chart.
- Establish an Advisory Board that will meet at least once annually.

Centres will generally emerge via one (or more) of three pathways: (1) bottom-up from Schools; (2) at the behest of the University's Executive Board (the Yunus Centre for Social Business & Health and the Centre for Climate Justice); or (3) through winning external research centre funding.

As well as pursuing support for primary research from research council, government and other sources, centres, along with other groups in the University, will be expected to pursue other avenues of funding, such as Knowledge Transfer partnerships (KTPs). A KTP Committee will be established to encourage and oversee funding in this (and related) area(s) of research support.

Appendix 4: Key Performance Indicators

		13-14	14-15	15-16	16-17	17-18	18-19	19-20
	INPUTS							
KPI 1[1]	In-Year Total Research Income	£4.7m	£5.0m	£5.3m	£5.5m	£6.0m	£6.5m	£7m
	OUTPUTS							
KPI 2[2]	Percentage of staff entered into Research Excellence Framework (and associated minimum profile rating)	25% (2.5*)						25% (3*)
	IMPACT							
KPI3[2]	Maintain and improve REF Impact rankings	*UoA3*: Top 1/3 *UoA22*: Top 10 *Others*: Bottom half						*UoA3*: Top 1/3 *UoA22*: Top 10 *Others*: Top half
	ENVIRONMENT							
KPI4[3]	Number University Research Centres created as a result of approval and renewal process			4				
KPI5[4]	In-year total number of PhD students	528	500	459	509	566	628	697
KPI6[5]	Overall satisfaction with PGR experience		78%		82%		85%	
KPI7	Percentage of staff qualified to doctoral-level	42%		52%				55%

[1] This includes income from Research Councils and other major competitive funders, such as National Institute for Health Research and major charities, as well as Knowledge Transfer Partnerships and other innovation-related activities.

[2] Each of these KPIs would be subject to the results of the HEFCE Consultation on the Stern Review. Also, despite the time gaps between the stated KPIs, we would monitor progress in numbers staff members toward the 2020 goal and the associated quality of their outputs, including independent assessments in 2016-17/2017-18.

[3] Starting process by reviewing Climate Justice and Yunus, followed by an expanded Centre for Living plus one other.

[4] This will require an 11% year-on-year increase from 2016-17.

[5] Survey takes place every two years (2012-13 result was 82%).