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.


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


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
• 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

How to use the practice-based research template

Include a very brief description of your research output here

Julie Ramage, Department of Research & Enterprise

Download from: http://radar.gsa.ac.uk/5649/
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 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](mailto: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](mailto:C.Kirkpatrick@gsa.ac.uk)

• Guidance documents and practice-based research template:
  • [http://radar.gsa.ac.uk/contact.html](http://radar.gsa.ac.uk/contact.html)

• Mitigating circumstances form
  • [http://www.gsa.ac.uk/about-gsa/key-information/policies/institutional-policies/](http://www.gsa.ac.uk/about-gsa/key-information/policies/institutional-policies/)