HR Excellence in Research 2017-19 Action Plan Update to Support the Career Development of Researchers

2017-19 Action Plan Update to Support the Career Development of Researchers

This document provides an update on the actions undertaken during 2017-2019 to support the career development of researchers at Goldsmiths.

**CONCORDAT PRINCIPLE: A. Recruitment and Selection**

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| 1   | Ensure that all members of the Goldsmiths research community understand that researchers are chosen primarily for their ability to advance research at an institution.                                           | • Concordat Implementation Group will monitor progress and review code as required by changes in the Concordat on Management of Research Careers, good practice in the sector, and in response to evidence from researchers, departments, that code is not effective. | Success measure: All researchers will be in possession of the Code of Practice.                                                                                                                                 | • HR includes [Code of Practice](#) in new researcher contract packs  
• For every newly awarded research project, the Code of Practice forms part of the induction pack and discussed further at the Project set up Meeting.                                                                 | HR                  |
| 2   | Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role. | • Introduce online recruitment process to host all vacancies.  
• Participate in the Disability Confident Scheme  
• HR to advise and train staff on best practice in recruitment and selection. | All appointments monitored by HR to ensure compliance with the university's recruitment system.                                                   | • E-recruiter launched in 2015. The online platform has standardised stages to be met and a requirement to demonstrate how candidates meet the person specification, this has enabled consistency of experience for applicants and a stronger emphasis on competency-based selection.  
• Goldsmiths accredited with the Disability Confident Scheme and we apply a guaranteed interview scheme for disabled applicants who meet the essential criteria.  
• HR Consultants work with Academic Departments on developing Job Descriptions and Person Specification that are relevant to the role, and which can be assessed through clear criteria. | HR                  |
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| 3   | To ensure fixed term appointments are made where there is a recorded and justifiable reason. | HR-led documentation/practice in giving advice to Principal investigators and departments in use of FTCs. | - Recruitment and Selection training delivered as part of the Learning and Development Programme and on a bespoke basis to teams - 35 staff have participated in recruitment training over the past 2 years.  
  - HR publish guidance and resources on best practice in recruitment. | HR |
| 4   | Individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development. | Raise awareness of training and development opportunities in recruitment practice, equality and diversity through the following mechanisms:  
  - Briefings to Heads of Departments via HR Consultants  
  - Publicise learning and development programme on staff intranet, in all-staff newsletter and through Research Services | - Increase take-up of recruitment training  
  - Deliver Unconscious bias training for staff  
  - Launch guidance on minimising bias in recruitment and selection | HR |
|     |                                                                           |                                                                                 | - Recruitment and selection training has been delivered by HR Consultants through group workshops and individual guidance to recruiting managers. 35 staff have participated over the past 2 years  
  - Unconscious bias training workshops are available to all staff, two workshops were held for REF panel members in Autumn 2018. 118 staff have participated over the past 2 years  
  - HR has developed guidance on eliminating unconscious bias in shortlisting and interview, made available on the recruitment intranet pages. |
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<td>5</td>
<td>The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.</td>
<td>Ensure research grades defined and in common usage in recruitment and in pay structures.</td>
<td>HERA pay structures for grades adopted</td>
<td>• HERA pay structures for grades adopted by Goldsmiths and in use since 2015</td>
<td>HR</td>
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### CONCORDAT PRINCIPLE: B Recognition and Value

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<td>6</td>
<td>Ensure that research managers and Principal Investigators are made aware of, and understand their responsibilities for the management of researchers.</td>
<td>• Further support measures will be developed and offered to PIs/Research Managers and mentors across departments and research groups to establish a good practice baseline knowledge of the research career pathways and means of communicating them.</td>
<td><strong>Success measure:</strong> Principal Investigators and research managers report feeling enabled to give career support to their researchers with</td>
<td><strong>PIRLS Survey 9/9 (100%) reported that they think that (i) motivating individuals (ii)appraisal (iii) developing research staff is very important to being a successful PI/ Researcher.</strong>&lt;br&gt;• Format for PI induction at new grant in both documentation and optional induction meeting is well established&lt;br&gt;• Departmental review findings indicate in-house learning from peers and seniors is highly</td>
<td>HR / Principal Investigators; Research Services</td>
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<td>• Development of support structures for PIs/Research Managers throughout the course of grant-funded research to enable them to better manage projects and researchers.</td>
<td>both parties reporting satisfaction.</td>
<td>valued and most departments have mechanisms of support. 14 out of 17 departments assign mentor to new appointees, 5 departments have one-to-one meeting with department director of research with researcher.</td>
<td>Academic Departments, Research and Enterprise Committee</td>
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<td>• Research Services to send a copy of the funding body’s guidelines at the start of a funded project when the confirmation of budget email is sent.</td>
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<td>• Research Services provides material and induction meetings setting out the PI/Research Managers’ responsibilities for the development of staff. Further work is needed to monitor the impact. Recommend a Staff Developers forum is established and that PI/Research Managers are invited to take part.</td>
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<td>• PIs/Research Managers are made aware of funding bodies’ requirement for development plans for researchers on their grants and to ensure researchers are also aware of them. Research Service invites new grant awardees to an induction meeting - the meeting includes detailed review of funders’ terms and conditions.</td>
<td></td>
<td>• Staff are encouraged to take part in Unconscious Bias workshops; two sessions on Unconscious Bias in REF have been delivered to REF Panel members in 2018 – 118 staff have participated in Unconscious Bias training in the past 2 years.</td>
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<td>• Promote awareness the responsibilities of research managers in terms of providing advice and support for researchers at the end of their fixed term contracts.</td>
<td>Success measure: &gt;40% Research applicants are offered longer contracts with the university and precocity is reduced.</td>
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<td>• ECR Funding Competition (pilot) for researcher networking/career enhancement projects.</td>
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<td>• Goldsmiths undertook a departmental review of support for Early Career researchers, as a result of which we will develop of a package of support to allow students who had successfully completed their PhD at Goldsmith a continuing affiliation with Goldsmiths</td>
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<td>7</td>
<td>Ensure our systems are capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding.</td>
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<td>• ECR funding scheme ran successfully for third year with 11 awards made to largely networking activities;</td>
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| 1   | or systems for redeploying researchers within organisations where resources allow. | • Support post-PhDs in developing their career with small pump-priming grants. ECRs employed by Goldsmiths on T&R have access to funding opportunities as for all T&R staff. | Evidence: reports by awardees demonstrate that a new event, research collaboration, skill, publication was generated (at least in part) by the award. | • Departmental review findings show that 12/17 departments offer researchers individual support for own projects and to support conference attendance.  
• Sums range from £1,500-500 automatically for staff; £150-£500 where PhD students are considered ECRs. Some depts. have an automatic allocation and a competition for further/extra funding.  
• Other internal funding schemes such as Alumni Fund and Public engagement fund offer opportunities to fund research activity.  
• Graduate School Fund (GSF) The Graduate School supports the career development of PGRs through the Graduate School Fund (GSF). GSF awards are made three times a year and typically support activities such as conference attendance, events organising, fieldwork visits, and training costs. In 2017/2018, a total of £30,576.39 was awarded to doctoral researchers through the GSF. |  |
| 8   | Promotion opportunities should be transparent, effectively communicated and open to all staff. It is | • Ensure promotions procedures are transparent and communicated to all staff.  
• Develop a dedicated website to promote academic skills aligned to the RDF with | Pay progression is in accordance with the Framework Agreement. | • Pay progression is in accordance with the Framework Agreement.  
• Guidance on Academic Promotions is available to all staff via the staff intranet. HR co-ordinate ‘Preparation for Academic Research Services & Departments |  |
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|     | helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies. | the option to download the career tracker. | | Promotions’ briefings for staff as well as targeted briefings e.g. for the Women’s Leadership Network. 55 staff took part in the Preparing for Academic Promotions sessions in the past 2 years.  
• Further work is required to support the objectives on RDF – Research Services and HR to work together on this during 2019/20. | |

## CONCORDAT PRINCIPLE: Support and Career Development

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| 9   | Ensure that developmental activities open to researchers include preparation for academic practice. | • Promote the ‘Academic Practice for PhD students and early career researchers’ | ECRs who wish to take CAP are awarded a place. Evidence: Survey/focus group rating of satisfaction with CAP and ease of being allocated a place on programme. | • The Academic Practice module, which is run in conjunction with the Teaching and Learning Innovation Centre (TaLiC), is an opportunity to develop and enhance skills in teaching and learning. PGRs who are looking to undertake teaching activities during their doctoral studies are encouraged to undertake this module, which is based in part on the UK Professional Standards Framework (UKPSF) for supporting teaching and learning. In 2017/18 53 PGRs and ECRs engaged with this module. Of those 23 completed the (optional) assessment, and all of them passed. (2018/19 statistics are unavailable as the course is still ongoing). | Graduate School  
Teaching and Learning Innovation Centre |
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| 10  | Ensure that all researchers have equal access to the provision of developmental opportunities to allow them to progress in their career and mobility. | • Continue promoting, developing and monitoring the provision of development opportunities, to include a blended approach to event delivery across all programmes hosted by centralised Professional Services (eg HR/Staff Development, CIG, REO, TaLiC, Library Services, Careers Centre), ensuring provision is complementary to Department/School-based opportunities.  
• Promote development opportunities offered by organisations with which university has an institutional subscriptions (such as UKRIO, UKRO, Vitae, Workplace Assistance Programme) and offers from funding organisations (such as RCUK, ERC, Wellcome, etc) and publishing companies.  
• Invite funding organisations to hold sessions at the university to promote their funding schemes.  
• Promote local inter-London universities secondment scheme, *Outsight Insight*, http://www.heioutsideinsight.co.uk/index.html, will offer options to ECRs to view other institutions and posts. | **Success measures:**  
At least 60% of researchers have undertaken at least five days per annum of developmental events, including conferences, leadership training internal initiatives. | • PIRLS data found 6 out of 9 researchers had less than 3 development days a year, 2 out of 9 had more than 3. This suggests low take up of development. The 2019-21 action plan will include actions to enhance take-up of training by researchers. HR is undertaking a survey of staff development needs to inform the 2019/20 learning and development programme and will work more closely with Research Services to promote development opportunities to researchers.  
• **Learning and Development** The learning and development programme is open to all staff and is widely publicised through all-staff communication channels. The programme is delivered primarily during Autumn – Spring based on staff feedback on availability.  
• Staff are encouraged to take part in leadership programmes co-ordinated by HR, including Advance HE Leadership Programmes (Aurora and Diversifying Leadership). We have supported 8 staff on the Diversifying Leadership Programme this year. We are reviewing the impact of the programme and identify further initiatives to support diverse and inclusive leadership at Goldsmiths. | Concordat Implementation Group;  
HR; Research Services;  
Teaching and Learning Innovation Centre; Library; Careers Service. |
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<td>• We supported 11 staff members (including one SU staff member) on the Aurora Women’s Leadership programme in 2018/19.</td>
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|     |           |                   |                 | • **Targeted development for researchers**  
Tailored academic training and development programme includes a suite of research funding clinics, research proposal surgeries, workshops, sector related events and regulatory compliance to ensure the research community is able to take advantage of additional training and are kept abreast of changing requirements within the research landscape. |
|     |           |                   |                 | • **Research Methods Training for PGR**  
As research methods training is key to the doctoral research experience, the Graduate School convenes two core training modules. The Core Qualitative Research Methods module provides an interdisciplinary introduction to qualitative traditions of social research. It aims to give PGRs an understanding of some of the main forms of qualitative research, offer opportunities to develop the skills for conducting qualitative research, and to help PGRs in reading and assessing research publications. The course is also designed to offer PGRs opportunities to discuss their own research, and exchange ideas with students from a range of |
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<td>disciplines. In 2018/19 30 PGRs engaged with the module. Of those, 16 completed the (optional) assessment and all of them passed. The Core Quantitative Research Methods module is designed to help researchers to understand and gain skills in quantitative research, whether it is encountered in literature reviews or elsewhere in the doctoral journey. Those attending this course receive an introduction with three possible exit points, each providing progressively more knowledge and understanding. This built-in flexibility is designed to empower PGRs to tailor the learning experience to suit their training and development needs. 2017/18 14 PGRs engaged with the module. (2018/19 statistics are unavailable as the course is still ongoing).</td>
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- **Graduate School Seminar Series** The monthly seminar series covers a wide range of topics pertinent different stages of the doctoral journey, from presentation skills to preparing for the upgrade, and literature reviews, to funding bids. Presentation slides from each seminar are uploaded to the Virtual Graduate School VLE page to benefit PGRs unable to attend certain sessions. In 2018/19, around 30 PGRs attended each session.
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<td>11</td>
<td>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</td>
<td>• Develop virtual forum to facilitate institutional awareness of needs and concerns of our ECRs supported by formal and informal discussions. • Researchers encouraged to join research clusters/themes where they exist.</td>
<td>RS to include question on research networks, including free text field, in survey and in institutional sections of CROS and PIRLS. Data from these annual and biannual sources will be reported to the CIG meeting and recorded in the meeting notes. The data will provide useful information for a variety of sources</td>
<td>Research VLE forums have been launched, including, • Researchers This page is designed for Researchers from across all Departments at Goldsmiths, University of London. This group includes Research Associates, Research Fellows, Postdocs. • Researchers Association (RA) • Principal Investigators • Department of Psychology Early Career Researchers Professional Development Programme • The Research &amp; Enterprise Committee now includes rotation of membership from the Early Career Researcher Community. • Two representatives from the ECR community are members of the ECR Working Group chaired by the Pro Warden for R&amp;E. The aim of the ECR group is to clarify institutional responsibilities regarding students who have recently successfully completed their doctorate, post-doctoral fellows, academic staff at the start of their academic career; and staff on Research only contract.</td>
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12  | All researchers are offered opportunities for inductions at local (project, departmental) | Invite all new researchers to attend the Goldsmiths staff Induction and encourage departments to conduct local inductions. | Survey responses to standard question about induction report | All new researchers are invited to attend the Goldsmiths staff induction. | Concordat Implementation Group, HR, Departments, PI |
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<td>and university-wide level.</td>
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<td>attendance at inductions of 75% for departmental inductions and 60% for Warden's welcome.</td>
<td>New Staff Introduction events are held termly to introduce new staff to help orientate Goldsmiths staff. These events offer new staff the opportunity to find out more about Goldsmiths as their employer and an education provider, as well as time to meet colleagues. In 2017-18, 52 staff members attended this event and in 2018-19 46 staff members have attended, so far (with one more event planned for Summer 2019). Feedback on the event is extremely positive, and many find the Knowledge Café the most useful and enjoyable part of the day, where internal service providers (e.g. Finance, HR, Communications, Onsite Gym, etc.) have stands that participants can visit. HR also provide support and guidance to Managers on how best to induct new members of staff to their department. The Graduate School runs biannual induction events for new PGRs. These induction events include a strong emphasis on the PhD as a professional development opportunity. In 2017/2018, induction attendees were introduced to the Vitae Researcher Development Framework (RDF). Induction packs furthermore included RDF postcards and Vitae researcher booklets. In 2017/2018 around 70 PGRs engaged with induction activities.</td>
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<td>13</td>
<td>Take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another</td>
<td>Researcher Development mini-site to be developed in staff intranet, GOLDMINE. Site to also include notes of CIG meetings and updates on initiatives.</td>
<td>&gt;50% of respondents in Snapshort survey/focus group have knowledge of the website.</td>
<td>Local Departments allocate new staff to mentors; regular staff meetings and opportunity to meet staff in research clusters and at staff meetings.</td>
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<td>Site on Goldmine since September 2015 and updated regularly by ECRG co-ordinator (sits under Research &amp; Enterprise pages).</td>
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| 14  | Introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. | • Promote PDRs as good practice to improve uptake by PIs and Research Staff | Survey responses in own surveys, CROS and PIRLS | • PIRLS 2017 9/9 respondents reported valuing appraisal system as important to researcher careers.  
• Athena Swan Survey data indicates that 32% of academic staff have a PDR less than once a year, and 18% have never had a PDR. 70% of women and 74% of men stated that they have a PDR as often as they would like, which indicates that the low engagement with PDR may not be a significant concern to staff. However, survey respondents highlighted perceptions of gender bias (in favour of men) in relation to ‘line management support around career development’ and ‘the likelihood that staff will be promoted’. |
|     |           |                   |                  | HR |

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<td>Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</td>
<td>• PIs and line managers should be encouraged to identify opportunities to delegate project management responsibilities to create learning opportunities for their researchers. CIG to publish guidelines on creating and managing delegation opportunities on the website and host a lunchtime informational session</td>
<td>&gt;50% Researchers report being offered, and participating, in delegated activities</td>
<td>• This action will be carried forward into the 2019-2021 action plan</td>
<td>Concordat Implementation Group</td>
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| 16  | Articulate the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. Promote good work and practice at Goldsmiths | Develop case studies of ECRs’ career development with the aim of identifying pathways to success in Goldsmiths; this is likely to include winners of Networking Grants in 2015/16 having completed their projects and reported to CIG (New action plan: 2016-2018)  
• Case studies to be written up/prepared for inclusion on Researcher Development website and downloadable | Page visits (for web page) may be measured and also comments of stakeholders on value of materials and requests to re-use. | • The Communications team create regular ‘spotlight on’ pieces on staff, including researchers discussing their career and research focus. We also publish videos of researchers discussing their research. Further work is needed to embed discussions of career development within these case studies. | Concordat Implementation Group |
# HR Excellence in Research 2017-19 Action Plan Update to Support the Career Development of Researchers

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<td>and assist in the promotion of researchers’ careers.</td>
<td>PDF booklet; the website is likely to be expanded to include elements of the broader Researcher Development programme being developed by RO.</td>
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| 17  | Provide a specific career development strategy for researchers, including mentoring. | • To develop a pan-university ECR mentoring scheme.  
• HR will maintain database of mentors/mentees and mentoring relationships and provide statistics on take-up of scheme; | Success measure: University-wide mentoring scheme available to ECRs and participation rate is greater than 50% by 2019/20. | • A pilot mentoring programme was developed between HR and Research Services but take up was low (less than 5). Feedback from departments indicated that mentoring is co-ordinated at a department level. To support departmental mentoring the college has developed guidance on mentoring – setting out the role of the mentor/mentee and steps for ensuring fairness and accessibility to staff from all backgrounds. |
|     | | | | HR, Concordat Implementation Group, Depts. |

## CONCORDAT PRINCIPLE: Researchers' Responsibilities

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| 18  | Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner | To promote good research practices:  
• Subscribe to the UK Research Integrity Office and its role in UKRIO will potentially be pivotal in showing good practice in research integrity in the Arts and Humanities. REO will continue to run | Success Measure: Research Integrity Annual Report on compliance submitted to UKRIOS and published on our staff intranet; statement is formally approved prior to posting on website by all academic committees in structure and is noted by Council.  
• Preparation for the next REF exercise and university strategy to produce better and more | Annual statement of research integrity published on staff intranet; statement is formally approved prior to posting on website by all academic committees in structure and is noted by Council.  
• Preparation for the next REF exercise and university strategy to produce better and more | REISC, HR, RS Library, ROAM |
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|     | and to contribute to the wider body of knowledge. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers. | training sessions in ethics/integrity as part of their standard training sessions.  
- To maximise recording of research outputs produced by Goldsmiths' researchers in the document and data repositories.  
- Researchers to upload their work onto Goldsmiths’ repository: Goldsmiths Research Online and to Goldsmiths Data Online as standard practice.  
Uploads to GRO are reported to REC meetings termly and monitored | institutional website.  
**Success measure:** Increase in outputs is recorded and where possible, in the longer term, all outputs are recorded. GRO team to report level of inputs to GRO (note: system will not discriminate between levels of staff so we would infer that an increase in inputs would include an increase in researchers’ inputs.) | timely statistics about research work and related outputs is leading to greater promotion of the repository/data management by a number of Professional Services groups and academic departments.  
- Regular monitoring is undertaken in a number of formats including:  
- Library (GRO team)/RO present data on uploads to GRO (by School, by Department, by type of output) to REC meetings (3 x per year); these figures will be accessible by CIG.  
(b) GRO team send Departmental heads/Departmental Directors of Research monthly updates on output details uploaded. | Institution/Comms/Departments                                                                 |
| 19  | Encourage transfer of knowledge and research for                          | Researchers to be encouraged to develop their own independent profiles (presences) both internally and externally | **Success measure:** More than 75% of researchers have  
- Researchers are encouraged to develop a web profile on the Goldsmiths website, |                                                                                                                                   | Comms/Departments                                                                     |
### CONCORDAT PRINCIPLE: Researchers’ Responsibilities

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|     | different purposes.                                                       | 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. | developed a web/social media presence, are committee members/active in their subject associations, and/or represent on Goldsmiths' committees.                                                                                                                                 | linked to the Research repository when they join the college.  
- Departments and mentors support research staff in developing research networks, e.g. identifying conferences. Researchers can also apply for funding to attend conferences. |                      |
| 20  | Enable researchers who have left Goldsmiths to have an ongoing relationship with the university in disseminating the results of research (particularly when having the role of corresponding author for a paper) and remaining part of our research community. | Provide researchers who have left Goldsmiths with access to Goldsmiths Research Online                                                                                                                                 | **Evidence**: Data on outputs from GRO team demonstrates continued access by researchers.                                                                                                                                 |  
- GRO is accessible to researchers who are no longer working at Goldsmiths  
- Goldsmiths undertook a departmental review of support for Early Career researchers, as a result of which we will develop of a package of support to allow students who had successfully completed their PhD at Goldsmiths a continuing affiliation with Goldsmiths, including an honorary title and alumni email address. | Research Services /IT/Library |

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<td>21</td>
<td>Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</td>
<td>All researcher specific training is aligned to the VITAE Research Development Framework. This approach is to aid awareness of how each event enables the upskilling across the four RDF domains: Intellectual abilities, research Governance and Organisation, Techniques and Personal Effectiveness.</td>
<td>Departments are able to evidence that at least 80% of early career researchers have received access to mentorship. This includes engaging with the diverse offerings across College Training and development Programmes.</td>
<td>CROS PIRLS: This aspect of career development forms part of the Learner Development Programme. It also features in the mentoring given to ECRs. Publicity to available courses is given via Learner Development and through Departments and mentors. In addition, aspects of the broader Researcher Development Programme may help ECRs identify areas where additional training might enhance their skills.</td>
<td>HR/Department(s)</td>
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<tr>
<td>22</td>
<td>Researchers should identify training needs and actively seek out opportunities for learning and development Research managers to provide honest advice and to equip researchers with the tools to manage their own careers. Research managers should encourage</td>
<td>Researchers are actively encouraged to engage with the optional personal development review as to identify and plan for the individual needs of researchers.</td>
<td>At least 50% of Researchers have participated in PDR in the last year.</td>
<td>All Goldsmiths staff are entitled to have a PDR on an annual basis. Athena Swan Survey data indicates that 32% of academic staff have a PDR less than once a year, and 18% have never had a PDR. 70% of women and 74% of men stated that they have a PDR as often as they would like, which indicates that the low engagement with PDR may not be a significant concern to staff. However, survey respondents highlighted perceptions of gender bias (in favour of men) in relation to ‘line management support around career development’ and ‘the likelihood that staff will be promoted’.</td>
<td>HR/REC/Departments</td>
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HR Excellence in Research 2017-19 Action Plan Update to Support the Career Development of Researchers
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<td>research staff under their supervision to attend appropriate training and career development courses and events.</td>
<td>HR will undertake a review of PDR Guidance and training to encourage take up (action for 2019-21)</td>
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<td>23</td>
<td>Ensure that as many researchers as possible are able to participate alongside their colleagues in university meetings where decisions/announcements are made.</td>
<td>Greater awareness to be raised of the need to hold meetings in a variety of formats and timings to encourage greater participation from researchers.</td>
<td>No further action currently.</td>
<td>HR will develop guidance on accessible events and meetings (action for 2019-21)</td>
<td>E&amp;D Advisor</td>
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### CONCORDAT PRINCIPLE: Equality and Diversity

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| 24  | Develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression. | • Participate in the Stonewall Workplace Equality Index  
• Participate in the Disability Confident Scheme  
• Establish Womens’ Leadership Network  
• Support staff to take part in Aurora and Diversifying Leadership | Improvement in Stonewall WEI index  
Disability Confident accreditation  
Launch network | Goldsmiths Equality, Diversity and Inclusion Strategy sets out our approach to embedding equality and diversity into all of our work, this is reviewed on an annual basis.  
Goldsmiths submitted its first application to the Stonewall Workplace Equality Index in 2016 and its second in 2018, when we were ranked 280 out of 445 institutions – indicating an improvement on the previous submission. The college was commended for its work on trans equality.  
We have been granted ‘Disability Confident Employer’ status under the Disability Confident Scheme. Since being granted this, we have been working with different stakeholders across Goldsmiths to improve processes and communication in relation to supporting disabled staff. A new Disabled staff network is being developed with plans to launch this by the end of this academic year.  
We have supported 8 staff (including one SU staff member) on the Diversifying Leadership Programme this year. We are reviewing the impact of the programme and identify further initiatives to support diverse and inclusive leadership at Goldsmiths. | E&D Advisor           |
### CONCORDAT PRINCIPLE: Equality and Diversity

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<td>25</td>
<td>Ensure that the working conditions for researchers provide the flexibility necessary for successful research, taking into account the needs of researchers with caring responsibilities.</td>
<td>Develop clear guidelines on flexible working and leave for staff with caring responsibilities.</td>
<td>Launch flexible working policy</td>
<td>We supported 11 staff members (including one SU staff member) on the Aurora Women’s Leadership programme in 2018/19. Goldsmiths flexible working policy, ‘leave for other reasons policy and guidance on reasonable adjustments aims to support staff to work in a flexible way, accounting for their individual needs and circumstances. “Leave for other reasons” policy sets out opportunities for Study Leave of up to 3 days per annum and the opportunity to take longer, unpaid, periods of leave to undertake career development activities.</td>
<td>HR</td>
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| 26  | Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. | • Enhance staff equality information on HR systems in order to develop a better understanding of staff demographics and identify areas of under-representation.  
• Develop clear guidance on reasonable adjustments for disabled staff. | Increase % of staff who have provided equality information | Staff equality data report presented to SMT in February 2019 outlining the under-representation of BAME academics and women in professorial roles. HR will co-ordinate initiatives to identify the barriers encountered by staff in relation to retention and progression. An action plan will be developed in collaboration with staff networks (BAME, LGBTQ+ and Women’s’ Leadership Network). | HR                   |
## CONCORDAT PRINCIPLE: Equality and Diversity

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<td></td>
<td><strong>• Conduct Equality Screening as part of the development of HR Policies.</strong></td>
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<td>27</td>
<td><strong>Ensure that clear measures exist through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties</strong></td>
<td>Develop staff bullying and harassment policy outlining mechanisms for reporting and resolving cases.</td>
<td>Launch bullying and harassment policy</td>
<td>Policy launched</td>
<td>HR</td>
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<tr>
<td>28</td>
<td><strong>Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.</strong></td>
<td>Participate in the Athena Swan accreditation</td>
<td>Gain Athena Swan Award and implement action plan</td>
<td>Goldsmiths submitted its first application for a Bronze Athena Swan award in April 2017. While unsuccessful, the feedback primarily reflected the need for more complete data to be available for evaluation and reflection. The quality of our legacy staff data was a known problem at that time and has been the subject of an institutional project overseen by the Data Management Leadership Group from May 2017 onwards. Staff data integrity has seen a significant improvement since that point and the institution is in the process of submitting an institutional award. Two departments also plan to submit their own applications during 2019.</td>
<td>Athena Swan SAT Team</td>
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| 29  | The University will closely monitor particular aspects of the Research & Enterprise strategy implementation plan in regards to facilitating the training and development of early career researchers - the Graduate School, Concordat Implementation Group and Research Office will provide progress reports detailing support initiatives to REC meetings throughout the year. | • Regular updates of sector news at ECRG meetings:  
• Reporting in re.search monthly newsletter of ECR related reports, events  
• Annual report to HoDs and DoRES | At least one ECR is appointed as a member of a formal research related Committee. Being mindful that particular aspects of the agenda will require confidential discussions where the ECR would act as an observer. | • REC meets 3 x per year. REC is the parent committee of the Graduate School Board [GSB] and the Concordat Implementation Group [CIG], both of whom work to implement career development support for ECRs. Both GSB and CIG meet 3 weeks before REC so that current concerns can be presented at the parent committee.  
• ECRs are included in institutional and local departmental research strategies and implementation of university's planning of research activity and support  
• In 2017 - departmental review took place and departments involved  
• ECR places on 2 university committees -2 on REISC, 1 on REC; 2 on CWG.  
• Concordat Working Group [Steering group] formed (PWRE, Directors of HR, Research Services, Dean of Graduate School, 2 ECRs, and Coordinator ECRG) and created a Goldsmiths definition of ECR and a statement of commitment to the groups this applies to. CWG to meet termly from 2019 and replace ECRG.  
• HR to co-ordinate HR Excellence in Research award from January 2019  
• Statement of Commitment to be presented to REC on 20/11/18 for discussion and then to parent board, Academic Board at their | Concordat Implementation Group; Graduate School; Research Services |
### CONCORDAT PRINCIPLE: Implementation and Review

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| 30  | Develop better workforce planning, for the identification and retention of key researchers | Ensure the university is able to retain talented researchers who are identified as key contributors to the research culture for longer periods of time. | **Success measure:** 80% Departments will identify funds for bridging between contracts or to provide matched funding with a central scheme to retain talented researchers. | December meeting. This statement then forms the basis of the institutional support commitment to ECRs and identifies the responsible providers within Goldsmiths.  
  - CWG plan to meet termly from Jan 2019. | Principal Investigators, HR, Departments (via Departmental Research Committees), SMT |
<p>| 31  | Objective: To ensure successful management of the university’s obligations under the Concordat. | The University established a Concordat Implementation Group (CIG) in 2010. The group also has responsibility for engaging in national developments, debates and initiatives in relation to the Concordat including involvement with Vitae and the support and development of researchers. CIG meetings to be held 3 weeks before Research &amp; Enterprise Committee [REC] meeting so that | <strong>Success measure:</strong> Concordat Implementation Group provides strategic direction to the compliance of the Concordat by identifying, recommending and implementation of effective and | Due to changes in staffing this action has not been progressed. However, in line with the newly launched Goldsmiths Strategy, this action will be prioritised for the HR Excellence Action Plan 2019-21. | Concordat Implementation Group / Research Services |</p>
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<td>32</td>
<td>To ensure that the Concordat and its requirements are understood by the research community for whom it has been devised and to better understand the requirements of our own community</td>
<td>Annual data collection within Goldsmiths: annual short &quot;snapshot&quot; online survey and focus groups focussed on provision at the university to be conducted with researchers and PIs. Research Services will keep up-to-date records of researchers to ensure that as many of the community as possible can be contacted and asked to participate. These activities are addition to CROS/PIRLS and to other sector surveys and are designed to help create a complete picture of researchers' experiences.</td>
<td>Goal participation in planned survey in October 2017 &gt; 40%. Ideally the participants will be spread across the Schools and departments. <strong>Evidence:</strong> Response level &gt;40% and focus groups number 20-25 people per session.</td>
<td>Brief internal surveys of researchers' views are run annually with 10-15 tick-box style questions; the information is used in conjunction with information from training sessions, from CIG members, and anecdotally to find out concerns of the researcher staff groups. The concordat is supplied as part of the induction pack to all budget holders at the point of a grant announcement and account creation on our institutional accounting system. We have recently informed departments of the mandatory ‘Project Set Up’ Meetings as to discuss the induction pack which provides the opportunity for budget holders to reaffirm their commitment to the Concordat and answer any queries that may arise.</td>
<td>Concordat Implementation Group</td>
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<td>33</td>
<td>Ensure that events, announcements and guidelines designed to attract ECRs are recognisable as such</td>
<td>Visual Identity for Goldsmiths' Researchers - creation of a unique identifier and use of the HR Excellence in Research logo.</td>
<td>Success measure: Visual identity in use on webpages and documentation and recognisable by stakeholders.</td>
<td>We use HR Excellence in Research logo and ‘Two ticks’ as part of events promotion and recruitment.</td>
<td>Concordat Implementation Group, Comms</td>
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<td>34</td>
<td></td>
<td>CIG will submit notes of Goldsmiths' practices to contribute to the Vitae database of practice, the conference and Vitae Policy forum. Additional information: The 4 year review panel have recommended in their evaluation that a case study of the public engagement awards or Dr Elizabeth Williams' race and the academy event might be written up and submitted to Vitae for inclusion as an example of good practice. Aim to submit case study to Vitae by October 2017 or for inclusion at Vitae international conference in September 2017.</td>
<td>Objective: to contribute to the body of evidence of good practice and to celebrate examples of the university's schemes.</td>
<td>No formal action on this. Review action, and include in 2019-20 action plan</td>
<td>Concordat Implementation Group</td>
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<td>35</td>
<td>CROS is a valuable local and national indicator of</td>
<td>Increase engagement with CROS and PIRLS</td>
<td><strong>Success measure:</strong> &gt;40% participation</td>
<td>Our aim was to engage at least 40% of researchers in the CROS and PIRLS. The surveys</td>
<td>Concordat Implementation Group</td>
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## CONCORDAT PRINCIPLE: Implementation and Review

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|     | researchers' views of working in the sector and analysis the results of biannual CROS surveys will help refine the action plan to better serve the researcher community. | rate in biannual survey.  
**Evidence:** Recorded participation rate in 2017, 2019. | are promoted through monthly newsletters and in briefings co-ordinated by Research Services, however, response rates continue to be low (20/24% responses to CROS and 9/21% to PIRLS in 2017). Engagement with the surveys will continue to be a priority - we will engage more directly with colleagues to promote this, for example, Research Services will promote the survey to Heads of Department and Department Directors of Research. | Group, Research Services, Departments |