How to complete your 2019 ARP

THE GLASGOW SCHOOL OF ART

V 1.2

Annual Research Plan (ARP)

- ARP is the annual research plan
- All contracted academic staff (>0.2FTE) are eligible to submit an ARP
- Account of research activities – completed and planned
- Assessed through peer review by GSA colleagues (including a reviewer from a field close to yours)
- No line management conflicts of interest
- Recommendation for 'normative time', 'enhanced time' or 'no research time' for academic year 2019/20.
- For a 1FTE in a teaching and research role, normative corresponds to 0.2 FTE, and enhanced to 0.4FTE.

ARP Timetable

- RADAR form and ARP guidance launches – 6/3/19
- Guidance sessions: 5th March, 7th March, 13th March, 20th March (MSA)
- Deadline for new RADAR entries: ASAP
- Deadline for completed ARPs: 12 April
- Review period: April-May
- Feedback and Results: by Degree Show

Before You Create a New ARP

- Update the Research Profile section of your RADAR homepage (this will pre-populate Section 2)
- Add all Completed Outputs that you will include in the ARP to RADAR
- Add all Outputs completed in the last year to RADAR (even if you will not include them in the ARP)
  - Reviewers will also look at your RADAR page
- Read the guidance documents - http://radar.gsa.ac.uk/contact.html
- Consider all of the content required and plan your approach

Changes to the ARP in 2019

- Simplification of environment, impact and summary of activity sections
- Additional guidance on what to include
- Focus on 'best completed outputs' since 2014 – not necessarily those completed in the last year
  - Recognition that **Mackintosh fire** caused disruption in the last year

- Adjustments to numbering and headings

Section 3: Update on Objectives in Previous ARP

- Clear, concise summary of your progress towards objectives included in your last ARP
  - Particularly projects and planned outputs
- No need for a polished narrative – a list of key items, with a note on progress or changes will be acceptable
  - Detail may be covered in other sections – cross refer
- If your research was adversely affected by the Mackintosh fire, then mention it here rather than completing a mitigating circumstances form – *unless you need to disclose sensitive personal information*. Reviewers will take this into account.

Section 3 – Indicative Example

'Co-designing new forms of civic relationship', proposed journal paper in Co-Design, based on 2017 conference presentation at DMI: article submitted December 2018, awaiting outcome of peer review, see Forthcoming Outputs.

'Architects of Modernity', chapter in edited book, published by I.B. Taurus 2018, see Completed Outputs.

'Forging Sustainability: Circular Economy Approaches to Silversmithing', proposed conference paper was not accepted for EcoDesign Conference 2019.

'The Cartographic Lens', planned exhibition at Hasselblad Gallery: production of new work scheduled for summer 2018 delayed due to Mackintosh fire. Now scheduled for autumn 2019, see Research Projects.

Group exhibition, 'Sent to Coventry', commission for Coventry City of Culture 2021: new activity, not included in last ARP. See Research Projects.

Invited to join AHRC peer review panel: see Research Environment.

Shortlisted for Scottish Printmaking Prize, Jan 2019: see Research Environment.

Contributed to Scottish Government expert panel on culture, Sept 2018: see Impact.

Note: Following the Mackintosh fire in June 2018, I was unable to access my office for two months, and was heavily involved in reorganising UG programmes for Semester 1. As a result, I was unable to undertake research as planned during the summer, and therefore several outputs and projects described in my last ARP are not yet complete.

Section 4: Your Best Completed Outputs Since 2014

- One of the most important sections
- Best research outputs since 2014 – based on your own judgement (perhaps with the support of your peers)
- Any outputs you include in this section must be added to RADAR. If an output is not in RADAR, the ARP reviewers will ignore it.
- Maximum of 8 completed outputs – but you do not need to include that many. Quality over quantity.
- 300 words -- clearly articulate the nature and context of the research enquiry and outcomes to reviewers
- Introductory facts
  - Type of Output
  - Was it peer reviewed? How?
  - What was your contribution?
  - If textual – word count and format

Section 4: Is It Research?

- A process of investigation, leading to new insights, effectively shared
  - Process of investigation – research questions, strategy, methodology
  - New insights – adds to academic knowledge
  - Shared – so that other scholars can engage and respond
- Originality, Significance, Rigour
  - Original – discovery, new and original contribution to knowledge in the field.
  - Indicate how it relates to prior knowledge
  - E.g. arguments, interpretations, theories, data, methods, paradigms, forms of creative practice, novel applications or combinations of these etc.
  - Significance – (potential) influence on scholarly thought and practice. Is it a point of reference?
  - Rigour – intellectual coherence and integrity, appropriate methods, theories, concepts, sources, analyses which give confidence about reliability of findings
- Other achievements not relevant if they do not involve research

Research (simplified)

- Descriptions of your outputs should seek to address each of these aspects

Research Through Creative Practice

- Is in scope
- Method, questions, outputs, 'effective sharing' -- may occur in alternative forms and sequences
- Should still be able to articulate the research process, questions, insights, and manner of dissemination
- How does the work go beyond 'creative practice in itself' and/or your development as a practitioner, to contribute to what we (scholars/practitioners) know and understand about the field in which the work is situated (which may include our understanding of such creative practice itself)?
- Contribution to practice context *and* to academia (emphasis on latter for ARP)
- Use the GSA practice based research template - http://radar.gsa.ac.uk/5649/

GSA Practice Based Research Template

THE GLASGOW SCHOOL: OF ART

How to use the practice-based research template

Include a very brief description of your research output here

Julie Ramage, Department of Research & Enterprise

Section 5: Research Projects

- Projects currently underway, planned or in development in a serious, tangible way
- Describe purpose, subject, method, partners, timetable
- What is your contribution to origination and delivery?
- Have you been awarded, or applied for, funding? How much? From whom?
- Do not include details of any completed projects in this section. The results of completed projects should be reflected in either your Completed Outputs or Planned Outputs sections.
- Very early stage, speculative or aspirational project ideas should go in Section 10

Section 6: Forthcoming Outputs

- See Section 4 – most of the same criteria apply, although findings and conclusions may be less clear at this stage
- Indicate if there is already a confirmed route to dissemination -- e.g. paper accepted, target journals identified, publishing contract awarded, exhibition date and venue confirmed
- Emphasise outputs that you will be working on in the forthcoming ARP period, and those due to be be completed or published
  - State expected dates of completion/publication
- Earlier stage, speculative or aspirational project ideas should go in Section 10

Section 8: Research Environment

- Summarise recent and planned contributions to the research environment at GSA and other academic circles
- e.g. giving invited talks, hosting conferences, editing journals, peer reviewing, PhD examination etc.
- As in section 3, a concise list of activities with accompanying notes will be acceptable, instead of a polished narrative
  - But reviewers do want to know about relevant activities

Section 9: Impact

- An effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia
- Change or benefit to:
  - activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
  - Of an audience, beneficiary, community, constituency, organisation or individuals
  - In any geographic location, whether locally, regionally, nationally or internationally.
  - May also include the reduction or prevention of harm, risk, cost or negative effects
- *Not* impacts on research or academic knowledge within the higher education sector
- *Not* impact on teaching practices or programmes at GSA
- As in section 3, a concise list of activities with accompanying notes will be acceptable.

Section 10: Longer-term research plans

- Longer-term research plans and aspirations for the period after summer 2020. What are your ambitions for your future development as a researcher?
- This section is important to GSA and reviewers – don't overlook it
- E.g. projects you hope to undertake and complete, grants you aim to apply for, publications you intend to write (and for whom), artefacts you plan to produce (but which are at a more embryonic stage than those included in earlier sections), experience you hope to gain or roles you aim to hold (e.g. peer reviewing, editorships)
- If you wish, include development and training needs
- Be as specific as possible, and indicate when you aim to complete your objectives.

Good luck!

- Contact us for guidance and assistance:
    - N.Siminson@gsa.ac.uk (Open office hours: Every Thursday 2-4pm, Room 3/2, Barnes Building)
    - D.pike @gsa.ac.uk (Open office hours: Every Wednesday 2-4pm, Room 3/2, Barnes Building)
    - C.Kirkpatrick@gsa.ac.uk

- Guidance documents and practice-based research template:
    - http://radar.gsa.ac.uk/contact.html

- Mitigating circumstances form
    - http://www.gsa.ac.uk/about-gsa/key-information/policies/institutional-policies/