

Application for the Award of HR Excellence in Research

The Glasgow School of Art (GSA) wishes to be considered for the award of HR Excellence in Research.

GSA is internationally recognised as one of Europe's leading university-level institutions for the visual creative disciplines. Our studio-based approach to research and teaching, brings disciplines together to explore problems in new ways to find new innovative solutions. The studio creates the environment for inter-disciplinary, peer learning, critical enquiry, experimentation and prototyping, helping to address many of the grand challenges confronting society and contemporary business.

Since the School was founded in 1845 as one of the first Government Schools of Design, as a centre of creativity promoting good design for the manufacturing industries, our role has continually evolved and redefined to reflect the needs of the communities we are part of, embracing in the late 19th century fine art and architecture education and today, digital technology. Then as now our purpose remains the same - to contribute to a better world through creative education and research.

Research is pivotal in the creative development of the GSA. It is the sphere in which staff and students share and exchange ideas, knowledge and interests. GSA has a community of around 150 staff who are research-active, having completed Annual Research Plans. These colleagues are located across the schools of Fine Art, Architecture, Design and in Digital Design. They contribute to critical mass and collaborations within our eight strategic themes for research:

- Architecture, Urbanism and the Public Sphere
- Contemporary Art and Curating
- Design Innovation
- Digital Visualisation
- Education in Art, Design and Architecture
- Health and Wellbeing
- Material Culture
- Sustainability

GSA aims to be a creative hothouse where new ideas are encouraged and developed through learning, teaching and research that is studio-based, face-to-face, professionally relevant and socially engaged.

Much of this activity is undertaken within our specialist research centres, including the Digital Design Studio, our most established research centre based at Scotland's Digital Media Campus at Pacific Quay, the Institute of Design Innovation, promoting economic growth through design thinking and the Mackintosh Environmental Architecture Research Unit.

The HR Excellence in Research award is recognised across the European Union to designate institutions that are committed to working conditions for

researchers. In the UK, the award is administered by the researcher development association, Vitae, of which GSA is a member. Over 100 institutions are currently UK awardees of the HR Excellence in Research scheme. New members are announced annually.

- GSA's HR Excellence in Research application is led by a Steering Group. The Steering Group is a sub-committee of the Research and Knowledge Exchange Committee (RKEC) of The Glasgow School of Art. The Steering Group also reports to the HR Committee of The Glasgow School of Art, a subgroup of the institution's Board of Governors. The Steering Group includes the Senior Research Manager, who is a researcher herself, the Head of Equalities and Diversity, an HR Officer, plus two other research active staff (one early career, one more experienced). The application is supported by the Directorate and Executive Group and the Head of Research and Doctoral Studies. The application is supported also by GSA's Strategic Planning section. Staff in this section negotiate our Outcome Agreement with representatives of the Scottish Funding Council. GSA is committed to developing its research environment through the Outcome Agreement commitments, with our achieving Vitae HR Excellence in Research being an important objective and a key step in securing, in turn, an Athena Swan award for our researcher community.
- Members from the community of research staff are represented at Local Research and Knowledge Exchange Subcommittees in each school. These subcommittees meet three times per year, and feed into the main GSA RKEC. In addition to this formal framework for internal research development and audit, prompted by the application for HR Excellence in Research, GSA will also establish a Researchers' Focus Group. This group will involve research active staff from across GSA being consulted about Research Office services and activities, with actions arising being reported directly to GSA RKEC, and the Executive Group as required
- The Gap Analysis and Action Plan for 2016-2018 takes consideration of the Concordat to Support the Development of Research Careers 'The Concordat'. We mapped existing policies and practices against the principles and sub-principles of the Concordat and identified actions for addressing any shortfalls or areas for development.
- Sources of data informing the gap analysis include a survey of research and the research environment, carried out in November 2013; the research data collected for the REF2014 Equality Impact Assessment and additional Mainstreaming Inequalities work that was started at the same time and has been ongoing; and the Research and Doctoral Studies strand of the GSA-wide Planning Group work.
- Additionally, in 2016, members of the Steering Group, along with other colleagues from the Research Office, carried out workshops across all areas of the institution addressing quality in research outputs and impact; and Annual Research Planning. These have given staff opportunities to voice concerns about equity of access, provision of support, career development and conditions for carrying out research, which we have fed into our application and our plans for developing provision for researchers. We plan to follow these up with further workshops in the autumn this year. Drawing from the

Annual Research Plan submissions, and with REF2020 as backdrop, these workshops will return guidance and advice to GSA researchers with special attention paid to those working in practice-based research,

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GSA Action Plan for HR Excellence in Research 2016-18

Principle	Principle Description	GSA Policies	GSA current/planned response	Actions	Responsible
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution	GSA Strategic Plan; GSA Staff Recruitment Policy; GSA Activity Planning Policy and Procedure	The second listed priority within the GSA Strategic Plan 2015-18 is Research. http://www.gsa.ac.uk/media/1153159/strategic-plan.pdf . The Strategic Plan specifies that <i>'Through targeted investment, recruitment, development and support of our academic community we will significantly increase the number and proportion of staff who are engaged in research at 3* and 4* level, those qualified to doctoral level and experienced in PhD supervision and staff who are able to deliver research teaching linkages'</i> . The GSA Activity Planning Policy includes information on activity planning and the assessment of Annual Research Plans (ARPs). ARPs were introduced in 2016 and form the basis of research planning and management at GSA.	Following the introduction of ARPs in 2016, GSA will continue their roll out and use on an annual basis. The ARPs act as the mechanism for allocating research time to researchers - at either a normative or enhanced level where the ARP is judged by a peer review panel to be sufficiently high quality. The introduction of ARPs helps with individual and group planning of outputs, environment and impact. It also allows for the institution to gain regular intelligence on research activity, potential and performance, to determine appropriate role profiles for staff and to identify suitable areas for intervention and support Measure of success = engagement with ARP process by 100% of research active staff by 2017	RKEC, Peer Panel and Research Office
1.2	Employers should strive to attract excellence and respect diversity. Recruitment policies should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must be clearly identify the skills required for the post and these requirements should be relevant for the post	GSA Recruitment Policy; Mainstreaming Equality at GSA	A summary of the GSA Staff Recruitment Policy is provided http://www.gsa.ac.uk/about-gsa/working-at-the-gsa/recruitment-policies/ . This was revised in 2015. The overall aim of this policy is to ensure <i>'The process of recruitment and selection must be fair, systematic, efficient and effective, ensuring equality of opportunity'</i> . Note the following extract: <i>'In accordance with the GSA's Policy on Equal Opportunities, all job applicants will be treated equally, irrespective of their sex, marital status, race, ethnic origin, disability, religion, creed, sexual orientation, age, or political view. The framework of the Recruitment and Selection Policy incorporates specific provision to ensure overall compliance with the spirit, principles and legislative requirements of equal opportunity provision.'</i> GSA has a particular commitment to embedding equality and diversity consideration throughout the organisation and amongst varied teams. Planning for this is illustrated in our 2013 work on 'Mainstreaming Equality at GSA' http://www.gsa.ac.uk/media/734570/Mainstreaming_Report_Web.pdf	Review practice to ensure that the recommendations of 'Mainstreaming Equality at GSA' have been fully implemented in the recruitment of researchers. Include findings from this work in a revised approach to training and guidance for recruitment of researchers (see 1.4). Through Executive Group, Approval to Appoint process, ensure Research Office or RKEC representation on interview panels for appointments to research profiles. Measure of success = action points incorporated into training and guidance and published online by December 2016	HR with Research Office. Head of Research, Executive Group
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason		Under the GSA Staff Recruitment Policy, the Recruiting Manager requesting the post must seek formal authorisation to fill a vacancy before commencing the recruitment and selection process by completing an Authority to Appoint	Applications may be made to the Research Development Fund to cover periods between fixed term contracts. GSA research centres and units will be asked to submit business plans to RKEC and to use the GSA Research Pipeline to report on activity in the	Research Centres with Research Office reporting to RKEC Subcomms and

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			(ATA) form. The Recruiting Manager is required to provide an explanation of why a post is advertised as fixed-term. This usually occurs, for example, where the post is dependent on external research grant funding.	previous year and to plan for future research revenue so as to anticipate the requirement for fixed term appointments. Measure of success = plans completed; reduction in % of fixed term staff in research	GSARKEC
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applications should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their future career development	GSA Recruitment Policy	The GSA Recruitment Policy includes clear guidance on requirements for panel membership, experience, expertise and training. Moreover, as set out in the GSA Recruitment Policy, ' <i>All staff involved in the selection and interview process will have received training in equal opportunities and interview and selection skills</i> '. In addition to the statutory requirements to reflect diversity on interview panels, GSA also has a policy of including a member of Research Office staff on interview panels for researcher posts across the School.	Devise and deliver training to managers responsible for recruiting research active staff. Make this available through the VLE, as well as face to face training Measure of success = 100% of members of RKEC and local RKEC subcommittees trained by Sept 2018	Research Office with HR
1.5	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation	GSA Job Grading Review Policy and Procedure; GSA Grading Appeals Policy and Procedure	As stated in the GSA Job Grading Review Policy and Procedures, ' <i>GSA is committed to the principles of equal pay for work of equal value, and has introduced a single job evaluation scheme (HERA) to measure the relative value of all jobs. The grading, and therefore the salary range, of all posts is determined by the outcome of job evaluation</i> '. GSA also has a separate Job Grading Review Policy and Procedure which sets out the procedure to be followed when an individual believes the grade allocated to their post may be incorrect	Policy was due for updating November 2015. Measure of success = new policy in place by March 2017	HR
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems		The Research Office, within the Department of Research and Doctoral Studies provides a range of development and support services across all areas of GSA research. These services are offered to all research-active staff. GSA is particularly aware of our high proportion of part-time staff and the challenges that they face. We are continually looking at new ways to engage more staff in these activities. We also aim to provide equivalent services for colleagues based in our Forres campus, as for those in our main Glasgow base.	Review and refresh Research Office services, through consultation with a Researcher Focus Group Measure of success = Researcher Focus Group meets bi-annually starting September 2016. Increase in take up of Research Office services All researchers are invited to complete Annual Research Plans (ARPs). Forming part of GSA's formal Activity Planning, but assessed outside of the line management structure, these are a transparent and structured approach to time allocation for research time. Measure of success = research activity achieved by research active staff and associated high quality outputs and research outcomes. (151 ARPs were submitted in 2016, of which 80% were deemed to warrant normative or enhanced research time	Research Office (reporting to HR Excellence in Research Steering Group)

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				allocation; aim to achieve 90% in 2017 and 100% in 2018)	
2.2	Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees Regulations (2002) and JNCHEs guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations	GSA Recruitment Policy	This commitment is evident through the recruitment of fixed-term staff, which must always be justified (e.g. where funding restrictions apply).	As above, we will work with Research Centres and Units to reduce the need for fixed term contracts by forecasting resource requirement through the GSA research pipeline and through annual reporting, planning and forecasting. Measure of success = plans completed; reduction in % of fixed term staff in research Provide a fund into which research active staff on fixed term contracts can bid for bridging funding between contracts. Measure of success = increased retention of research active staff finishing fixed term contracts	Research Centres with Research Office reporting to RKEC
2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will want to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management	GSA Activity Planning Policy	GSA has procedures for annual career review amongst all its staff. These are conducted through the line management structures. In addition, GSA is implementing two major relevant innovations to this. These are a new activity planning procedure and Annual Research Plans (ARPs) for staff involved in research. The two are intrinsically linked, with those staff with high quality ARPs being allocated protected research time through the activity planning system. The ARPs are assessed through a peer review process, separately from the line management structures, thus encouraging and supporting transparency, equivalence of treatment and opportunity and effective research management.	Review ARP implementation through consultation with peer reviewers; monitor activity and outputs arising from the ARP process and revise the ARP process and systems for next year. Measure of success = continued engagement with ARP process, increase in deposit of outputs to RADAR (research repository), % of ARPs submitted achieving a quality standard warranting normative or enhanced research time increased from 80% to 90% by June 2017 and 100% by June 2018	RKEC and Activity Planning Working Group
2.4	Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers achieve this objective		Although sometimes GSA is limited by the resources of fixed-term grant funding for research, the Research Office works with principal investigators and their teams to try to secure further funding to retain fixed term staff. This might involve applying for follow-on funding or additional grants. On occasions the GSA's Research Development Fund has been used to support the funding of additional employment of fixed-term researchers, particularly between projects.	Make a fund available for bridging periods between contracts for those research active staff employed on fixed term contracts, particularly where researchers can be involved in producing additional research outputs or impact activities Measure of success = applications for bridging funding; additional outputs and impact activity relating to fixed term research active staff	Research Office

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2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework		Pay progression at GSA (including for research staff) is determined by the single pay scale in accordance with the Framework Agreement. GSA has trades union representation on its HR Committee and hosts a separate Trades Union Forum, through which local implementation can be discussed.	HR is undertaking a wider review of promotion and pay progression at GSA.	HR with Research Office
2.6	Researchers need to be offered opportunities to develop their own careers and well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies	GSA Recruitment Policy	Promotion opportunities are often advertised through the GSA recruitment system as internal vacancies. The update on all vacancies (external and internal) is regularly circulated to all staff.	Review promotion and pay progression of research active staff at GSA. This will be undertaken as part of a wider HR review of promotion and progression. Measure of success = increased transparency in opportunities reported by 2018	HR with Research Office
3.1	It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with other employment sectors.		The Research Office at GSA was established in 2010 as a centralised service for supporting GSA's research community in all aspects of research development, management and researcher careers. The Research Office provides a range of services and is continually looking for new ways to engage and support researchers at all levels of their careers. The Research Office has offered its 'Research Bootcamp' intensive training since 2011. This was developed in response to researcher needs, covering motivation and focus, as well as research skills and competencies. The Research Office also acts as a conduit between researchers and the team will often match researchers in different parts of the institution with compatible interests and/or complementary skills. The Research Office can also provide links externally to relevant training and development provision. SKI Tuesday (Sharing Knowledge and Insight) was introduced in late 2015 as a forum for sharing research across GSA and for encouraging peer support and community building. This has been successful so far and we aim to develop the SKI concept further. In Spring 2016 GSA trialled the Vitae RDF Planner, and aims to roll this	Establishment of the Researcher Focus Group to inform other developments in researcher support and to provide feedback on current provision; further roll-out of RDF Planner from Vitae to support individual career planning and development; SKI development plan to include a range of knowledge and insight opportunities for PhD to experienced researchers; Review and monitoring of the Research Development Fund, focusing on supporting high quality outputs, environment and impact and the support of research careers Measure of success = detailed operational plan for Research Office services and support underpinned by researcher input by Dec 2016. Plan implemented by March 2017 with regular review of success (outputs submitted to RADAR, research income, impact activity etc)	Research Office

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			out further. The Research Office also administers a Research Development Fund that can be used for development purposes, for example, if a researcher wants to pilot a research project or acquire new skills. This is additional to the personal development allocation in each contract.		
3.2	A wide variety of career paths is open to researchers and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports and broad-minded approach to researcher careers and that all career paths are valued equally		The nature of GSA's main disciplines - Fine Art, Architecture, Design and Digital Design, History and Contextual Studies - are such that many of our researchers are 'non-traditional' researchers. There is a large 'practice-based' research contingent, including those who work in commercial practice as well as in education. Many of our researchers are practitioners first. GSA has a long history of embracing diverse career paths, including many of our staff who hold multiple roles - for example, in design or architecture practice as well as at GSA. We appreciate that some of the distinctiveness of our research, particularly as the focus on impact increases, lies in its proximity to its application and practice. We are actively looking at ways to further these synergies and support our people in pursuing varied research careers.	Research office staff taking part in discussions with other institutions from across the UK on the nature of practice-based research and approaches to supporting researchers in practice-based fields of enquiry. Sharing intelligence on articulating and disseminating practice-based research and on the implications for REF. From these discussion, the Research Office, with colleagues from across GSA, will run workshops and training courses for relevant researchers. Measure of success = 3rd meeting of UK group taking place at GSA in November 2016; workshops and training with GSA staff taking place between November 2016 and March 2017	Research Office lead
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter		As stated above, GSA carried out a trial of the Vitae RDF planner in Spring 2016 with a view to rolling out thereafter. We see this as a valuable addition to the range of training and skills development we are able to offer. Some of the Research Office services, including Research Boot Camp and SKI Tuesday, provide opportunities for researchers to develop their generic skills. GSA offers a Postgraduate Certificate in Supervision, which is invaluable for those staff who supervise doctoral students.	We will undertake a review of the Research Office provision, informed by the Researcher Focus Group. The revised services will be specified in the Research Handbook. Measure of success = new services specified by December 2016, implemented by March 2017 and evaluated by March 2018	Research Office
3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden		As mentioned above, many GSA staff hold multiple roles in commercial practice as well as in education at GSA. This means that we are able to access various links into the creative and cultural sector. We plan to implement a mentoring scheme to support researchers, which may address some of the gaps in current provision in this area.	We will work in consultation with the Researcher Focus Group to specify needs for further mentoring opportunities at GSA. We are in talks with a partner university with a view to collaborating. We aim to pilot a mentoring scheme for early career and experienced researchers by Dec 2016. Measure of success = mentoring scheme up and running, with pilot	Research Office lead informed by the Researcher Focus Group

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	awareness of other fields and sectors.			including 8 pairs of mentors/mentees completed by Dec 2016. Extended to other research active staff by June 2017.	
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies		We see the implementation of the Vitae RDF Planner as being one of the key tools for helping researchers to plan their career development. This takes account of the 'big picture' with respect to the career trajectory as well as looking at specific and generic skills and competencies. Alongside this, the ARPs will be updated on an annual basis so that researchers are clear about what their research-specific goals are and how their performance aligns with these. The ARPs have section for outlining longer-term five-year plans as well as the 12 month summaries.	Research Office staff will offer one to one discussions with researchers based around their ARPs. Discussions will aid with prioritisation of research tasks and activities with a view to individual career projection, as well as for the generation of high quality outputs and impact. Measure of success = increase in number of individual appointments with Research Office	RKEC
3.6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development		There is a GSA induction process that is managed by HR, to which the Research Office has contributed. This has involved a general introduction to the Research Office, its systems and procedures and the team. We also direct new starts to the Research and Knowledge Exchange pages of our VLE, to our repository, RADAR and to our research pipeline. With a recent increase in the use of systems in research and the new services and support mechanisms, it would be beneficial to compile new materials to sign-post new and existing staff members. We will develop a 'handbook' for research at GSA and introduce this at staff inductions. This handbook will be accessed electronically.	We will design and disseminate a handbook for research for new and existing researchers at GSA. This guide will provide researchers with an overview of services, systems and support at GSA, to all the relevant policies and to forms and codes of practice for ethics, open access, impact case studies, research funding, professional development and all other relevant aspects of research support and practice. It will also provide a directory of researcher capabilities and interests, funding opportunities and useful internal and external links. We will make this available online and use this as the basis for inductions for new starts. Measure of success = handbook launched, launch events and workshops taken place and in use with all researcher inductions by March 2017	Research Office
3.7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers or students		Again, we consider that our roll-out of the Vitae RDF Planner will act as a platform from which to help researchers and managers to implement skills requirements, planning and development. We are particularly encouraging our Early Career Researchers to use the Planner and to draw their line managers' attention to this.	We will carry out workshops around GSA to promote the use of the Vitae RDF Planner. We have already seen some use by PhD and Early Career Researchers. Further information will be provided to support wider adoption. Measure of success = aim for 30% of GSA researchers to sign up to the RDF planner	Research Office
3.8	Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation,		In addition to the wider career review process, the ARPs provide a research-specific framework for each researcher at GSA to specify their development strategies, in consultation with qualified and critical peers. All ARPs will be	The Research Office will offer one to one sessions with researchers using the ARP as the basis. Researchers will be guided as to focus, goal-setting, prioritisation of projects, publications and dissemination. Where required, the Research Office will refer to other	Research Office

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	which should include availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.		considered, discussed and feedback provided.	specialist advice and provision and facilitate collaboration with other researchers	
3.9	Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices		GSA encourages its researchers to take advantage of the CPD opportunities offered by some of our funders. GSA researchers have taken part in training offered through RCUK initiatives, Royal Society of Edinburgh (Scottish Crucible); GSA is a partner of the Scottish Graduate School for Arts and Humanities. In addition, GSA has funded various colleagues in residencies and placements relating to their research practice in the UK and overseas. GSA provides internal training on skills such as writing, bid writing, costing projects; and also uses external trainers where appropriate.	The Research Office will circulate opportunities from funders through a regular bulletin and by targeting researchers that would benefit from particular schemes. The Research Office will work with HR to encourage take up of Professional Development opportunities for research Measure of success = increased take-up of research-related Professional Development activities; increased involvement in external schemes especially supported by funders	Research Office with HR
4.1	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career	GSA Activity Planning Policy and Procedure	As mentioned previously, the ARPs systematically assess and review research performance and plans on an individual basis annually. Centrally-coordinated and with an element of multi-disciplinary as well as subject expert peer review, we see the ARPs as a step forward both for researcher development and for on-going monitoring and intelligence on the research capability of the institution as a whole.	ARPs fully integrated into the GSA annual planning calendar and used as the basis for career review, activity planning and research office consultations. Measure of success = ARPs adopted across GSA; greater utilisation of research time; increase in quantity and quality of research outputs to RADAR	

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4.2	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another		Again, we aim to use the Vitae RDF Planner as the base for re-considering CPD and training provision for researchers. As the RDF Planner is adopted further, we will work with researchers to identify gaps in our current provision and look to address these. Recent suggestions to develop a 'lens' specifically for the arts and humanities are welcomed and GSA will look to work with other institutions and with Vitae to be involved in that development.	Volunteer to assist with the development of Arts and Humanities 'lens'; review provision of training and identify gaps. Measure of success = working with Vitae and colleagues on the new lens; lens developed	Research Office
4.3	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided	GSA Strategy 2015-18	GSA offers a PG Cert in Teaching and Supervision that is open for all academic staff. This is a popular and demanding accredited course. GSA Strategy 2015-18 indicates a commitment to teaching-research linkages. We will look to support colleagues in integrating their research into teaching programmes, where appropriate.	Organise seminars on research-teaching linkages as a stepping stone to further development Measure of success = seminar devised and timetabled by March 2017; seminars run across all areas of GSA by Dec 2017	Research Office lead (with Teaching and Learning)
4.4	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees	GSA Strategy 2015-18	GSA has an institutional culture of consultation and collective planning and many of its policies, planning activities and management strategies use elements of co-design and representation. In addition, several GSA Committees include representation from researchers. The main formal mechanism for researchers to have an input to research policy and practice is through the Local Research and Knowledge Exchange Committees that report to the main GSA Research and Knowledge Exchange Committee. The GSA Research Strategy is under development at 2016 and is informed both by the GSA Strategy 2015-18 and by local plans, which the Research Office has helped coordinate. We consider this to be an effective approach that factors in overall institutional priorities and local differences and nuance.	Local plans for research will be submitted to RKEC and provide strategic and operational guidance for support required across GSA. Measure of success = plans for each area submitted and agreed by RKEC in October 2016 and subsequently the following year	Research Office lead (with Heads of Schools and Convenors of RKEC Subcomms)
4.5	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement		We have been in discussions with colleagues at St Andrews University about possible approaches to mentoring, alongside having a GSA working group assess initial options. This group regarded the implementation of the Vitae RDF Planner as a stepping-stone to a wider provision of mentoring and support. The Research Office provides one to one and group support to researchers, as do various other formal and informal groups across GSA. Our aim is to offer a more formal mentoring scheme.	Specification of mentoring scheme and piloting of the mentoring scheme will be a priority for 2016/7. Measure of success = having piloted the scheme in Dec 2016 and to have full rollout by June 2017	RKEC
5.1	Researchers are employed to advance			Further opportunities for GSA researchers to share skills, knowledge	Research Office

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	knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers			and experiences through participation in GSA events (SKI Tuesdays, Annual Research Showcase, Public Lecture Series etc). Also, support through the Research Development Fund for conference attendance. Measure of success = greater participation in SKI and other events. Applications for high quality conferences	
5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole		GSA has a dedicated Knowledge Exchange Manager within the Research Office team, who works across the School to assist and support with KE activities. From 2016, GSA is in receipt of funding from SFC's Universities Innovation Fund (UIF). This represents uplift in this area and GSA aims to put the UIF funding to good use to support further KE and enterprise activities. Planning for this commences in 2016.	GSA will conduct a review of KE provision and implement revised activity in line with revised budget and needs of the organisation. This will be informed by the main research centres and units. Measure of success = increased KE participation, budget spent across different areas of GSA	Research Office
5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge	GSA Research and Knowledge Exchange Ethics Policy; GSA Open Access Policy and Procedure	All research at GSA is required to comply with the GSA Research and Knowledge Exchange Ethics Policy. This requires ethical consideration and approval for every research project, which is granted by the GSA Ethics Committee or referred to other research ethics committees, where appropriate or necessary (e.g. NHS Ethics Committees). Research outputs are disseminated through GSA's institutional repository, RADAR (www.radar.ac.uk), and the research office provides advice and guidance on dissemination and publishing. GSA's research information team supports the RADAR system, and also provides support on Open Access issues.	Schedule workshops on research ethics in all areas of the school during session 2016/7. Section on research ethics included in the Research Handbook and in the induction for new researchers. Research Office to assist in the development of an ethics approval regime for all undergraduate and postgraduate programmes. Measure of success = appreciation of ethical considerations across the institution evidenced by 100% of projects in the GSA pipeline being underpinned by ethical approval at relevant level.	Research Office with HR
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position		GSA offers professional development opportunities to all staff. With the introduction of the ARPs, there will be an additional opportunity to discuss skills requirements, in addition the discussions that take place during regular annual career reviews with line manager. The research office also provides support and guidance on skills and development and signposts to external sources of training and support.	Schedule SKI events including employers and representatives from industry who can advise on skills requirements in other fields. Measure of success = at least 3 external speakers from non-academic field speaking at SKI events per year (previous speakers have included Microsoft, Mail Newspaper Group and independent artists) The University Innovation Fund has allowed for the introduction of an Impact Enhancement Fund. This fund supports sector engagement and impact pathways. Through this engagement research active staff may also learn about sector skills requirements Measure of success = greater number of partnerships with industry; increased successful applications to the impact enhancement fund	Research Office
5.5	Researchers should recognise that the primary responsibility for managing and pursuing		We see the Vitae RDF Planner as a specific tool for supporting researchers to monitor their career development independently. This	Further roll-out and promotion of the Vitae RDF Planner through events and targeting. Review of ARPs with one to one follow up by Research Office.	Research office

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	their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research manager should encourage research staff under their supervision to attend appropriate training career development courses and events		combines with the annual ARP and career review processes (see above).	Early results from wider mentoring pilot Measure of success = wider take-up of Vitae RDF Planner, appointments with Research Office for one to one; feedback from mentoring pilot	
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year, in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate		As above, via the Vitae RDF Planner, as well as through ARP and career processes.	The ARPs are designed to encourage research active staff to report on their research activity over the past 12 months and to plan further activity over the coming 12 months and 5 years. The ARPs are assessed through a cross-school and interdisciplinary peer review process. They are uploaded into a restricted view area of our research repository, RADAR. Researchers are able to access their ARPs, print them from RADAR, and may use these as the basis of discussions with managers, mentors or prospective employers.	Research Office supports the system; Research Active Staff responsible for keeping their ARPs up to date
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression	Mainstreaming Equality at GSA	GSA is fully committed to all its obligations under the UK legislative framework (2010), including the general duty, specific duties and the additional Scottish specific duties (2012). As our report on 'Mainstreaming Equality at GSA' puts it: <i>'The foundation of our approach to mainstreaming equality is a willingness to engage with the complexities of organisational learning, and the multiple dimensions of difference, identity and experience at the individual, group and organisational level. Our objective is to ensure that the School's systems, support mechanisms and academic structures offer people access to opportunities and support their participation and achievement in an environment where equality</i>	Review participation in ARPs; review research active staff and representation; report on these	RKEC and Activity Planning Working Group

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			<p><i>and diversity are fundamental to the quality of the day to day learning and working experience.'</i> http://www.gsa.ac.uk/media/734570/Mainstreaming_Report_Web.pdf We will continue to pursue further improvement in promoting equality and diversity across our institution and carry out relevant Equality Impact Assessments.</p>		
6.2	<p>As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds</p>	GSA Staff Recruitment Policy and Procedures	<p>The GSA Staff Recruitment Policy and Procedure aims to support recruitment from a wide pool of available talent. We will review the research-specific aspects to this - including where posts are advertised and looking at how we can make research posts attractive to some of the under-represented groups.</p>	<p>Review equality and diversity data on research staff recruitment and work with HR to ensure that the lessons from 'Mainstreaming Equalities' are included in researcher recruitment practice. Devise specific plans for attracting under-represented groups. Measure of success = increase in % applications from and appointments to under-represented groups</p>	Research Office lead with HR
6.3	<p>It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others</p>		<p>We undertook a survey of researchers in Autumn 2013. This looked at the research environment and support at GSA and included asking researchers about the barriers to carrying out research. This work has informed some of the ways that the Research Office works in supporting researchers and has been useful in devising new systems and support. We intend to repeat this type of survey on a regular basis, to keep abreast of progress and potential new challenges amongst researchers. As well as looking at protected characteristics, we are looking at other groups that could be disadvantaged - for example, those staff who mainly teach postgraduate rather than undergraduate programmes.</p>	<p>Undertake survey of researchers at GSA using some of the questions from 2013 survey so as to review progress. Measure of success = response rate of at least 50% of active researchers; improvements in satisfaction and quality judgments from previous study</p>	Research Office
6.4	<p>Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the 'early career' period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working</p>	GSA Flexible working policy and procedure	<p>https://vle.gsa.ac.uk/bbcswebdav/pid-103719-dt-content-rid-334243_1/orgs/AD_HR/Flexible%20Working%20Policy%20April%202011.pdf</p>	<p>Research Office services and support to specifically target part-time workers and returners from maternity leave. This applies, for example, to the Research Boot-Camp training which aims to build confidence, as well as assisting with research planning and prioritisation. Measure of success = part-time and maternity leave returners submitting ARPs in 2017 and submitting to mock REF and the final REF</p>	

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	conditions should allow both female and male researchers to combine family and work, children and career				
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently	GSA Flexible working policy and procedure; GSA Maternity Leave and Pay Policy; GSA Maternity Support Policy; GSA Adoption Policy; GSA Adoption Support	GSA's Flexible Working Policy and Procedure sets out clear guidance for staff and their line managers to negotiate terms and conditions for flexible working. We have found that, depending on the nature of the research, flexible working patterns can benefit both employee and employer. In some cases, we might find that flexible working accompanies a period of research leave or might fit with a certain stage of the research project. This policy sits alongside other relevant policies relating to maternity, adoption and adoption support.		
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave	GSA Maternity Leave and Pay Policy; GSA Maternity Support Policy; GSA Adoption Policy; GSA Adoption Support	The GSA Maternity Support and Pay Policy sets out the general provision that is made for all staff that are affected by maternity. GSA also has separate policies for Adoption and Adoption Support (revised 2015). http://www.rcuk.ac.uk/documents/skills/RCUKMaternityBriefing-pdf/		
6.7	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below	GSA Staff Recruitment Policy and Procedure	The GSA Staff Recruitment Policy and Procedure goes some way to addressing this - it specifies diversity on selection panels. However, our recent Equality Impact Assessment work for REF2014 identified some areas where the institution needs to develop. In particular, GSA is looking to increase participation from women in research and the REF selection process and from disabled people.	GSA has various sources of data and intelligence that will be used to assess and monitor equality and diversity of recruitment, opportunity and participation in research related activities and roles at all levels. GSA will carry out Equality Impact Assessments of all Research-related policies and procedures. In preparation for REF2020, GSA will also draft a Code of Practice for Selection in REF2020. Measure of success = improved participation and selection of those groups who were under-represented at REF2014	Research Office reporting to RKEC, with the Equalities and Diversity office and HR
6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples	GSA Flexible Working Policy and Procedure	GSA's Flexible Working Policy and Procedure includes provision for staff to seek flexible working patterns where that suits both their	See above (Survey of Researchers)	

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	would include researchers who have responsibility for young children or adult dependents, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups		needs and the requirements of the job. We are aware though that it is often formal aspects that disadvantage certain groups of researchers. In our survey of the GSA research environment and support we identified some of the barriers to researchers; also in some of the data gathered through our Equality Impact Assessment work for REF2014. We are specifically addressing some of these areas, for example, offering a wider range of support services, varying times and delivery methods and simple fixes, such as making more of our resources available off campus. We will continue to monitor barriers to research and look for ways to address these.		
6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties	GSA Dignity and Respect at Work and Study Policy	GSA's Dignity and Respect at Work and Study Policy sets out the standards that all employees can expect and the measures that exist for ensuring discrimination, harassment or bullying is reported and addressed. This is closely linked to the work on mainstreaming equality and diversity, ensuring that there is transparency and fairness in the workplace for all.		
6.10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers		GSA does not currently participate in Athena SWAN. However, as Athena SWAN has been widened to cover our disciplines, we are now considering participating in the scheme. GSA is committed to promoting diversity, including through its 'Mainstreaming Equality and Diversity' work.	GSA to review options for Athena SWAN and to begin the preparing for an application for Bronze level award for the institution. GSA is currently awaiting instruction for Small Specialist Institutions applying to Athena SWAN and is in the process of appointing a Steering Group. The institution has made a commitment to Athena SWAN in its Outcome Agreement with SFC. Measure of success = plan for Athena SWAN application to be submitted by 2018	Directorate, RKEC and HR Committee
	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations.	GSA will liaise with Vitae to ensure that data collection is in line with the requirements of benchmarking and monitoring; and encourage our researchers to contribute to national surveys and consultations.			Research Office
The signatories agree	To constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the				

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	Professional Institutions. This group will inform the UK Research Base Funders' Forum of Progress				
	To procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat				
	To contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report				
	To draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS)				
	To undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector)				
	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat				
	The signatories recognise the value of innovation in practices and sharing of practice between institutions and aim to promote these throughout the implementation and review process				
	The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising				

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	the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.				
	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact	GSA already takes its responsibilities and obligations on monitoring of equality and diversity seriously. We will continue to do so and look to expand the researcher-specific data collected, analysed and reported.		Analysis of REF2020 participation data starting with the Mock REF, which is due to take place in 2017, to tie in with the ARP process for that year. Following our analysis of REF2014 submission and selection, we are actively targeting a greater proportion of submissions from women and from disabled people. The discrepancy observed at submission level was not evident in selection, which was broadly equitable. This is being assisted by the work carried out through 'Mainstreaming Equalities'. Measure of success = increased proportion of REF submissions from under-represented groups for REF2020	Research Office with the Equalities and Diversity Office