

Update on HR Excellence in Research Action Plan 2019-21

During 2019-21 we established a framework and structure for effective researcher support, enhanced by the appointment of a Research Training Officer, an increased focus on staff wellbeing through the pandemic and the review of employment policies, procedures and training. Our 8-year evaluation has highlighted many areas of progress despite the impact of the pandemic and financial challenges within the institution. However, we are aware that there are areas where more work is required in order to demonstrate impact and outcome, and this will be a key focus of our work in 2021-23.

Abbreviations

- RTO = Research Training Officer (R&E)
- HR OD &E = HR Organisational Development & Equalities
- HRD = HR Director
- R&E = Research and Enterprise
- REC=Research and Enterprise Committee
- REISC = Research ethics and integrity sub-committee
- PW R&KE = Pro Warden Research and Knowledge Exchange
- DD R&KE = Deputy Director of Research & Knowledge Exchange
- KE Manager = Knowledge Exchange Manager
- PE Manager = Public Engagement Manager

Environment and culture Concordat principle	Actions 2019-21	Timescale and measure	Lead	Update on progress
1.1 Ensure that all relevant staff are aware of the Concordat.	<ul style="list-style-type: none"> • HR will continue to include the Concordat in new researcher contract packs in order to ensure Researchers understand their roles, rights and responsibilities in relation to career development. • Research Services will circulate the Concordat in induction packs for PI of new grants and include in Induction sessions. 	<p>Concordat included in 100% of researcher contract packs (Nov 2019 – ongoing)</p> <p>Concordat included in 100% of PI Induction packs (Nov 2019 – ongoing)</p>	<p>Head of HR Data and Transactions</p> <p>Research Services</p>	<p>Action Complete Concordat included in 100% of researcher contract packs (Nov 2019 – ongoing)</p> <p>Action Complete and ongoing Concordat included in 100% of PI Induction packs (Nov 2019 – ongoing)</p>

<p>Environment and culture</p> <p>Concordat principle</p>	<p>Actions 2019-21</p>	<p>Timescale and measure</p>	<p>Lead</p>	<p>Update on progress</p>
	<ul style="list-style-type: none"> • By Jan 2020 – REC Chair will circulate the New Concordat and HR Excellence in Research Action plan to all Departmental Directors of Research, REC, Research Services mailing lists to raise awareness of the Concordat and the steps Goldsmiths is taking to supporting the career development of Researchers. 	<p>Snapshot survey of Research staff (June 2020) shows 80-90% of Researchers know about the Concordat.</p>	<p>REC</p>	<p>Action Complete and ongoing The Concordat and HR Excellence in Research Action plan was circulated to Heads of Department, Departmental Directors of Research, REC, Early Careers Researcher Network and Research staff in September – October 2021. Colleagues were asked to feed-back on the college strategy for supporting the career development of researchers, which informed the HR EIR 2021-23 action plan. References to the Researcher Development Concordat in the REF 2021 Environment Statements indicated that there was an overall level of awareness and commitment to researcher career development in departments. This was confirmed verbally through meetings with HoS, HoDs, DoRs in October 2021.</p>
<p>1.2 Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p>	<ul style="list-style-type: none"> • Promote HR policies to PIs, Directors of Research and Heads of Department 	<p>Publicise HR policies to PIs and HoDs by June 2020</p>	<p>OD and Equalities Manager</p>	<p>Action Complete New policies and practices developed over 2019-21 were communicated to PIs, Directors of Research and Heads of Department via 'staff news' emails. Examples included New Maternity Policy, Remote and Hybrid working arrangements. Policy changes relevant to Researchers are discussed at college committees which include membership from Research staff, including Research and Enterprise Committee, HR and Equalities Committee and JNCC. Researchers are also members of Staff Equality Networks, who are invited to feed-back on policies to ensure equality impacts are identified and accounted for within policy development.</p>

Environment and culture Concordat principle	Actions 2019-21	Timescale and measure	Lead	Update on progress
	<ul style="list-style-type: none"> When conducting equality analyses of policies, encourage researchers to feed-in and identify equality issues that may affect Researchers, including ECR. 	<p>Include Research staff and ECR as distinct group within Equality Analysis guidance</p>		<p>Action Complete ECR have been added as a distinct group within EIA and EIAs have been shared with Researchers e.g. REF EIA included extensive consultation and actions shaped as a result of Researcher feedback.</p> <p>Action Complete Research Services hosts a dedicated webpage outlining researcher development at Goldsmiths and information on professional services support and training via the Goldmine intranet.</p> <p>Action Complete Research Services keep the research community abreast of changes within the research landscape through a weekly research funding bulletin, inc. training opportunities sent to DoRs and shared with departmental staff</p>
<p>1.3 Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination,</p>	<ul style="list-style-type: none"> Embed discussions of staff wellbeing (including flexible working, work-life balance and workload) into PDR guidance and training for managers in order to ensure managers discuss and promote good mental health through effective management of workloads and staff. Publicise the refreshed PDR training and guidance directly to managers of researchers, via Research Services mailing lists and Heads of Department. 	<p>Launch new PDR guidance by June 2020.</p> <p>Deliver 1 additional PDR briefing for managers in 2020/21 (2 sessions) –</p>	<p>OD & Equality Manager</p> <p>OD & Equality Manager</p>	<p>Action Complete New PDR Guidance for Line Managers includes guidance on discussing wellbeing (including flexible working, work-life balance and workload) and equality, diversity and inclusion with their staff in order to ensure they are supported in their career development.</p> <p>Action Delayed – target not met. PDR training was delivered to 21 people across 2019-21 and 2020-21, 8 of whom were researchers.</p>

<p>Environment and culture</p> <p>Concordat principle</p>	<p>Actions 2019-21</p>	<p>Timescale and measure</p>	<p>Lead</p>	<p>Update on progress</p>
<p>bullying and harassment, including providing appropriate support for those reporting issues.</p>	<ul style="list-style-type: none"> Publicise the 'Against Sexual Violence' briefing sessions to Researchers and their managers. Send direct invites to any staff who have not attended. Continue to promote awareness of how to access support in relation to issues of bullying and harassment (through staff news pieces and liaison with staff networks). 	<p>aim for 30 managers to be trained by 2021. Measure: 80% of training participants indicate they are confident in discussing issues of wellbeing during PDR.</p> <p>Target: By 2021 100% of Research staff engaged in training by Nov 2021</p> <p>Issue 3 staff news pieces per year to raise awareness of support.</p>	<p>OD & Equality Manager</p>	<p>Wider roll-out of PDR training was delayed during 2020-21 due to an increased focus during that time on wellbeing initiatives to support staff during the pandemic. However, new guidance for managers has been developed and will be publicised, along with PDR workshops in Spring 2022. [2021-23 AP REF: E115, EM3, ER3, PCD12]</p> <p>Action Delayed – target not met. There was a delay in the delivery of Against Sexual Violence workshops during the early months of the pandemic, whilst facilitators transitioned to delivering online. A total of 90 staff were trained in 2020-21, 24 of whom were research staff. We have increased the number of sessions planned for 2021-22 and all staff who have not attended, have been invited to participate in sessions scheduled for Autumn and Spring.</p> <p>Action Complete and ongoing: 3 staff news pieces published aiming to raise awareness of support e.g. <u>National Hate Crime Awareness Week 2020</u>, Goldmine/ Staff News</p> <p>Additional action: Guidance has been developed on 'Active Allyship' and 'Support for Staff and Students of colour' to support with the aim of creating a supportive culture and tackling discrimination and harassment. This has been shared with research staff via School Boards.</p>

Environment and culture Concordat principle	Actions 2019-21	Timescale and measure	Lead	Update on progress
<p>1.4 Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.</p>	<ul style="list-style-type: none"> Monitor the take-up of EDI training by Research staff and take steps to enhance engagement, e.g. by publicising training via departmental Directors of Research, Research Services and REC. Continue to deliver Mental Health First Aider training, encouraging Research staff to take part so that they are aware of how to support colleagues experiencing mental health difficulties. Deliver Mental Health briefings to managers of Researchers. 	<p>Train at least 20 researchers in EDI by June 2021. Monitor take up and review targets thereafter.</p> <p>Train at least 45 MH First Aiders (Jan 2020 – Jan 2021)</p> <p>Deliver at least 2 MH Awareness sessions (40 staff) between Dec 2019 - Dec 2020.</p>	<p>Staff Wellbeing & Engagement Manager</p>	<p>Action Complete: 21 Research staff trained in EDI in 2020-21. We are evaluating the impact of EDI training in 2021-22 in order to inform future programmes, including all-staff anti-racism training. [2021-23 AP REF: EC14]</p> <p>Additional action: In 2021 we launched ‘Leading Together’ – a leadership programme for BAME staff and their line manager. The programme is currently being evaluated, initial feedback was positive with participants highlighting improved conversations about career progression. 5 participants were research staff. We aim to enhance engagement with researchers in the next phase of the programme.</p> <p>Action complete: 2019/20 25 staff took part in MHFA training and in 2020/21 9 took part (reduced participation due to the pandemic).</p> <p>Action Complete 39 participants (13 of whom were Research staff) participated in Mental Health Awareness sessions in 2019-20 and (25 Research staff) in 2020-21. 100% of participants describe themselves as confident or very confident in supporting someone with a mental health issue as a result of the training.</p> <p>Additional Action HR adapted its wellbeing provision for staff during the pandemic, ensuring support such as counselling, the Staff Assistance Programme, and Mental Health First Aiders could be accessed</p>

Environment and culture Concordat principle	Actions 2019-21	Timescale and measure	Lead	Update on progress
				remotely online or by phone. 84% of respondents to the 2020 Staff Wellbeing Survey agreed that they found Staff Wellbeing initiatives beneficial to their personal wellbeing.
1.5 Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.	<ul style="list-style-type: none"> Distribute the Research Integrity Annual Report in order to share good practice amongst Researchers and their Managers. Disseminate via Research and Ethics committee and send directly to researchers. Increase training provision in the area of Research Ethics so that researchers and their managers are aware of, and act in accordance with the highest standards of research integrity. 	<p>All Research staff receive a copy on an annual basis (June 2020 and then annually thereafter)</p> <p>Organise 2x workshops on Research Ethics for 2019/20 (1 induction session +1 seminar). Target: 60 attendees.</p>	<p>REC</p> <p>Research Services</p> <p>Graduate School</p>	<p>Action Complete To share good practice the Research Integrity Annual Report is sent directly to researchers and their managers and to 100% of PI's every year</p> <p>Action Complete The Concordat on Research Integrity is disseminated with 100% of new PIs via induction communication. As part of their standard training programme, Research Services, in conjunction with REISC, has run two training sessions on ethics/integrity in 2020/21 for 39 members of staff to help ensure that researchers and their managers are aware of, and act in accordance with the highest standards of research integrity</p>
1.6 Regularly review and report on the quality of the research environment and culture, including seeking	Continue to involve Researchers (including ECR) in the Concordat Working Group (CWG) to oversee HR Excellence in Research action plan and researcher development framework over the next two years.	<p>Launch guidance and webpage by September 2020</p> <p>Snapshot survey with researchers indicates they feel involved in</p>	<p>REC</p> <p>OD & Equality Manager</p>	<p>Academic departments are required to produce departmental research strategies setting out their approach to enhance the quality of the research environment. The strategies are circulated via REC and good practice is identified and shared.</p> <p>As part of REF 2021 Equality Impact Assessments were undertaken to identify steps that can be taken to ensure the research environment is inclusive and</p>

<p>Environment and culture</p> <p>Concordat principle</p>	<p>Actions 2019-21</p>	<p>Timescale and measure</p>	<p>Lead</p>	<p>Update on progress</p>
<p>feedback from researchers, and use the outcomes to improve</p>	<p>Develop guidance to ensure Heads of Department and Directors of Research are aware of the steps they can take to support an inclusive and supportive research environment, including:</p> <ul style="list-style-type: none"> • Supporting researcher development • Undertaking regular PDR • Informing staff of flexible working and family friendly policies • Promoting equality and diversity through recognising the work of researchers from under-represented groups 	<p>decisions and that their development is supported (80% responding positively by 2021)</p>	<p>Research Services</p>	<p>that all researchers are supported to produce high quality research, regardless of their background.</p> <p>The Concordat Working Group, Early Career Researcher Network and Research and Enterprise Committee include researchers at different stages of their careers, enabling us to ensure that decisions about research training, ethics and integrity, and knowledge exchange is transparent and informed by the views of researchers.</p> <p>We invited research staff to provide feedback via an online survey, however, the response rate continues to be low (under 5% of the total research population). This highlighted the need for greater focus on engaging researchers in feedback and evaluation mechanisms for 2021-2023 we address engagement as priority in forward looking action plan (PCD16) and other measures for PDR.</p> <p>The Research Ethics and Integrity Sub-Committee reviewed their membership to include representation from PGR, as well as ECRs</p> <p>Action Complete Membership of the Concordat Working Group has been reviewed and is published on Goldsmiths Researcher Development webpages</p> <p>Action Complete Guidance on researcher development opportunities and resources has been reviewed and updated on external website and internal intranet.</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
<p>2.1 Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.</p>	<ul style="list-style-type: none"> Launch new recruitment Policy and Guidance to ensure selection procedures are fair and consistent. Embed guidance on positive action and equality and diversity into recruitment guidance. Review Recruitment and Selection training to ensure staff are fully aware of best practice and are applying the Goldsmiths Recruitment policy consistently. Introduce a requirement for Chairs of Recruitment Panels to be trained in Recruitment and Selection to ensure fair and inclusive selection practices. 	<p>Complete guidance and training review by June 2020</p> <p>Launch new Recruitment and Selection training for Chairs by June 2020 with the aim of training all-line managers (300 staff) by 2023 (150 / 50% by 2021).</p> <p>By June 2021 80% of training participants report a better understanding of how to apply fair and transparent recruitment and selection practices.</p>	<p>Deputy Director HR</p> <p>OD & Equality Manager</p> <p>OD & Equality Manager</p>	<p>Action Complete – New policy and guidance reviewed, along with additional guidance on inclusive interview practices and positive action.</p> <p>Partially complete and carried over: The roll-out of recruitment and selection training was delayed during 2020-21 due to the impact of the pandemic and the initiation of Goldsmiths Recovery Programme – which resulted in periods of lower recruitment activity and initiatives were directed to supporting staff through the period of organisational change. The College is committed to ensuring staff are supported to carry out recruitment in line with the highest standards, ensuring equity throughout the process. The training was launched in July 2021, (2 out of 8 participants in the pilot session were academics) sessions are taking place this term and research staff will be directly invited in order to increase engagement. We are awaiting feedback on the initial phase but discussions with participants indicated that they felt more confident in promoting inclusive recruitment as a result of the training. [2021-23 AP REF: E11]</p>
<p>2.2 Provide an effective induction, ensuring that researchers are integrated into the community and</p>	<p>University-wide Induction</p> <ul style="list-style-type: none"> Increase participation of Academic (incl. Research staff) in Goldsmiths Induction, in order to ensure researchers, have a consistent experience of induction. Achieve this by: 	<p>At least 50% of new Research Staff attend New Staff Introduction by 2021.</p>	<p>HR,</p>	<p>Action partially completed – approach adapted during pandemic</p> <p>College-wide induction events were postponed in 2020 due to the pandemic. To ensure all staff have access to clear and comprehensive induction materials, HR developed new starter welcome guides that are distributed to all staff with their contracts of employment. The guides signpost staff</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
<p>2.3 Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances.</p>	<p>Recognition and Reward</p> <ul style="list-style-type: none"> Develop awards to recognise and celebrate outstanding researchers at all career stages, as well as those who go above and beyond in their contributions to business or the local community. <p>Promotion pathways</p> <ul style="list-style-type: none"> Consult with staff on the feasibility of developing academic career pathways for teaching, research and knowledge exchange, for these pathways to have clear promotion opportunities, and for key stages in these careers to be marked by clear and transparent indicators. Review content of Academic Promotions briefings to ensure there is recognition of the full range of Researchers contributions and the diversity of experiences and circumstances, including the barriers to career progression experienced by BAME and female academics and researchers. 	<p>Agree funding and launch awards by Dec 2020</p> <p>Consultation to begin by June 2021</p> <p>3 briefings per year (target 30 participants per year)</p> <p>1 Women's Leadership Briefing (target – 15)</p> <p>Additional Head of Department (HoD) briefings delivered 2020-2021 – train all 19 HoDs by Dec 2020</p>	<p>Director of Research, Innovation and Knowledge Exchange</p> <p>HR Director</p> <p>HR Director</p> <p>Deputy Warden</p> <p>OD & Equalities Manager</p>	<p>Action Complete Warden's Annual Public Engagement Award 2020 was extended to include additional Special Awards for Socially Distanced Public Engagement, Civic Engagement and Impact.</p> <p>Delayed Consult with staff on the feasibility of developing academic career pathways for teaching, research and knowledge exchange. [2021-23 AP REF: ECI6]</p> <p>Action Complete The Contents of academic promotions briefings have been reviewed annually to enhance recognition of the full range of Researchers contributions. In 2019-20 2 Academic Promotions Workshops were delivered with a total of 31 participants. Workshops were not delivered in 2020-21. To date in 2021-22: 5 sessions have been delivered with 62 participants, a significant increase on previous years. Targeted sessions have been offered to women and staff of colour and a further session is planned for Practice-based Researchers. These sessions also provided a space for staff to feed-back approaches to enhancing Academic Promotions procedures to remove the barriers to career progression experienced by these groups.</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
	<ul style="list-style-type: none"> Continue to host 'Academic Promotions' briefings for staff as well as targeted briefings e.g. for the Women's Leadership Network Host an additional Academic Promotions Briefings for Heads of Department with the aim of training all (19) by December 2020 			<p>Over 80% of participants reported that the briefings provided them with a clearer understanding of the Academic Promotions procedures.</p> <p>Action Complete The Deputy Warden briefs Heads of Department (line managers of research staff) to ensure they are aware of best practice and College procedures for supporting staff through the academic promotions process.</p> <p>We plan to undertake a more comprehensive review of Academic Promotions by 2023. [2021-23 AP REF: ECI6]</p>
<p>2.4 Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.</p>	<p>Line Management training</p> <ul style="list-style-type: none"> Review Leadership and Management training to ensure it addresses the specific responsibilities of Research Managers and Heads of Department to support researchers. Advertise Goldsmiths' Management Development programmes to Researchers and PIs so that they have opportunities to reflect on, and enhance their management skills. Begin monitoring participation rates for 	<p>Complete review with input from researchers by June 2020</p> <p>Increase number of academic staff engaging in management development programmes by 50% (from 44 academic staff in 2017/18 to 62 in 2021). Set specific targets for researchers by June 2020</p>	<p>OD & Equalities Manager</p> <p>OD & Equalities Manager</p>	<p>Complete Leadership and Management programmes were reviewed in 2019, drawing on feedback from Academic Heads of Department and previous participants of Leadership and Management programmes. Feedback highlighted the need for tailored leadership programmes for Academic Leaders, for Women and leadership in relation to racial justice.</p> <p>Informed by this feedback, a renewed Leadership programme was launched for new and aspiring Academic Leaders, Research staff were encouraged to take part in the South-East Action Learning programme for women and a new leadership programme was launched for staff of colour and their line managers (see 'Leading Together' below).</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
	<p>researchers and set specific targets for participation in 2021/22.</p> <ul style="list-style-type: none"> • Launch Project Management training and encourage research staff to participate • Raise awareness of the Concordat with Research Supervisors (e.g. their role in supporting the career development of PGRs) through supervisor training - Hold 1 professional development 	<p>Launch training by June 2020 aim for 20 participants (incl. 3 Researchers)</p> <p>Hold 1 professional development themed session for Supervisors 2019/20. Target: 15 attendees.</p>	<p>OD & Equalities Manager</p>	<p>In 2020-21 71 staff took part in leadership and management training, including 41 Researchers, this compared to 30 in 2019-20.</p> <p>During 2020-21 Goldsmiths delivered a targeted leadership programme 'Leading Together' aiming to support the career progression of BAME staff. The programme included BAME staff and their line managers. 5 of the 28 participants were Research staff.</p> <p>Partially complete Project management training was introduced in 2020 – 21 and the programme was publicised to research staff via staff news. 1 Researcher took part out of 20 participants. [2021-23 AP REF E14]</p> <p>Action complete Over the course of the 2020-21 academic year, we trained 66 colleagues in our Core Supervisor Training, compared to approximately 24 colleagues trained in 2019-20 (that was evidently affected by the onset of the pandemic with training sessions cancelled or postponed in the Spring Term). We also had approximately 25 attendees at our first supplementary session, Doctoral Examinations Q&A in 2020-21. The first supervisor training</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
	<p>themed session for 2019/20. Target: 15 attendees.</p>			<p>workshop for 21-22 had 23 attendees on Monday, 8 November.</p> <p>The Graduate School has also run a Practice Research Supervision Forum in previous years and we are now looking to develop a more structured programme of supervisor training for supervisors of practice research doctoral students.</p>
<p>2.5 Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation and decision-making</p>	<ul style="list-style-type: none"> Promote the Goldsmiths PDR process to researchers, PIs and Heads of Department. Review PDR guidance for staff and managers to ensure they are used as an effective tool for supporting career development and to ensure they cover topics relevant to researchers at all stages such as (i) time to develop own research (ii) longer term career planning (iii) careers outside of academia (iv) research environment (v) work-life balance. 	<p>Review guidance by September 2020 Survey respondents report engaging with PDR (aim to achieve 50% by 2021 and an increase of 10% thereafter.</p>	<p>OD & Equalities Manager</p>	<p>Partially complete The PDR process is promoted to staff via the Academic Promotions briefings and PDR workshops. PDR was also discussed with Heads of Department and Directors of Research as part of the 8-year HR EiR review.</p> <p>PDR guidance for managers has been reviewed however a targeted 'launch' was delayed. The guidance will be shared by Dec 2021 throughout Spring 2022.</p> <p>PDR training was delivered to 21 people across 2019/20 – 2021/22 8 of whom were researchers. Action carried into 2021-23 action plan in order to increase take-up of training. Feedback from Heads of Department and Directors of Research (27 participants) highlighted the structural barriers to carrying out PDR for all staff in a meaningful way. A full review of PDR process will be undertaken by 2023 in order to ensure Goldsmiths has an accessible and meaningful approach. [2021-23 AP REF: EI15, EM3, ER3, PCD12]</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
	<ul style="list-style-type: none"> Test online professional development planning (PDP) and progress monitoring tool (Inkpath) for PGRs by October 2019. Roll out to all PGRs in 2020/21 if testing phase is successful* (Contingent on further funding becoming available). <p>Steps to increase transparency of promotion procedures have been set out under action 2.3</p>	<p>80 students and supervisors engaging with Inkpath by September 2020</p>	<p>Graduate School</p>	<p>Action Amended following feedback The Graduate School looked at the potential for Goldsmiths to adopt an external resource, Inkpath, to enhance digital logging and tracking of professional career development information. It was decided that this would not be introduced due in part to insufficient support within departments and because of the associated ongoing costs. However, the Graduate School has been active in enhancing the recording of professional career development data in order to support the building of a portfolio of evidence in the following ways:</p> <p>a) Through continuing to revise and expand the Annual Progress Monitoring Review form to enhance the information gathered and collected about Professional development and ensure it is useful to students as well as supervisor, convenors and Graduate School.</p> <p>b) Through introducing feedback forms that will provide students both record of their participation in training workshops and seminar programmes as well as provide a means of recording doctoral student feedback on the training participated in and completed.</p>
<p>2.6 Seek to improve job security for researchers, for</p>	<ul style="list-style-type: none"> Publish findings of the FTC review in order to develop a clearer understanding of reasons for appointments of staff on FTCs, and the operationalisation 	<ul style="list-style-type: none"> Complete review by Dec 2019 	<p>Deputy Director, HR</p>	<p>Action delayed due and carried forward A review was undertaken in 2019 to understand how Fixed Term Contracts are used at Goldsmiths, and to ensure they are being applied fairly. There was a delay in progressing the implementation of</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
<p>example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.</p>	<p>and application of the end of a contract.</p> <ul style="list-style-type: none"> • Include data on FTC in the annual planning dashboard for Heads of Department. • Develop a package to allow students who have successfully completed their PhD at Goldsmith a continuing affiliation with Goldsmiths, including a have library card; alumni email address; opportunity to join a mentoring programme; and opportunity to access dedicated internal funding opportunities. 	<ul style="list-style-type: none"> • Heads of Department have reviewed FTC data by June 2019 • Introduce post-PHD support package by Dec 2020 - all students who have completed their PHD will have affiliation. 	<p>Pro-Warden Research and Enterprise</p>	<p>this review during the pandemic and due to organisational change at Goldsmiths. This is now being prioritised and will be taken forward in the 2021-23 action plan. As part of the Goldsmiths Recovery Programme and planned organisational change, we will undertake a review of workload modelling which will include the types of contracts that we have, to ensure staff are employed on the right type of contract and clear guidance on the use of FTC. [2021-23 AP REF: EI6]</p> <p>Action Complete: The Graduate School have developed a package to allow students who have successfully completed their PhD at Goldsmith a continuing affiliation with Goldsmiths, including a library card; alumni email address; and opportunity to access dedicated internal funding opportunities (TBC): The Scheme will be introduced in January 2022, all students who have completed their PHD will be invited to continue their affiliation with Goldsmiths for one-year.</p>
<p>2.7 Consider researchers and</p>	<ul style="list-style-type: none"> • Continue to ensure organisational policies are 	<ul style="list-style-type: none"> • Termly REC meetings – ongoing 	<p>REC</p>	<p>Action complete and ongoing Institutional policy is developed, implemented and reviewed in consultation with a number of</p>

Employment Concordat principle	Actions 2019-21	Timescale & measure	Lead	Update on progress
<p>their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy</p>	<p>considered via REC and other forums involving researchers.</p> <ul style="list-style-type: none"> See action 1.2 for further steps, including adding researchers and ECR as distinct stakeholder group within equality analysis process. 			<p>stakeholders including Researchers and their Managers. New or amended policies go through the College Committee structure sign off. Researchers are consulted on policy developments via REC, which includes representation from academic departments. Researchers' managers (e.g. Heads of Department) are consulted through senior management team meetings and forums such as the Warden's Advisory Group and Director of Research meetings.</p> <p>Organisational policies continue to be considered via REC and other forums involving researchers. In Autumn 2021 Research Services initiated an Early Career Researcher Network, members will be invited to feed-back on policy developments as part of the College's consultation exercises. As the network becomes more established, we anticipate that in our next report period we will be able to provide examples of ECRs involvement in policy development.</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
<p>3.1 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.</p>	<ul style="list-style-type: none"> Appoint a dedicated member of staff within Research Services to oversee a coherent and integrated programme of research support, with the aim of increasing attendance at research support events and raising the profile of early career researchers within the College. Consult with Researchers, Unions and the wider community to identify the steps that may be taken to meet the Concordat recommendation of 10 professional development days per year. 	<p>Appoint role by Dec 2020.</p> <p>Complete consultation by June 2021 and report recommendations to REC</p> <p>Increase Academic staff participation in L&D from 130</p>	<p>Director of Research, Innovation and Knowledge Exchange</p> <p>OD and Equality Manager</p> <p>HRD</p> <p>OD and Equality Manager</p>	<p>Action Complete: In 2021 Research Services appointed a dedicated Research Training Officer to oversee a programme of research support</p> <p>Attendance at targeted research support events has significantly increased from 2018/19 (3 events, 24 participants) to 2020/21 (12 events, 305 participants).</p> <p>Surpassing our target to run 4 events with an average of 8 participants, a breakdown of attendance at 4 events shows an average of 21 participants per event. Of the total of 86 participants, 72 were academic staff, of whom 45 were on T&R contracts and 3 were on R-only contacts.</p> <p>Action Delayed / Carried over: Consultation on 10 days of professional development was not undertaken, partly as a result of organisational change and the pandemic. This is being scoped as part of a review of staff development support for Researchers and other Academic Staff (specifically staff on Hourly Paid Contracts).[2021-23 AP REF: PCD11]</p> <p>Action complete / target partially met.</p> <p>In 2020-21 445 staff took part in the Learning and Development Programme, 152 were academic staff,</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
	<ul style="list-style-type: none"> - regulatory compliance • Develop a dedicated website to promote academic skills aligned to the RDF with the option to download the career tracker. • Continue to deliver Research Methods Training for PGR 	<p>Launch webpage by June 2021</p> <p>Participation rates on par with previous years (30 in 2018/19)</p>	<p>Research Services</p> <p>Graduate School</p>	<p>In September 2021 Research Services reviewed plans for dedicated website and career tracker, feedback from academic depts and professional service depts suggested that there was not sufficient interest to justify development and resource to complete action. There was, however, demand for a central source of information about support for career development and in response updated existing external and internal webpages and built a new Researcher Development Hub, launched October 2021. The dedicated website contains information about RDF and academic skills, with further work underway on developing this content to include links to career development and wellbeing support from HR, Grad School, Library and Careers dept. In addition, from Sept 2021, all researcher training sessions are aligned with the RDF, this is communicated at the point of registration and in follow up emails.</p> <p>The Learning and Development Programme is publicised directly to Researchers and via Heads of Department and Department Directors of Research.</p> <p>Action Complete Research Methods and PGR training events for doctoral students, with participation rates in seminars increasing from previous years to an average of 32 per seminar and engagement from 149 and 108 participants respectively on Core Qualitative Research Methods and Core Quantitative Research Methods training modules.</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
<p>3.2 Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.</p>	<ul style="list-style-type: none"> Ensuring managers have training, structured support and time to engage in meaningful career development reviews with their managers is a key priority for Goldsmiths. We intend to address this initially through strengthening our PDR process. Actions to improve PDR have been set out under Objectives 2.5, 2.6 and 3.6 	<p>Review PDR guidance by September 2020</p>	<p>HR</p>	<p>Action Complete New PDR Guidance for Line Managers' includes guidance on discussing wellbeing (including flexible working, work-life balance and workload) and equality, diversity and inclusion with their staff in order to ensure they are supported in their career development.</p> <p>[2021-23 AP REF: EI15, EM3, ER3, PCDI2]</p>
<p>3.2 Ensure that researchers have access to professional advice on career management, across a breadth of careers.</p>	<p>Publicise to Researchers the career coaching available through Employee Assistance Service and the 1-1 coaching offered through HR, in order to support them in reflecting on and identifying their career aspirations.</p> <p>Publish and promote mentoring guidance across departments, ensuring it contains guidelines on mentoring for researchers.</p>	<p>Publicise coaching options to Researchers via Department Research Directors and HoDs. Increase take-up from 2 – 4.</p> <p>Publish mentoring guidance by March 2020</p>	<p>OD & Equality Manager</p> <p>OD & Equality Manager</p> <p>REC</p>	<p>Action complete Coaching application process reviewed and ECR were identified as a priority group for coaching. Coaching was publicised via staff news and HR Consultants. 4 Researchers accessed coaching through the central staff development programme in 2019-21. We have recently established an evaluation mechanism for coaching which will inform how we adapt the offer for Researchers. [2021-23 AP REF: PCDI3]</p> <p>Mentoring guidance published on Goldmine. Further work needed to target publicity directly to researchers. The Environment Statements showed that 13/15 academic departments returned to REF offered ECRs/new staff a mentor and 8 departments specifically stated that they reduced teaching and admin load for ECRs to support research career development. Examples of good practice includes</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
	<p>As part of the Commitment to Early Career Researchers REC will request that academic departments report on mentoring for RAs and ECRs, as well as other expectations on this.</p>	<p>REC monitor commitment to provide mentoring through annual report (from April 2020 onwards)</p>		<p>Educational Studies, which has an established research mentoring scheme for all academic staff, and Psychology which actively promote PDRs, resulting in nearly 90% researchers in the department have had a PDR in recent years.</p> <p>Action Complete Mentoring commitment monitored through REF Environment Statements in 2019/20 and in Sept 2021, all departments were contacted in September 2021 to monitor mentoring provision, and results verbally reported to REC.</p>
<p>3.4 Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.</p>	<ul style="list-style-type: none"> • Include briefings on social media/online presence as part of Researcher Development programme. • Support researchers to develop research profiles on Goldsmiths website. 	<p>Deliver 2 briefings on social media per year</p> <p>By June 2021 more than 80% of researchers have developed a profile on the college website</p>	<p>Research Services</p> <p>Research Services and Comms</p>	<p>Action Complete</p> <p>Researchers are encouraged to develop their own independent profiles (presences) both internally and externally and using social media tools to develop online profile and develop expertise/networking by volunteering to sit on committees/working groups; additionally, involving themselves in public engagement activities or teaching short course modules.</p> <p>Pre-recorded video training content on developing a research profile were delayed pending development of the Researcher Development Hub and have been re-scheduled for upload 2021/22.</p> <p>Training session on ‘Working with the Press Office to Publicise your Research’ delivered October 2021, [20</p>

Update on HR Excellence in Research Action Plan 2019-21

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
				<p>attendees] included advice on the benefits of raising public profile through media.</p> <p>250 academics have used the staff profile editor to update their Goldsmiths bios since launch in 2019. Usage figures doubled between Jan-Sept 2021 (from 124 uses in Jan 2021, to 250 in Sept 2021) following efforts to promote the tool to academic staff.</p> <p>The staff intranet contains guidance on public engagement, consultancy, enterprise.</p> <p>Data collected for REF 2021 shows that 13/17 departments offer financial support for researchers to pursue their own projects and attend conferences. Sums range from £500-£1,500 for staff and; £150 - £500 for PHD students. Some depts. have an automatic allocation and a competition for further/extra funding.</p> <p>Other internal funding schemes such as Alumni Fund and Public engagement fund offer opportunities to fund research activity.</p> <p>In 2020 the <u>Warden's Annual Public Engagement Awards</u> was extended to celebrate the achievements of 7 researchers. Categories included: Established Researcher, Early Career Researcher, Post graduate researcher, Special Award for Socially Distanced Public Engagement, Special Award for Civic Engagement, Special Award for Impact.</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
	<ul style="list-style-type: none"> Publicise Leadership and Management programmes to Researchers, encouraging them to participate in programmes that will support them with their career development. Continue to deliver ECR funding scheme and Graduate School Fund to support researchers to develop their research identity and leadership skills 	<p>Aim for 2 Researchers to have participated in leadership programme by 2021. Monitor interest and set new targets for participation by June 2021. Share guidance on staff intranet, circulate via Research Services (by Sept 2020)</p> <p>Continue to support researchers with opportunities to access funds to invest in career development. Report annually to REC</p>	<p>Graduate School</p>	<p>Action complete and ongoing</p> <ul style="list-style-type: none"> 5 Researchers participated in Leading Together – programme for BAME staff and their line managers (new 2021) 8 academic staff participated in ‘Preparing to Lead a Department’ (across 2019-20 and 2020-21). The programme is designed to support Academic Heads of Department in developing leadership confidence. 6 Academic staff participated in the South East London Action Learning set (across 2019-20 and 2020-21). <p>Complete In 2019/20 the Graduate School Fund awarded 49 applicants totalling £20,473.53. In 2020/21 we awarded 42 applicants, totalling £15,068.35. Successful applications cover a wide breadth of activities and training needs, such as specialist training courses, conference attendance, specialist equipment needs and community building projects such as the development of student networks. The reduction in funding awarded in 2020/21 was due to CV19 restrictions on travel for research, conference attendance and other in person workshops and events across the academic year and that previously</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
	<ul style="list-style-type: none"> Encourage PIs and line managers to identify opportunities to delegate project management responsibilities to create learning opportunities for their researchers. CWG to share good practice examples of where delegation has worked well to support the career development of researchers. 	<p>Examples of good practice shared and (by June 2021) 70% researchers report having had more opportunities to lead as a result of project delegation (snapshot survey).</p>	<p>CWG</p>	<p>were among the main activities supported. In order to mitigate that, the Graduate School encouraged and received more applications to support the development of PGR student networks and virtual collective activities. The latter included seed corn funding of £1000 for the Goldsmiths Racialised Postgraduate Network to support an additional funding application of £5000 for a Goldsmiths Teaching and Learning Grant (with a further £1000 in match funding from the Graduate School) to extend the roll out of their Counter Cannon Challenge. The outcome of that application is pending.</p> <p>Action delayed and carried forward</p> <p>[2021-23 AP REF: EI4]</p>
<p>3.5 Recognise that moving between, and working across, employment</p>	<ul style="list-style-type: none"> Encourage Researchers to participate in interdisciplinary or cross-sector leadership programmes to enhance opportunities to collaborate with colleagues in different sectors. 	<p>Aim for 2 Researchers to have participated in leadership programme by 2021. Monitor interest and set new targets for participation by June 2021.</p>	<p>OD & Equalities Manger</p>	<p>Action Complete: Academic staff were encouraged to participate in the South East Action Learning programme which offers career progression support to HE staff. 2019/20: 6 (1 academic) 2020/21: 10 (5 academic). 93% of respondents said that they would recommend SEAL</p>

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	<ul style="list-style-type: none"> Share guidance on networking to support Researchers in broadening their contacts in different industries. 	Share guidance on staff intranet, circulate via Research Services (by Sept 2020)	Research Services	<p>to a colleague and that it had a positive impact on their career.</p> <p>Action delayed: Guidance on networking to support Researchers in broadening their contacts in different industries will be developed as part of the 2021-23 action plan.</p> <p>[2021-23 AP REF: PCDI3]</p>
3.6 Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.	<ul style="list-style-type: none"> Monitor participation rates and develop actions to increase engagement across all HR-led L&D provision. Introduce a mechanism for HR to collate the Development priorities of staff through the PDR system Develop a means of monitoring the number of ECR amongst staff through our HR database in order to better track ECR career 	<p>Analyse participation rates (Dec 2019). Take steps to enhance participation (March 2020) Report on Researcher engagement in L&D to the HR and Equalities Committee as part of annual L&D report (June 2020)</p> <p>HR able to collect and analyse staff development needs and PDR completion rates June 2021.</p> <p>Number of ECRs at Goldsmiths published and</p>	<p>OD & Equalities Manager</p> <p>OD & Equalities Manager</p>	<p>Action completed: 107 Research staff took part in L&D events in 2020. An increase in participation was aided by online delivery, providing easier access to participants.</p> <p>Action Delayed: A mechanism to enable central collation of development priorities highlighted through PDR has not been developed, due to a shift in focus during the pandemic and an emphasis on supporting staff wellbeing through the Goldsmiths Recovery Programme. [2021-23 AP REF: EI15, EM3, ER3, PCDI2]</p> <p>Action Completed: The HR System has been updated to align with REF definition of ECR – 65 listed in 2020/21. The availability of this data provides</p>

Update on HR Excellence in Research Action Plan 2019-21

Professional and career development Concordat principle	Actions 2019-21	Timescale & Measure	Lead	Update on progress
	progression and identify appropriate support.	data used to understand development needs.	Head of HR Data and Transactions	us with a benchmark for engaging ECR, for example, when establishing the ECR network.