<table>
<thead>
<tr>
<th>Action No.</th>
<th>Status of action/Description of updates on actions/further information</th>
<th>Responsible Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIG</td>
<td>Action set in CIG meetings during 2015/16, 2016/17, RFO blog posts 1/5/17, 11/5/17</td>
<td>Management &amp; Implementation</td>
</tr>
<tr>
<td></td>
<td>Monitor action in CIG meetings during 2016/17, RFO blog posts 1/5/17</td>
<td>Management &amp; Implementation</td>
</tr>
<tr>
<td></td>
<td>Review: CIG met 3 times in 2016-17, in the presence of CIG Chair and Research &amp; Enterprise Committee (REC); subsequent meetings are set in February 2017</td>
<td>Management &amp; Implementation</td>
</tr>
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<tr>
<td></td>
<td>CIG meeting dates in 2016/17: 6/10/16, 2/2/17, 15/5/17, REC meeting dates: 11/11/16, 2/3/17, 24/5/17</td>
<td>Management &amp; Implementation</td>
</tr>
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<td>Additional information about career support for ECRs will come from Department Research Committees and actions in the institutional Athena SWAN action plan</td>
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</table>

**Management & Implementation**

- **Objective:** The university is able to retain talented researchers who are identified as key contributors to the research culture for longer periods of time (basing this on mobility between institutions is desirable to some extent).
- **Success measure:** 40% of ECRs have an appointment at the School level or above. ECRs are retained in the university for a period of at least 5 years, with no evidence of mobility to other universities.
- **Evidence of success:** Data is collated from ECRs interviews and supporting papers, such as Graduate School Board, Research Themes updates, completing ECR activities and any reports or feedback from institutions.

- **Objective:** The university has a clear strategy for the identification and retention of key researchers to support excellent research and achievement of university’s planning of research activity and support.
- **Success measure:** 20% of ECRs are identified as key contributors to the research culture and have a clear strategy for their identification and retention.
- **Evidence of success:** Data is collated from ECRs interviews and supporting papers, such as Graduate School Board, Research Themes updates, completing ECR activities and any reports or feedback from institutions.

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Promotion of CIG's activities at School and Department levels: 

Management & Implementation

- Monitor both usage of the logo and attendance at events.
- Same issue of ECR-development events not being recognisable enough to our ECRs. We aim to print formats) and for printed documents/flyers and e-flyers/e-documents to be created from our design students to invent a visual identity for Researchers at Goldsmiths (in both web and lower attendances at meetings which are not easily distinguishable from other activities.

Goldsmiths' Researchers: CIG does not have a visual and independent identity for addition to CROS/PIRLS and to other sector surveys and are designed to help create a liaison with RF and Departments, will keep up-to-date records of researchers to ensure that as website in Goldmine.

Concordat including involvement with Vitae and the support and development of researchers.

Evidence collected.

(b) attendance lists show attendance of 25-30 people and feedback from events higher than CROS 2015 (see action 12).

Objective: To ensure successful management of the university's obligations to ensure that CIG's work in implementing the Concordat is known and understood by stakeholders.

Templates - June 2016;

Incomplete/ in progress

(6) Adobe InDesign software training course to be undertaken by 2-3 members of CIG to use templates for events (June 2016).

(4) Visual identity – two options developed by Beth King; CIG voted to adopt DRUK-font option. 

(3) CIG to review designs at next meeting.

(2) Chair to speak to Communications about design rules of new website/ documentation for external audiences to inform brief. Ideally design agreed for launch in November 2015.

(1) Karen to contact Matt Ward and Janet Spence, in sourcing and designing new. Design, to be contacted to set up competition brief. Ideally design agreed for launch in November 2015.

Evidence collected.

Objective: To ensure that new actions and requirements are understood by the research community for where it has been delivered and is better understood the requirements of our own community.

Monitoring.

Actions: Final participation in planned survey in October 2017 + 80% of the participants will be spread across the Schools and departments.

Monitoring: Engagement level -60% and Social group number 20-30 people per events.

Evidence collected.

Objective: To ensure that new actions and requirements are understood by the research community for where it has been delivered and is better understood the requirements of our own community.

Monitoring.

Actions: Final participation in planned survey in October 2017 + 80% of the participants will.

Monitor actions in CIG meetings during 2016/18; incomplete/ in progress

CIG mtg dates in 2016/17: 6/10/16, 2/2/17, 15/5/17.

(2) Nadine Jarvis, Beth King and designers to work together to transfer design into a series of templates for use on web/print to be in place for January 2016

(1) Karen to contact Matt Ward and Janet Spence, in sourcing and designing new. Design, to be contacted to set up competition brief. Ideally design agreed for launch in November 2015.

(6) Adobe InDesign software training course to be undertaken by 2-3 members of CIG to use templates for events (June 2016).
Recruitment & Selection

The university is in the process of reviewing its approach to recruitment and selection to ensure that effective and fair recruitment processes are in place.

**Objective:** Develop an evidence-based, pro-active, and efficient recruitment and selection process that will attract the best candidates.

**Sources of evidence:**
- HR-developed recruitment/selection system supporting concordat principles.
- Concordat implementation Group (CIG) feedback on recruitment and selection processes.
- Management of Research Careers, good practice in the sector, and evidence from benchmarking activities.

**Success measure:** At least 60% of new employees are recruited through the university’s official portal.

**Success measure:** HR-developed recruitment/selection system supporting concordat principles.

**Success measure:** Pro-active and efficient recruitment and selection processes that attract the best candidates.

**Evidence of success:**
- HR-developed recruitment/selection system supporting concordat principles.
- Concordat implementation Group (CIG) feedback on recruitment and selection processes.
- Management of Research Careers, good practice in the sector, and evidence from benchmarking activities.

**Objective:** Enhance the university’s internal processes of reviewing and selecting candidates and the university’s external recruitment processes.

**Sources of evidence:**
- Internal recruitment processes.
- External recruitment processes.

**Success measure:** Enhanced internal and external recruitment processes that attract the best candidates.

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CROS is a valuable local and national indicator of researchers’ views of working in the sector and everyday structures for PIs/Research Managers throughout the course of grant-funded research to enable researcher community.


- Objective: Participation rates (CROS and PIRLS) surveys has been in the region of over 60% and the challenge is to collect data that is representative enough of the proportion of the community.
- Evidence: Ad-hoc online E&D staff/students survey about staff experience had a very good response and CIG will look at the formats used to promote this to improve.
- Success measure: Participation rate was low; key finding was that over ¾ participants did not feel they were involved in departmental research.

Leadership Foundation for Higher Education (LFHE) who run a number of external programmes such as Leading Departments, and in pay structures.
E&Co. (2014/15): Celebrating Diversity and Advancing Equality Event: keynote speaker Peter Tatchell, 12.11.15. Warden Patrick Loughrey has mentioned that this event was one of the top 5 successes at Goldsmiths in 2015. Attendees were made up of staff, students, people from across the HE sector, members of Council, SMT, local charities and organisations, and local residents.
Goldmine: https://goldmine.gold.ac.uk/AdviceInformation/Documents/E&Co.pdf. (January 2015)
The University is developing role expectations documentation on a dedicated website, see above.

- **Support & Career Development**
  - Academic staff at all stages of their careers in high profile research activities.

- **Recognition & Value**
  - Additional information about UUK researchers, a formal sub-committee of the UKRSA that connects (inter)nationally with other researchers, a formal sub-committee of the University of London Researchers Association (RA).

We plan to investigate the possibility of establishing a formally recognised researchers' group (UKRSA) that connects (inter)nationally with other researchers, a formal sub-committee of the University of London Researchers Association (RA), with responsibilities for Departmental policy on support for researchers, is taught in the spring and summer terms, from January to June over the equivalent of 9 day-long sessions (from second year of PhD) via the Graduate School.

- **Recognition & Value**
  - The course provides an introduction to academic practice for research students who are aiming to complete their PhD.

- **Support & Career Development**
  - Evidence: (b) Policy change in the share of overheads/indirect costs recovered from external contracts.

- **Recognition & Value**
  - Evidence: (b) Change in overhead income distribution would be at Senior Management level and evidence of success would be documented in UUK/ERC winning terms (both available on intranet).

- **Support & Career Development**
  - Evidence: (b) RO to include question on research networks, including free text field, in marker feedback.

Objective: to equip researchers with practical working skills to enable them to develop an academic career. For students with research management and planning responsibilities, is taught in the spring and summer terms, from January to June over the equivalent of 9 day-long sessions (from second year of PhD) via the Graduate School.

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Objective: to equip researchers with practical working skills to enable them to develop an academic career.

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Objective: to equip researchers with practical working skills to enable them to develop an academic career.
PIs and line managers should be encouraged to identify opportunities to delegate project management responsibilities to create learning opportunities for their researchers. CIG to recommend the inclusion of a checklist to PIs and Research Managers to identify other induction activities and is setting up further information session for researchers and line managers to enable this to be delivered.

Monitoring:

- Pre-proposal survey offers the opportunity to set the organizational context for the solicitation. (5) 16 awards have been made to ECRs. Awards of up to £500 made.
- 12/16/15. The first day, brainstorming sessions were held in each department.
- 14/5/15. The second day, brainstorming sessions were held in each department.
- 11/5/15. The third day, brainstorming sessions were held in each department.
- 8/5/15. The fourth day, brainstorming sessions were held in each department.
- 5/5/15. The fifth day, brainstorming sessions were held in each department.
- 2/5/15. The sixth day, brainstorming sessions were held in each department.
- 1/5/15. The seventh day, brainstorming sessions were held in each department.
- 4/5/15. The eighth day, brainstorming sessions were held in each department.
- 3/5/15. The eleventh day, brainstorming sessions were held in each department.
- 2/5/15. The tenth day, brainstorming sessions were held in each department.
- 1/5/15. The ninth day, brainstorming sessions were held in each department.
- 30/4/15. The eighth day, brainstorming sessions were held in each department.
- 29/4/15. The seventh day, brainstorming sessions were held in each department.
- 28/4/15. The sixth day, brainstorming sessions were held in each department.
- 27/4/15. The fifth day, brainstorming sessions were held in each department.
- 26/4/15. The fourth day, brainstorming sessions were held in each department.
- 25/4/15. The third day, brainstorming sessions were held in each department.
- 24/4/15. The second day, brainstorming sessions were held in each department.
- 23/4/15. The first day, brainstorming sessions were held in each department.
- 19/4/15. The fifth day, brainstorming sessions were held in each department.
- 18/4/15. The fourth day, brainstorming sessions were held in each department.
- 17/4/15. The third day, brainstorming sessions were held in each department.
- 16/4/15. The second day, brainstorming sessions were held in each department.
- 15/4/15. The first day, brainstorming sessions were held in each department.
- 13/4/15. The third day, brainstorming sessions were held in each department.
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- 2/4/15. The second day, brainstorming sessions were held in each department.
- 1/4/15. The first day, brainstorming sessions were held in each department.
- 31/3/15. The last day, brainstorming sessions were held in each department.
- 15/3/15. The final day, brainstorming sessions were held in each department.
- 14/3/15. The penultimate day, brainstorming sessions were held in each department.
- 13/3/15. The fourth day, brainstorming sessions were held in each department.
- 12/3/15. The third day, brainstorming sessions were held in each department.
- 11/3/15. The second day, brainstorming sessions were held in each department.
- 10/3/15. The first day, brainstorming sessions were held in each department.
- 28/2/15. The last day, brainstorming sessions were held in each department.
- 27/2/15. The final day, brainstorming sessions were held in each department.
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- 09/2/15. The fourth day, brainstorming sessions were held in each department.
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- 31/12/14. The last day, brainstorming sessions were held in each department.
- 30/12/14. The final day, brainstorming sessions were held in each department.
- 29/12/14. The penultimate day, brainstorming sessions were held in each department.
- 28/12/14. The fourth day, brainstorming sessions were held in each department.
- 27/12/14. The third day, brainstorming sessions were held in each department.
- 26/12/14. The second day, brainstorming sessions were held in each department.
- 25/12/14. The first day, brainstorming sessions were held in each department.
Goldsmiths will subscribe to the UK Research Integrity Office and its role in UKRIO will potentially see above.

Development of case studies of ECRs' career development with the aim of identifying pathways to success in Goldsmiths; this is likely to include review of research integrity in 2014/15 ECR projects and reported to CIG. (Staff action plan 2016-2018)

Objective: To promote good work and practice at Goldsmiths and assist in the promotion of researchers' careers.

Background:
- CIG students have undertaken projects for inclusion in リソース関連情報の・研究者向けの・研究者向けの関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報の関連情報を
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<th><strong>Responsibility: Researchers</strong></th>
<th><strong>Objective</strong></th>
<th><strong>Action</strong></th>
<th><strong>Dates</strong></th>
<th><strong>Notes</strong></th>
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<tr>
<td><strong>Researcher: Responsible</strong></td>
<td>To ensure that all researchers are aware how to upload their work onto Goldsmiths' repository, Goldsmiths Research Online (<a href="http://www.research.gold.ac.uk">www.research.gold.ac.uk</a>) as standard practice.</td>
<td>To encourage researchers to upload their work onto Goldsmiths' repository, Goldsmiths Research Online (<a href="http://www.research.gold.ac.uk">www.research.gold.ac.uk</a>) as standard practice.</td>
<td>October 2016</td>
<td>Action completed. Staff/students can request Goldsmiths gold.ac.uk email address on leaving Goldsmiths.</td>
</tr>
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<td><strong>Researcher: Responsible</strong></td>
<td>To ensure greater participation from researchers in a variety of formats and timings particularly when having the role of corresponding author for a paper and remaining part of our research community.</td>
<td>To ensure greater participation from researchers in a variety of formats and timings particularly when having the role of corresponding author for a paper and remaining part of our research community.</td>
<td>February 2016</td>
<td>An additional possible action - allowing access to ex-PhD students/research staff to institutional electronic resources, such as online journals, to assist in career development. One facility we would like to offer. The group will determine first the likely owners and cost implications, and, if feasible, develop a mechanism to offer this. Further complications are if they are located overseas (and will be added as an achievable action at this point).</td>
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<th><strong>E&amp;D Advisor</strong></th>
<th><strong>Objective</strong></th>
<th><strong>Action</strong></th>
<th><strong>Dates</strong></th>
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<td><strong>Encourage access to be open at the end of each meeting to allow researchers to view the research being undertaken.</strong></td>
<td>To encourage researchers to upload their work onto Goldsmiths' repository, Goldsmiths Research Online (<a href="http://www.research.gold.ac.uk">www.research.gold.ac.uk</a>) as standard practice.</td>
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<td><strong>Researcher</strong></td>
<td>To ensure that all researchers are able to input their outputs into Goldsmiths Research Online (GRO) and Goldsmiths Data Online (<a href="http://www.data.gold.ac.uk">www.data.gold.ac.uk</a>) as standard practice.</td>
<td>To ensure that all researchers are able to input their outputs into Goldsmiths Research Online (GRO) and Goldsmiths Data Online (<a href="http://www.data.gold.ac.uk">www.data.gold.ac.uk</a>) as standard practice.</td>
<td>October 2016</td>
<td>Library/ROAM have to send monthly reports to departments about their staff's inputs from October 2016.</td>
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