

Principle	Implementation	Gap/Implementation Impediments	Initiatives Undertaken/New Proposals
Ethics and Research Integrity	-/+	<p>There is no published AI ethics policy resulting in staff uncertainty regarding acceptable AI use (e.g., Focus Group 1: “Can we use AI or not?”; Focus Group 2: “Ethics at IADT is difficult – it can be difficult to know where it belongs and who does it belong to.”);</p> <p>Survey evidence indicates gaps in guidance and support for ethical standards (R1: 20%; R2: 29%; R3: 40%; Non-Researcher: 50%) and 21% overall disagreement in survey 2 regarding institutional support for strict ethical standards and research integrity (R1: 0%; R2: 29%; R3: 0%; Non-Researcher: 25%). Additionally, there is a lack of clarity around leave policies which contribute to concerns around career progression.</p> <p>There is currently no mandatory or standardised training in Ethics or AI usage at this time. In addition, there is a gap in research staff’s awareness of institutional leave policies.</p>	<p>Already undertaken:</p> <p>IADT has an established committee responsible for the development and oversight of AI-related policies. Ethics training has been delivered to staff in the past.</p> <p>New proposals:</p> <p>Governance and Policy:</p> <p>Define clear ownership for AI Ethics (AI Policy committee in collaboration with Research Ethics Committee) Integrate AI ethics guidance into research ethics approval processes, staff policies and codes of conduct. Develop and publish AI ethics policy;</p> <p>Training and Awareness:</p> <p>Develop tailored AI training and information for researchers, lecturing staff and professional services staff rather than a single generic approach. Introduce refresher training every 2-3 years to maintain awareness as AI tools evolve. Include AI ethics and acceptable AI use in staff induction programmes.</p> <p>Guidance and support:</p> <p>Create a single page on Orchard for AI policies, ethics guidance, FAQ’s and points of contact. Identify a contact person or group for staff seeking support on AI Use in Teaching or research.</p> <p>Clarifying Leave Policies:</p>

			<p>Publish clarifications on how leave is applied for research staff taking account of research outputs, grant timelines and promotion criteria. Explicitly communicate how leave impacts on career progression. Review promotion and progression data to identify unintended impacts linked to leave.</p>
Freedom of Scientific Research	-/+	<p>Academic staff report limited capacity to engage in research and training due to teaching commitment (IADT lecturing staff have class contact of a minimum of 16-18 hours per week – nationally agreed contract) (e.g., Focus Group 1/Focus Group 3: “Academic staff – are limited to attend trainings due to their teaching commitments” / “IADT has a lot of training available but not a lot of time allocated for researchers to attend such events”);</p> <p>In addition, as emphasised in the focus groups policies and supports to maintain research engagement during leave are unclear.</p> <p>Survey 2 indicates 27% overall disagreement on institutional support for freedom of scientific research (R1: 0%; R2: 29%; R3: 50%; Non-Researcher: 25%).</p> <p>Implementation impediments:</p> <p>Nationally agreed contract on minimum teaching hours (16-18 hours per week).</p>	<p>Already undertaken:</p> <p>IADT provides structured professional development at specific times during the Academic year. IADT has an established joint forum for negotiation and consultation with all unions. In addition, IADT has a specific forum for Academic unions (includes research staff) to align policies with national changes. Existing mechanisms support research activity alongside teaching responsibilities.</p> <p>New proposals:</p> <p>Workload and Time Allocation for Research:</p> <p>Implement the workload model (already developed) for research activity which weights research activity (e.g. supervision) Roll out “protected” research days to all academic staff across the Institute with the support of Academic HoD and HoR.</p> <p>Leave:</p> <p>Develop remote collaboration and research continuity guidance for staff on leave; Develop templates for PI’s and research staff to plan supervision, grant milestones</p>

			<p>and outputs in advance of taking leave. Establish an internal portal to support research engagement and communication during leave periods. Develop central guidance on funder rules, extensions and no cost extensions during leave periods. Develop structured return to work meetings with managers to support return to work and allow staff to catch up post leave.</p> <p>Training:</p> <p>Develop online training that can be accessible to staff on leave or from home. Allocate a certain number of hours of training for research related training on an annual basis.</p>
Open Science	+/-	<p>While open science practices are embedded, opportunities remain to further enhance international visibility and openness in research recruitments. In particular the use of EURAXESS to advertise research vacancies is currently limited, reducing reach to the wider international community.</p>	<p>Already undertaken:</p> <p>IADT demonstrates strong alignment with Open Science principles through established practices supporting open access publishing, data management and research transparency. Researchers are supported in making research outputs openly available in line with requirements and there is infrastructure in place in IADT to facilitate open science practices. IADT provides infrastructure to facilitate Open Science, including the Illustro institutional repository for open access and FAIR-compliant sharing of research outputs, as well as an institutional research journal (yet to be published) that will support open dissemination and</p>

			<p>transparency in scholarly communication.</p> <p>New proposals:</p> <p>Expand international research recruitment:</p> <p>Ensure all research opportunities are advertised via EURAXESS Encourage international participation in European and international Open Science Networks</p> <p>Data Management:</p> <p>Develop guidelines and templates to ensure consistency across the Institute</p> <p>Training:</p> <p>Offer periodic training on Open Science best practice Include Open Science principles in staff induction and research ethics training.</p> <p>Reporting:</p> <p>Share openly metrics on publications and other metrics related to the adoption of Open Science. Monitor and review all policies and guidance in this area on a regular basis.</p>
Gender Equality	-/+	<p>Limited specific actions targeting gender imbalances in research teams, decision-making, and career progression; Integration of gender dimension in research content and culture requires strengthening; Underrepresentation of certain genders in leadership programmes and mentoring opportunities.</p> <p>Survey evidence: 26% overall disagreement on fostering gender balance in teams and decision-making in Survey 1 (R1: 0%; R2: 0%;</p>	<p>Already undertaken:</p> <p>IADT holds Athena Swan Bronze award and is currently implementing the EDI Action Plan 2022-27. Gender-related policies are being developed through the ongoing self-assessment processes. Current measures include monitoring staff and student diversity and implementing hybrid/flexible working arrangements.</p>

		<p>R3: 80%; Non-Researcher: 50%) ; 23% overall disagreement on gender balance and integration of gender dimension in Survey 2 (R1: 0%; R2: 29%; R3: 33%; Non-Researcher: 0%).</p>	<p>New proposals:</p> <p>Policy and Planning: Ensure full implementation of the IADT EDI Action plan 2022-2027 and integrate gender issues in research staff and student processes. Embed gender equality objectives in the updated consent/ESVH Action plan (2027).</p> <p>Leadership:</p> <p>Introduce mentorship programs for underrepresented genders in research. Actively encourage eligible women and non-binary researchers to apply for the Aurora Leadership programme and the SDN Mentoring Platform. Establish a mentorship scheme for all post-doctoral researchers and research students.</p> <p>Training:</p> <p>Develop and roll out a programme of EDI training and capacity-building programmes for all research active staff and research students at IADT, including raising awareness of the Gender Dimension in Research (linked to TU RISE ELEVATE). Provide EDI training for recruitment panels and decision makers.</p> <p>Recruitment and Retention:</p> <p>Actively monitor staff and student diversity data to identify gender gaps. Introduce targeted recruitment and outreach, scholarships for underrepresented genders. Actively promote hybrid and</p>
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			<p>flexible working arrangements for researchers.</p> <p>Monitoring:</p> <p>Regularly evaluate impact of initiatives on gender balance in teams, leadership and research culture.</p>
Embracing Diversity	-/+	<p>Uncertainty exists regarding support for staff with intellectual disabilities (e.g., Focus Group 3: “There is insufficient support for staff with disabilities.”).</p> <p>Survey evidence indicates gaps in staff perceptions of diversity and inclusion: 21% overall disagreement on valuing and integrating diversity in Survey 1 (R1: 0%; R2: 0%; R3: 60%; Non-Researcher: 50%) and 38% overall disagreement on addressing unconscious biases in Survey 2 (R1: -; R2: 57%; R3: 33%; Non-Researcher: 0%).</p> <p>Time and attendance practices not fully supportive of flexible working or alternative schedules needs by staff with disabilities or other responsibilities. There is a lack of clarity on how time-tracking accommodates reasonable adjustments or enables staff to carry out their roles.</p>	<p>Already undertaken:</p> <p>IADT complies with legislation on workforce diversity and maintains systems for tracking staff time and attendance. IADT tracks workforce attendance and working hours to comply with legislation and contractual requirements. Attendance data allows IADT to customise staff schedules, provide part-time work or remote working options for staff with diverse needs. It also allows IADT provide sick leave and annual leave balances for staff and it ensures consistent support to staff attendance. Time and attendance recording allows IADT to identify patterns that may indicated workload inequities or barriers for specific staff groups, thus allowing us to address gaps identified.</p> <p>New proposals:</p> <p>Support Systems:</p> <p>Establish in line with the IADT Code of Practice for the Employment of Staff with Disabilities clear, accessible support structures for staff with diverse needs including intellectual, physical and neurodiverse conditions</p> <p>Training:</p>

			<p>Regularly roll out diversity training for staff and managers Include awareness of intellectual disability support needs at recruitment stages and support with ongoing training and awareness raising.</p> <p>Policy:</p> <p>Review diversity policies to ensure that staff with disabilities have explicit support where necessary. Continue to integrate and refine diversity considerations in recruitment practices. Include diversity considerations in future performance reviews.</p>
The Research Profession	-/+	<p>Research culture can feel individualistic (e.g., Focus Group 2: "IADT's current research culture can feel individualistic."); Career development support and CPD access are inconsistent; researcher achievements are not fully recognized (e.g., Focus Group 3: "The term Research Assistant is too broad and does not reflect experience/skills"). A focus group one member stated, "a pat on the back or bottle of champagne means very little if you'll soon be without work."</p> <p>36% overall disagreement on recognition of researchers as professionals in Survey 2 (R1: -; R2: 43%; R3: 67%; Non-Researcher: 0%).</p>	<p>Already undertaken:</p> <p>IADT provides mentoring and career development opportunities, though these are not always tailored for researchers; CPD and career guidance are available in some contexts and researchers have access to standard professional development resources.</p> <p>New proposals:</p> <p>Mentoring:</p> <p>Implement researcher-specific peer mentoring programme; Pair early career researchers with senior researchers for guidance on skills development and career pathways</p> <p>CPD:</p> <p>Ensure consistent access to CPD opportunities for all research staff, including, during and after leave; Provide workshops on career progression, grant writing and research management</p>

			<p>Recognition:</p> <p>Develop recognition mechanisms for researcher contributions; and continue to extend contract durations where feasible. Ensure Job Profiles and Grading reflect researcher experience and skills</p> <p>Career Progression:</p> <p>Clarify career progression pathways for research staff, including promotion criteria and role expectations (in line with national frameworks)</p> <p>Monitoring:</p> <p>Create feedback on mentoring, CPD and recognition initiatives Track recruitment and progression information to identify gaps.</p>
Free Circulation of Researchers	-/+	<p>Short-term contracts limit researcher mobility; Reintegration guidance post-leave is informal and inconsistently applied across the Institute. Unclear how current policies in IADT impact on international mobility and career progression.</p> <p>Implementation impediments:</p> <p>Short-term contracts predominantly linked to funding availability.</p>	<p>Already undertaken:</p> <p>IADT provides phased return options on a case-by-case basis for staff returning from certain leave. Informal guidance from the HR Office is available to support return to duty.</p> <p>New proposals:</p> <p>Contract Mobility: Where feasible extend contract durations to support career continuity and enable international collaboration; Clearly communicate contract implications for international mobility opportunities in Candidate information booklets or on IADT vacancy page. Clarify impact of international mobility.</p>

			<p>Return to work:</p> <p>Formalise reintegration support, including structured phased return options for staff returning to work from leave periods; Develop written guidance outlining steps, expectations and supports for researchers returning to work</p>
Sustainability of Research +/-		<p>Contractual and structural constraints limit recognition of research achievements related to sustainability; Sustainable research practices are not consistently embedded into research policy or planning at this time.</p> <p>Survey evidence indicates 46% overall disagreement regarding encouragement to reduce carbon emissions in Survey 2 (R1: -; R2: 57%; R3: 67%; Non-Researcher: 0%).</p>	<p>Already undertaken:</p> <p>IADT has appointed a Sustainability Officer and developed an initial sustainability plan. Researchers have access to guidance on environmentally responsible practices, though integration into formal research policies is limited.</p> <p>New proposals:</p> <p>Policy:</p> <p>Develop formal sustainability statement applicable to research activities; Integrate environmentally aware research practices into research policies and procedures;</p> <p>Funding:</p> <p>increase funding to support sustainable research projects including carbon reduction initiatives.</p> <p>Training:</p> <p>Provide targeted training and guidance for researchers on sustainable practices Encourage inclusion of sustainable considerations in grant applications, project planning and procurement practices.</p>

			<p>Monitoring:</p> <p>Track the adoption of sustainable practices and their impact on research outputs</p>
<p>Researchers' Assessment</p>	<p>-/+</p>	<p>Lack of formal assessment framework and performance management system for researchers; Limited recognition of researcher contributions to Institutional goals; Insufficient representation in governance and decision making bodies (e.g., Focus Group 4: "No academic staff in IADT are elected to academic council ... this is a governance failure").</p> <p>Survey evidence indicates 46% overall disagreement on transparent evaluation systems in Survey 2 (R1: 0%; R2: 57%; R3: 33%; Non-Researcher: 33%).</p>	<p>Already undertaken:</p> <p>IADT provides feedback mechanisms for researchers. These include informal discussions with supervisors, adhoc feedback from managers but there is no formal, standardised performance management system at this time in IADT. Mentoring support is partially available in IADT.</p> <p>New proposals:</p> <p>Assessment:</p> <p>Implement formal assessment framework and performance management system; Develop other recognition mechanisms for research contributions including awards, promotional framework and increased visibility in institutional communications as a distinctive professional staff grouping.</p> <p>Governance:</p> <p>Increase research staff representation at Institutional decision-making bodies; Ensure that the same process for nomination of research staff applies to them as is already in place for all other staff.</p> <p>Monitoring:</p> <p>Regularly review the effectiveness and fairness of assessment mechanisms. Track participation rates of research</p>

			staff on committees and collect feedback on engagement/attendance rates.
Recruitment +/-		<p>Limited alignment of recruitment process with comprehensive researcher development frameworks and career progression frameworks; No clear succession planning in place for Research roles; Perceived that there are limited tracking and analysis of applicant suitability, appointment outcomes and diversity metrics.</p> <p>Survey evidence indicated perceived gaps in transparency and merit-based recruitment: 32% overall disagreement on transparent, merit-based recruitment/evaluation/promotion in Survey 1 (R1: 0%; R2: 43%; R3: 40%; Non-Researcher: 50%) and 38% overall disagreement on open transparent merit-based recruitment in Survey 2 (R1: 100%; R2: 43%; R3: 0%; Non-Researcher: 67%).</p> <p>However, these are at odds with the focus group sessions which emphasized fairness in recruitment.</p> <p>This analysis is informed by our completed OTM-R self-assessment checklist, which confirms adherence to open, transparent and merit-based principles while identifying areas for further alignment.</p>	<p>Already undertaken:</p> <p>IADT operates open, transparent and merit-based recruitment processes. Standard procedures ensure fairness and compliance with Institutional and legislative requirements.</p> <p>New proposals:</p> <p>Process Enhancement: Review and enhance recruitment procedures to ensure alignment with researcher development and career progression frameworks; Develop succession planning framework for research staff and track capabilities.</p> <p>Data collection:</p> <p>Share more widely collected on applicant numbers, applications, and appointment outcomes. research roles. Monitor EDI metrics in recruitment processes for research staff</p> <p>Training:</p> <p>Provide ongoing training for recruitment panels on transparent, merit-based recruitment and researcher development alignment</p> <p>Maintain consistency in application of recruitment policies across departments</p> <p>Metrics:</p> <p>Publish openly recruitment and appointment metrics to ensure transparency Review and update recruitment practices</p>

			based on ongoing feedback from staff.
Selection	-/+	<p>Limited employment stability for research staff due to the fixed term nature of contracts (generally linked to self-funded projects) Absence of comprehensive frameworks linking selection to career progression, professional development and research impact. Additional guidance documentation needed to ensure that selection procedures are consistently applied across all departments including research.</p> <p>Implementation impediments:</p> <p>Fixed-term contracts linked to project funding.</p> <p>This section aligns with our completed OTM-R self-assessment checklist.</p>	<p>Already undertaken:</p> <p>IADT has established selection processes for research roles, ensuring transparency and fairness. These processes have yet to be fully integrated with structured career development and research progression frameworks.</p> <p>New proposals:</p> <p>Process Alignment:</p> <p>Develop structured selection procedures linked to career development, professional growth, and research impact frameworks Standardise selection criteria for all research grades to ensure consistency and fairness</p> <p>Career progression:</p> <p>Consider mechanisms to increase employment stability for research staff Integrate career progression opportunities into selection processes</p> <p>Monitoring:</p> <p>Track selection outcomes and appointment data to determine fairness, transparency and alignment with newly established career frameworks Collect feedback from applicants and research staff on selection processes to identify gaps and areas for improvement</p> <p>Training:</p> <p>Provide training for recruitment selection that aligns with career</p>

			development and research frameworks Raise awareness among research staff about how selection processes relate to future career development pathways.
Career Progression		<p>Lack of institutional framework for career progression including a perception that clear pathways for senior academic roles have not been identified. Absence of doctoral programmes; structured research supervision policies Perception that there is insufficient access to structured mentoring, CPD and career guidance;</p> <p>Survey evidence indicates gaps across multiple dimensions: 32% overall disagreement on career progression considering achievements/mobility/Open Science in Survey 1 (R1: 20%; R2: 14%; R3: 60%; Non-Researcher: 50%) 47% overall disagreement on skills training/mentoring/guidance at all stages in Survey 1 (R1: 40%; R2: 43%; R3: 60%; Non-Researcher: 50%) 50% overall disagreement on teaching opportunities for career development in Survey 2 (R1: 0%; R2: 67%; R3: 67%; Non-Researcher: 0%), 62% overall disagreement on HR assistance in career planning in Survey 2 (R1: 100%; R2: 86%; R3: 33%; Non-Researcher: 25%).</p>	<p>Already undertaken:</p> <p>IADT provides some career progression opportunities with line managers guiding individual development. Teaching roles can supplement experience where staff are part-time and ad hoc mentoring exists. Most of these measures are informal and inconsistently applied.</p> <p>New proposals:</p> <p>Career Development:</p> <p>Develop comprehensive career development strategy for research staff; Clarify pathways for research and teaching progression Communicate policies for PhD and masters supervision</p> <p>Mentoring:</p> <p>Formalise mentoring and supervision structures for all research staff; Integrate mentoring career progression at all stages including post PhD and Senior roles/pathways;</p> <p>CPD:</p> <p>Ensure consistent access to CPD opportunities for research staff at all career stages (ELEVATE) Provide structured career guidance including support from HR and line managers</p> <p>Teaching and Research:</p>

			<p>Provide formal pathways for integrating teaching experience into career development for research staff Monitor teaching allocation to ensure equitable access for career progression</p> <p>Monitor:</p> <p>Track researcher satisfaction, career progression and CPD uptake and mentoring effectiveness. Collect feedback on career development initiatives.</p>
Working Conditions, Funding, and Salaries	-/+	<p>Policies are difficult to navigate; limited time for research due to teaching obligations; insufficient research space (e.g., Focus Group 3: “There is a lack of space for researchers”); pension and auto-enrolment inequities (e.g., Focus Group 3: “Strong agreement – pension plans? Auto-enrolment? What is happening? Why are we being treated differently? Why can we not avail of public pension?”);</p> <p>Research and office spaces not fully optimized to provide attractive working conditions, including hybrid/flexible working and adequate research space (e.g., Focus Group 1/Focus Group 2: “With IADT’s current clocking system there is no flexibility (e.g., meetings occur during lunch etc.)”; “Clocking is not a way of treating adults” / “IADT’s clocking system was strongly disagreed with”).</p> <p>26% overall disagreement on flexible/safe/supportive conditions in Survey 1 (R1: 20%; R2: 29%; R3: 40%; Non-Researcher: 0%), 47% overall disagreement on fair remuneration/social security/work-life balance in Survey 1 (R1: 40%; R2: 57%; R3: 60%; Non-Researcher: 0%),</p>	<p>Already undertaken:</p> <p>Policies exist for flexible working, training, and research support; some visibility improvements achieved.</p> <p>New proposals:</p> <p>Improve policy accessibility and communication; introduce protected research time in academic calendar; conduct a space audit and allocate dedicated research workspaces; continue lobbying on pensions, despite auto-enrolment developments; develop protocols for illness while travelling; evaluate and reorganize research and office spaces to optimize working conditions.</p>

		<p>38% overall disagreement on flexible/accessible/supportive working conditions in Survey 2 (R1: 100%; R2: 43%; R3: 33%; Non-Researcher: 25%), and 31% overall disagreement on attractive salary/pension conditions in Survey 2 (R1: 0%; R2: 29%; R3: 0%; Non-Researcher: 67%).</p> <p>Implementation impediments:</p> <p>National teaching obligations and pension/auto-enrolment rules.</p>	
Stability of Employment		<p>While contracts are in place for researchers, they are predominantly short-term in nature and this has contributed to limited retainability and ongoing concerns regarding employment precarity for this group of staff. Qualitative feedback highlights a perception that IADT has increasingly relied on researchers on fixed term contracts over the past 4 to 5 years, with these staff making significant contributions to research activity and institutional development, yet experiencing limited job security and progression. - (e.g., Focus Group 3: "IADT has changed dramatically over the past four to five years, driven in large part by researchers working on short-term contracts. Their contributions have been central... However, our current approach tends to invest in periods of time rather than in people, leaving many researchers feeling undervalued.");</p> <p>Focus Group 4: "It is important to review contracts across the institute... Contracts can directly affect staff contribution and engagement, so understanding and addressing these issues is crucial.").</p>	<p>Already undertaken:</p> <p>Contracts are provided, but generally short-term.</p> <p>New proposals:</p> <p>Take a structured review of research-related contracts across IADT in order to improve contract Stability, support researcher retention and improve engagement by: Exploring the feasibility of longer-term contracts where funding allows; Developing and formalising a clear institutional definition of "researcher" including roles, expectations and career pathways. Continuing to develop greater consistency and transparency in contract types, renewal practices and progression opportunities in line with national best practice and funding constraints.</p>

		<p>54% overall disagreement on actions to counter precarity/job security in Survey 2 (R1: 0%; R2: 71%; R3: 67%; Non-Researcher: 0%).</p> <p>From the above it can be seen that there appears to be a strong perception gap between institutional intent and researcher experience as well as a lack of clarity around the definition and status of “researcher” within IADT, which further compounds uncertainty and affects engagement.</p> <p>Implementation impediments:</p> <p>Predominantly project-based funding leading to fixed-term contracts.</p>	
Contractual and Legal Obligations	+/-	<p>However qualitative feedback from our focus groups indicates a perceived disconnect between the existence of these policies and staff confidence in how they operate in practice. This perception is reflected in survey 1 results where 42% of respondents expressed overall disagreement complaints procedures are fair and confidential (R1: 20%; R2: 29%; R3: 80%; Non-Researcher: 50%). The view was particularly pronounced at R3 level (80%) and among non-research staff (50%) suggesting that the issue relates to awareness and trust rather than the absence of appropriate policy frameworks.</p>	<p>Already undertaken:</p> <p>IADT has established policies and Procedures in place. IADT has established policies and procedures governing Dignity and respect, grievances and complaints, which have been formally approved. They are available to all staff on Orchard and on our website and apply to all staff categories. These policies provide clear mechanisms for raising concerns and are designed to ensure fairness, confidentiality and due process in line with legal and institutional requirements.</p> <p>New proposals:</p> <p>Reaffirm and strengthen communication of existing policies by: Improving the visibility, accessibility and readability of current policies including clearer guidance on processes, timelines and points of contact Ensuring consistent application of policies across all staff categories through ongoing</p>

			<p>manager training and internal communications Improve staff confidence in the operation of the policies by communicating confidentiality safeguards and escalation pathways.</p>
<p>Dissemination and Exploitation of Results</p>	<p>+/-</p>	<p>However, feedback indicates that guidance on intellectual property, rights management and exploratory pathways for creative and practice based outputs is not consistently structured or embedded across the Institute. There are considerable differences in how IP applies to creative practice, collaborative authorship, commissioned works and industry engaged projects. There are also differences of opinion on how creative outputs may be disseminated, licenced or commercialised in ways that are appropriate to the creative industries.</p>	<p>Already undertaken:</p> <p>IADT provides training, guidance and support in relation to intellectual property (IP), knowledge transfer and the dissemination of research outputs. IADT supports have to recognise a broad range of research outputs including creative works, design and digital media and practice led research outputs alongside more traditional academic outputs.</p> <p>New proposals:</p> <p>Continue to provide structured IP training specific to IADT context. Ensure that training broad-based needs that take account of things like collaborative authorship and industry-partnered work etc. Embed guidance on the dissemination and exploration of creative outputs within supervision, mentoring and project “kick off “ processes. These measures will ensure consistent, structured guidance tailored to creative and practice-based research, addressing current variations in IP application, dissemination pathways, and commercialisation approaches across the Institute.</p>
<p>Valuing Diverse</p>	<p>-/+</p>	<p>However, feedback indicates that the current research culture can at times</p>	<p>Already undertaken:</p>

Research Careers		<p>feel individualistic, with a perceived lack of institute wide research - (e.g., Focus Group 2: "IADT's current research culture can feel individualistic."; Focus Group 4: "There is a lack of community/community feel");</p> <p>Focus groups highlighted limited opportunities for cross – disciplinary connection and noted that some staff titles (e.g., Research Assistant) do not reflect experience/skills or responsibilities of staff working in certain roles. In addition, policy awareness varies from department to departments.</p> <p>Further evidence (referenced under Supervision and Mentoring) further indicates a strong perceived need for more structured and visible mentoring supports (non linear career profile within Creative Industries).</p>	<p>Mentoring and peer support exist within IADT particularly at local or disciplinary level. Current mentoring and peer supports in place generally reflect the diversity of research activity across the institute, including practice based and industry engaged research alongside more traditional academic pathways.</p> <p>New proposals:</p> <p>Support the use of the structured peer mentoring framework available within the TU sector to better support collaboration, knowledge exchange and community-building across disciplines and career stages; Improve communication and visibility of existing research policies, supports and development opportunities for all staff; Ensure that all roles, titles and definitions accurately reflect the role that a person is being asked to carry out.</p>
Career Development and Advice	-/+	<p>Despite the availability of these supports, their reach and impact are limited. Access to training is frequently constrained by time pressures, scheduling, and workload, particularly for staff on fixed-term or part-time contracts. In addition, feedback from focus groups highlights challenges in locating and navigating information on research policies and CPD opportunities, with staff reporting uneven awareness of existing supports across departments. Concerns were also raised regarding the currency and usability of research-related</p>	<p>Already undertaken:</p> <p>IADT provides a range of training seminars, induction processes, and professional development opportunities that support research activity. These supports demonstrate institutional commitment to researcher development across career stages and are delivered through a combination of central and local initiatives.</p> <p>New proposals:</p> <p>IADT will strengthen career development and advice for research-active staff by:</p>

		<p>information on IADT's website and intranet.</p> <p>These issues are reflected in survey findings, with 61% of respondents disagreeing that information for research staff is clearly available online, 47% disagreeing that sufficient skills training, mentoring, and guidance are available at all career stages, and 62% expressing dissatisfaction with access to HR support for career planning. Collectively, this indicates an implementation and visibility gap rather than an absence of provision.</p>	<p>Developing a structured and scalable research induction programme, tailored to different career stages and inclusive of practice-based and creative research pathways; Providing targeted, flexible training in research methods, funding applications, project leadership, and industry-engaged research, delivered in formats that accommodate time and workload constraints; Enhancing the visibility, accessibility, and currency of research-related policies and CPD opportunities through the creation of a dedicated, regularly maintained research staff section on the IADT website and/or intranet.</p>
<p>Continuous Professional Development</p>	<p>+/-</p>	<p>While CPD opportunities are available, uptake is constrained by practical implementation challenges. Feedback from Focus Group 1 highlights limited protected time to attend training, with competing teaching, research, and administrative demands reducing staff capacity to engage in CPD. In addition, the absence of structured, role- or career-stage-specific professional development plans for researchers contributes to uneven participation and impact.</p> <p>Survey 2 findings indicate a moderate but notable perception gap, with 23% of respondents expressing disagreement that sufficient opportunities for continual skills development are available. This was more pronounced among R2 staff (29%) and non-research staff (33%), suggesting that access and enablement, rather than provision, remain the key impediments.</p>	<p>Already undertaken:</p> <p>IADT provides a range of Continuous Professional Development (CPD) opportunities to support staff skills development, including training relevant to teaching, research, practice-based activity, and professional practice. These opportunities demonstrate an institutional commitment to ongoing skills enhancement across staff categories and career stages.</p> <p>New proposals:</p> <p>IADT will strengthen engagement with CPD by: Better integrating CPD opportunities into the academic calendar and workload planning processes, with a view to enabling protected time for participation where feasible; Developing</p>

			structured CPD pathways aligned with different career stages and roles, including practice-based and research-active staff; Encouraging the use of individual development planning to support more strategic engagement with CPD in line with career development objectives.
Supervision and Mentoring	-/+	<p>However, mentoring and supervision supports are not consistently structured or explicitly tailored to the needs of researchers, particularly those engaged in practice-based, applied, or early-career research. Feedback from Focus Group 2 highlights a perceived lack of formalised peer-to-peer mentoring and uncertainty regarding ownership and coordination of mentoring infrastructure within the institute.</p> <p>In addition, gaps have been identified in structured support for career progression, intellectual property management, and data security guidance as they relate to research activity. While only 16% of respondents disagreed that IADT would benefit from having a mentoring scheme available to all employees, a much higher proportion (47%) expressed dissatisfaction with the availability of skills training, mentoring, and guidance at all career stages. This suggests that while mentoring is valued, its current form lacks visibility, consistency, and research-specific focus.</p>	<p>Already undertaken:</p> <p>IADT has mentoring supports and supervisory guidance in place. These supports provide a foundation for staff development and reflect institutional commitment to responsible research practice and staff support.</p> <p>New proposals:</p> <p>IADT will strengthen supervision and mentoring by: Formalising mentoring and supervision frameworks for research-active staff, including practice-based and creative researchers, with clear roles, responsibilities, and coordination structures; Embedding career guidance, intellectual property management, and data protection/data security training within mentoring and supervisory relationships; Enhancing coordination of researcher supports through clearer signposting and governance, with consideration given to a dedicated researcher support function or hub to consolidate existing services and expertise.</p>