Glasgow Caledonian University

2017 – 2019 6 year progress review of the 2017 HR Excellence in Research Award Review Plan:
For the implementation of the Principles of the Concordat and other researcher development activity
- **November 2019**

Acronyms:

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

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Actions	Responsibility for actions	Progress Review of Actions
Concordat Principle 1 : Recruitment, selection and retention of Staff		
1.1 Continue to implement good practice in **recruitment and selection of staff.**	People Services	Completed. Policies reviewed annually, updated and published as required. Updates incorporated in training for staff. **Staffing Resourcing and Recruitment Policy 2017** outlines GCU commitment to engaging staff on open-ended employment contracts as the main method of resourcing. **Fixed term employment guidance** gives information on special circumstances under which fixed term contracts may be used and their employment rights.

		Information and guidance updated on new staff intranet: Working Here/Recruitment and Selection https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/Recruitment-and-Selection.aspx
		CROS2017: staff agree that they were provided with the relevant information on recruitment and selection. 91%. Results were above 3 comparative benchmarks (post 92 -86%, Scottish -88% and UK-88%).
		Consultations with GCU ECR and DARE groups in 2018/19 show continued overall satisfaction with practices.
1.2 Continue to implement good practice in policies related to the researcher staff experience and working environment – encouraging **staff retention**.	University Research Committee	Completed. Policies reviewed annually, updated and published as required. • Research Integrity – new webpages created with collected policies and best practice 2018/19. https://www.gcu.ac.uk/research/researchintegrity/ • Code of Good Practice for Researchers refreshed URC Nov 2017 and linked to new Research Integrity webpages 2018/19. • Research Integrity Policy refreshed and action plan implemented. URC Nov 2017. Annual reports URC Nov 2018, 2019. • UKRIO Authorship guidelines adopted and linked to GCU Research Integrity webpages 2018/19: • Research Data Management Policy refreshed URC Nov 2017. Information & guidance developed and published on staff intranet June 2019. https://www.connected.gcu.ac.uk/sites/RDM • Data Protection guidance (incorporating GDPR guidance) published on intranet 2018/19. https://www.connected.gcu.ac.uk/sites/InformationMatters
1.3 Develop and deliver training ongoing for staff newly involved in the recruitment and selection process and interviews	People Services	Completed. Training for staff recruiting and selecting candidates designed and delivered. New essential online course on Diversity and Inclusion mandatory for all staff, includes understanding unconscious bias, relevant to selection and interviews.

1.4 Monitor and review research staffing and turnover annually.	University Research Committee/People Services & RIO	Completed. **REF stocktake exercises.** GCU Code of Practice for REF approved Sept 2019, includes GCU definition of staff with significant responsibility for research (Sig Res). All academic and research staff have been individually communicated their Sig Res status and allocated to a GCU REF unit of assessment Nov 2019. Discussions and confirmations with staff, following E&D code of practice for REF are underway. **HESA staff return requirements.** Staff records of UoA allocation is now maintained by People Services/RIO and reported to HESA annually as part of new requirements 2019. Research staffing and turnover being reviewed by REF UoA leads and Schools.
1.5 Implement action plans for University Research Strategy with KPIs and embed new research structures in the university	University Research Committee	Completed. Research Centres/School research groups/Research Directorate depts. embedded, working in partnership and delivering on developing GCU's research culture, research environment and the Research Strategy KPIs. University Research committee and its new sub-committees (REF Management Group, REF Impact Group, DARE – Developing Academic Researcher Excellence – Steering Group, REF Data Management Group, PGR Recruitment & Marketing Oversight Group) have new clear goals, action plans and are reviewing plans regularly.
1.6 Develop and embed use of the University's research information management system PURE as one of the main tools for monitoring progress on the KPIs of the new Research Strategy.	RIO and Library	Completed. The full range of PURE modules, including REF module and new online Research Innovation Office PAF Project Approval Form processes are set up and utilised by staff. Implemented new PURE unified interface Oct 2019.
1.7 Develop PGR student employment policy and processes.	People Services	Plans continuing into 2019/20. Completed in 2017-2019: Recruitment policy and process for PgR students employed by the University have been improved for transparency and equity with all employees on casual hours contracts. - includes formal contract, equity and transparency of pay grades, recognition of teaching contact and preparation working hours and inclusion of pro-rata annual leave entitlement.

		Casual Hours policy and processes are now embedded, and managed and administrated by identified and trained staff within each School and Professional Services Dept. Further work in 2019/20 will review casual hours process and recruitment and selection of PgR students to ensure transparency, equity, fairness and inclusivity of recruitment and selection of PgRs to the employment opportunities.
Concordat Principle 2: Researcher Recognition and Value		
2.1 Develop and implement University level and School/ Support Department level action plans on institutional survey feedback.	Graduate School & DARE Steering Group	Plans developed through the DARE group and actions incorporated ongoing as they arise into the HREiR dynamic action plan. HREiR action plan framed around the Concordat principles and is in transition to be framed around the new Concordat principles. Researcher recognition and value of ECRs by the university has been raised significantly in 2018/19 through: -1) creation and maintenance of a communications list of all ECRs at GCU by the VP Research's Office. 2) the personal invitation and engagement of all ECRs to 4 open forum meetings per year with the VP Research. Participation has been very high percentage of ECRs and feedback has been very positive, and these meetings will continue in 2019/20. 3) the creation of researcher-led local ECR groups in 2018/19 Support in advice, resources and promotion cross-university for their local group researcher development activities given from the Graduate School and Schools. Feedback on ECR experience communicated to DARE group and actioned by VP Research, facilitated to right departments by GS and actioned in HREiR plans as relevant. 4) the creation through DARE steering group of a communication strategy for communication with ECR groups. CROS2017: staff agree that GCU recognises and values their contributions as a researcher. 53% ave on 9 areas. Results were above 3 comparative benchmarks ave. for 8 out of 9 areas (post 92 -46%, Scottish -45% and UK-44%).

| | | Exception recognition of contributions to supervising research students. 32% (post 92 -41%, Scottish -42% and UK-43%).

Recognition of the value of contributions to publications (82%) was particularly high, exceeding benchmarks by 5 to 14 points. (post 92 -68%, Scottish -77% and UK-75%).

Actions completed regarding supervision are below. Plans continuing into 2019/20.

Consultation with ECR group 2018/19, identified that ECRs have limited opportunity to join supervisory teams.
Actively encouraged and provided time for ECRs to complete required supervisory training for new supervisors. New School Admissions panels now include ECRs in pool of possible supervisors for PgR recruitment. ECRs are also encouraged to contribute as part of proposed supervisory teams to advertised Competition funded PhD projects and self-funded projects in new marketing, recruitment and selection processes put in place in 2018/19. |
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| 2.2 Design, deliver and analyse next running of full staff survey. | People Services | Changed. A new approach to measuring staff engagement was agreed at an Executive Board meeting in February 2019, and this approach was supported at the March People Committee. A Staff Pulse Survey was run in October 2019, marking closing off of Strategy 2020.

As we move to engage staff in the 2030 strategy, we are looking to how we can be more responsive in our approach to staff engagement, this includes considering options for a more dynamic and flexible measurement tool. The aim will be to more regularly engage with staff and gain feedback in a timely manner. Surveys can also be carried out for specific groups or after specific events, rather than a whole-University survey being run. Actions continuing into 2019/20. |

Concordat Principle 3: Researcher Support

3.1 Deliver ongoing Graduate School provision of researcher development opportunities for PGR, staff and supervisors. - identify gaps in provision annually; develop and deliver new opportunities to fill the gaps.	Graduate School	Completed. GS delivered increasing total number of workshops 137 - 2018/19, 116 – 2017/18, 80 – 2016/17, 71 – 2015/16. Average recommend rate for these workshops has continued to increase and is consistently of the highest values: 99% - 2018/19, 97%– 2017/18, 89% – 2016/17, 95% – 2015/16.
	University Research, RDC and RCD Steering Group	Of these workshops, no. of workshops available to research staff and supervisors has continued to increase. with no. available to research staff: 61 - 2018/19, 32– 2017/18, 8 – 2016/17, 5– 2015/16. To supervisors: 53 - 2018/19, 35– 2017/18, 17 – 2016/17, 21– 2015/16. Total no of PgR and staff attendees has continued to increase, with staff numbers in brackets: 1367 (375) - 2018/19, 1334 (293) – 2017/18, 929 (213)– 2016/17, 1048 (279) – 2015/16. Annual reports on the Researcher Development Provision for staff and students reviewed by RDC and DARE – Nov 2018. 2019
3.2 Deliver new DARE to Lead programme for staff developing their research careers and review annually the provision.	Graduate School in partnership with School researchers	Completed. DARE group established with remit focused on developing RD and HREiR action plans. Actions completed in 2018/19 include: -local Research Staff Groups established x 3 schools -local group programmes of activity designed and delivered. -University ECR group established. Met 4 x yr, with guest speakers. -preliminary work on ECR hub site (wordpress) completed. Set up for communication of RD and events relevant to ECRs cross-university. Actions continuing into 2019/20.
3.3 Design new elements and deliver ongoing researcher development for experienced supervisors and mentors of new supervisors.	Graduate School in partnership	Completed. Supervisor provision reviewed in 18/19. Trialed new delivery time of programme as Supervision in Summer. Increased numbers in attendance. 21 workshops for experienced supervisors offered 2018/19.

	with School researchers	GCU PgRES 2019 – PgR satisfaction with supervisory team at 88% ave for 4 areas. (not directly comparable but satisfaction rates in PRES were- 85% ave PRES2017, 85% ave PRES2015)
3.4 Monitor mandatory provision for experienced supervisors to attend at least 1 refresher supervision workshop session from the supervision provision (above) every 2 years.	Graduate School URC, RDC Registry	Partially completed. Continuing into 2019 – 2021. Data tracking by Graduate School of supervisor uptake of workshops is set up on spreadsheets, replacing the disconnect with the past GS ARTEMIS supervisor-student information management system. Communication of supervisor uptake to School Research Progression and Awards boards RPAB for review before approval of RDC1 and RDC2 student milestones by RPABs is manual between GS and Schools and in place. Collation of data for annual review is difficult and is being developed into the PgR Student information management system SIMS. The SIMS development has been delayed but new timelines expect PgR SIMS to be operational in 2021. Supervisor provision reviewed in 18/19 with new developments planned for 19/20.
3.5 Identify cohorts of staff at different stages of developing a research career and create programmes for their ongoing researcher development.	Graduate School and Schools	Continuing. Completed in 2018/19: identified ECR staff at GCU, created communications list. Completed survey of ECRs and identified staff who fit the different funding body definition of ECRs. Agreed GCU definition of ECRs that is inclusive. Enabled staff to self-select themselves into ECR local groups. Enabled ECR researcher-led local group and DARE led development of RD programmes for ECRs. Identification of different cohorts of staff at different stages has proven more difficult than expected due to difficulties of information management systems for staff, supervisors and PGR students. Continuing in 2019/20 – This data reporting problem will be highlighted in the Gap Analysis for the new RD Concordat and will form part of the action plan in response to that new document.

| 3.6 Deliver workshops or other development opportunities for all research staff and research students in the UK/GCU policies and processes and good practices essential to researchers. | Relevant Depts. Library, Graduate School, People Services. | Research Integrity now core part of Orientation for new research students. Workshops delivered on Equality and Diversity and the Code of Practice for REF. Research Data Management policies, processes, guidance and related good practice – online courses at https://www.gcu.ac.uk/library/pilot/datamanagement/

New website pages on Research Data Management for staff created at https://www.connected.gcu.ac.uk/sites/RDM
Providing info on how to plan, create, manage, store, share and archive data.

Use of extended range of modules for PURE, embedded in researcher practice – workshops delivered on new online research office PAF project approval form Oct 2019; on use of new REF module for collecting Sig Res staff REF information Nov 2019. PURE = GCU's research information management system.

Training on ongoing research policies and processes embedded and delivered on an as and when required basis, either as a group for new staff/students or 1:1, with refresher sessions delivered as needed. Particularly for:
Training in the Open Access policy and process and use of ResearchOnline and the PURE interface as GCU's repository of research output. |
| 3.7 Develop and deliver focused support for senior staff to attend external staff development events. | People Services, Schools, Graduate School, DARE Steering Group | Appraisal of specific needs and provision identified/agreed.

One day workshops/conferences organised by Graduate School academics and external collaborators to bring UK experts to GCU and other Scottish venues for "train the trainer" staff opportunities.

Highlights delivered:
March 2018 – 6th International Conference on Professional Doctorates, UKCGE. ProfD team/GS staff present papers. June 2018 – 4th Annual Scottish Researcher Development Policy Forum on "Supporting and Enhancing Researcher Mental Wellbeing in Scotland". University of Edinburgh. GS staff on organising committees. |

Concordat Principle 4: Personal and Career Development		
4.1 Continue to refine and develop the peer-review processes in the Academic Schools.	Schools and Research Centres	Completed. Action now embedded and continuing as standard business. Peer-review group and processes for each Academic School are embedded in research practice and continuing as standard business. Developments of the peer-review processes are based on an annual evaluation from panel members, reviewers and reviewees. GCU partners with UK Sense About Science to host and contribute as panel expert annually to their day workshop "Peer Review: the Nuts and Bolts" for PgRs and ECRs. Delivered every October in Scotland and hosted at GCU.
4.2 Design and deliver research specific induction for new staff.	Graduate School	Completed 2018/19. New ECR staff identified, welcomed to University ECR group and their local Research Staff Groups upon arrival and invited to engage with their programme of activities and communities. New staff researchers engaged with People Services generic staff induction, with information on new intranet pages and new induction checklist created. https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/New-Staff.aspx CROS2017 results: satisfaction with induction programmes ave 57%. Results exceed 3 comparative benchmarks by >6 points (post 92 -51%, Scottish – 49% and UK – 49%). Satisfaction with departmental induction programmes was particularly high with 69% agreeing, more than 25 points ahead of the 3 benchmark groups. (post 92 -46%, Scottish – 43% and UK – 46%). Consultations with GCU ECR and DARE groups in 2018/19 show continued overall satisfaction with induction practices. Continuing 2019/20 - Exploring online options plus strengthening links to new Local Research Staff Groups.
4.3 Design and deliver self-reflection tool on developing personal research goals and research career PDP.	Graduate School	New PDP based on Vitae RDF developed and implemented for research students in 2018/19.

		CROS2017 results: satisfaction with career development. ave 65%. Results exceed 3 comparative benchmarks (post 92 -59%, Scottish – 60% and UK – 58%). Consultations with GCU ECR and DARE groups in 2018/19 show continued overall satisfaction with career development practices. Continuing 2019/20 - Exploring using PgR PDP learning and template to develop for research staff.
Concordat Principle 5: Researcher's responsibilities		
5.1 • Embed the development of personal research work plans into the PDAR process. • Monitor and increase PDAR completion rates. .	Research staff, Schools and Department management, People Services	Guidance on undertaking the PDAR process either as a reviewer or reviewee has inclusion of research work plans into the PDAR. Managers of researchers and academics as PDAR reviewers are expected to include discussion of research work plans and expected research outcomes and to distinguish whether at Sig Res levels or as scholarly activity. Workload allowance allocated and linked to level of research output expected. https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/PDAR.aspx CROS2017: GCU staff overall satisfaction with appraisal scheme 72%. Results were at least 10 points above 3 comparative benchmarks (post 92 -54%, Scottish -62% and UK-62%). GCU exceeded all comparative benchmarks in rating the usefulness of the appraisal scheme, with exception of usefulness in reviewing your personal progress. Ave of 6 areas 71% (post 92 -52%, Scottish -59% and UK-58%). Usefulness in reviewing your personal progress 57%. (post 92 -63%, Scottish -70% and UK-70%). Usefulness in identifying your strengths and achievements (86%) was particularly high, exceeding benchmarks by 22 to 27 points. (post 92 -59%, Scottish -64% and UK-64%).

		Consultations with GCU ECR and DARE groups in 2018/19 show continued overall satisfaction with practices.
5.2 Monitor progress on University, School & Research Centre research plans.	University Research Committee	Completed. Annual reports reviewed in Autumn.
5.3 Facilitate opportunities for research staff to develop their networks and contribute to the University research plans.	The Graduate School School ADRs	Research groups and Research Centres have inclusive membership of academics/research assistants/PGR students/research technicians and ECRs who wish to establish their research profile and collaborate with colleagues. Research group and Research Centre activity – forming, planning, doing and reviewing - is embedded in the research culture across all Schools. Graduate School research-related cross-school network groups are active in sharing best practice, raising enhancement ideas and finding solutions on current research and cross-school operational matters which underpin GCU's research culture and environment. CROS2017: staff agree that they are integrated into their research communities. 69% ave on 4 areas. Results were above 3 comparative benchmarks ave. (post 92 -62%, Scottish -67% and UK-66%).
Concordat Principle 6: Diversity and Equality		
6.1 Continue to consolidate existing activities • Continue implementation of GCU's Equality Outcomes 2017-2021. • Gather evidence and report on good equality and diversity practice at School and Department level. • Continue equality impact assessment of core functions and decisions. • Continue development of campaigns and communications around dignity and respect.	People Services School and Department Equality Champions	GCU's Equality Outcomes 2017 – 2021 implemented and reviewed annually. Continuing to consolidate existing activities. Increased visibility of good E & D practice at School/Dept level. 3 E & D case studies accepted to Advanced HE for PgR best practice by Graduate School in 2018/19 Equality impact assessment of core functions and decisions embedded in committee and decision making processes.

		Increased visibility and engagement with GCU's activities on dignity and respect. Points of Pride awards celebrating the things staff do acting according to the university values: Integrity, Creativity, Responsibility, Confidence – annual event Dec 2018, 2019. https://www.gcu.ac.uk/peopleservices/gcuvaluesandbehaviours/
6.2 Develop and implement a new Code of Practice for Equality and Diversity based on the new REF2021 guidance once published.	REF Management Group	Completed. Code of Practice submitted to SFC In April 2019 Minor amendments to be made prior to SFC approval. Re-submitted to SFC September 2019. Approved by SFC November 2019.
6.3 • Continue implementation of the GCU wide action plan for Athena Swan • Develop and submit School applications for Departmental Awards	Advancing Gender Equality Group	Completed. Athena Swan action plan reviewed and updated 4 x year. Applications for Departmental Awards submitted.
6.4 Continue roll out of unconscious bias training and further training/development on specific equality and diversity issues to support an inclusive learning and working environment.	People Services, School and Department Equality Champions	Completed. Offered unconscious bias training and further training/development on specific E&D issues (e.g. disability, Gender Based Violence, Mental Health, Intercultural Competence, and Race Equality).
Concordat Principle 7: Implementation and Review		
7.1 Continue participation in CROS, PRES and PIRLS 2019 surveys.	The Graduate School Planning Office	GCU designed and delivered in house PgRES survey in 2019, replacing PRES2019. Response rate was 37% exceeding the PRES2017 rate of 35%. Overall satisfaction among PGR students is 84%. Scores of 80% or more were achieved in 7 out of 11 themes. The best performing themes are Resources, Supervision and Research Skills (all 88% overall). The bottom 3 performing themes across the University are Student voice (51% overall), Research community (57% overall) and Teaching (71% overall). GCU agreed to wait and run new CROS/PIRLS2020 based on new RD concordat launched Sept 2019. GCU did not run CROS and PIRLS in 2019.

		Instead GCU agreed to hold consultations and discussion forums with PGR students, supervisors and staff researchers in interim years between surveys. Held: - Thematic Review on PgR student experience with action plan developed. Nov 2018. - Consultation event for development of new RD Concordat and identification of key issues for staff researchers. Nov 2018.
7.2 Review progress of action plan for research staff development biannually.	DARE Steering Group	Researcher development for staff action plan reviewed in January and June 2019.
7.3 Explore different methodologies for the provision of staff feedback linked to the embedding of GCU Values.	People Services	Methodology chosen, designed and implemented for ongoing review and evaluation of staff embedding of GCU Values in their work.
7.4 Continue collaborations with Vitae, Universities Scotland, Scottish Researcher Development Policy Forum, ARMA, SCOTHERD and other HEIs, in researcher staff development	Graduate School, RIO	Contributions to steering committees, organisation and delivery of collaborations continued. • Contribution to the UK Vitae CROS/PIRLS advisory group • Organisation and delivery of the annual Scottish Researcher Development Policy Forum (4th June 2018, June 2020 planned) • Research Administration staff in RIO registered for ARMA professional qualifications. • Membership of ScotHERD, Universities Scotland Research Development and Training committee • UKCGE Membership and organisation of UKCGE workshops – UKCGE Scottish Forum 2018 and Dec 2019 hosted and co-organised at GCU • Staff on secondment to Scottish Graduate School in Social Science as Associate Director of Student Experience