

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 has informed our strategic priority to focus on engaging researchers in feedback and evaluation mechanisms for 2021-2023. Our new ECR Network is one way in which we hope to achieve this due to its relative infancy, it did not generate sufficient feedback for this reporting period.

In recognition of this, we asked HoDs and DoRs to consult with their ECR's and share feedback on the draft action plans, and we also asked departments to report on mentoring provision for ECRs. Further information about the research culture at departmental level, including opportunities and priorities for researcher career development, was obtained from REF2021 Environment Statements and was used to inform plans to enhance our training and development programme.

Supporting the next generation of researchers. In 2021, the Graduate School developed a new package to allow all early researchers who have successfully completed their PhD at Goldsmith, to continue their affiliation for an additional year as Graduate School Fellows. The Scheme will be introduced in January 2022, and aims to retain and sustain a community of talented early career researchers as they develop their research career. We look forward to reporting on impact in our 10-year HR EIR Report.

2. Employment

Focus has been on reviewing recruitment and selection policies, enhancing our approach to PDR (appraisals) and ensuring all new joiners are provided with key policies, resources and training as part of their induction. All Chairs of recruitment panels are required to undertake comprehensive training, so recruitment training was reviewed and re-launched in Summer 2021 (to date, 2 out of 8 participants were academics).

Academic Promotions briefings were reviewed, researchers were directly invited to attend and to date 4 sessions have been delivered to 62 participants in 2021/22. Targeted sessions were offered to women and staff of colour and a further session is planned for practice-based researchers. We created space in these sessions for staff to discuss approaches to Academic Promotions procedures, and will use the feedback to help remove barriers to career progression.

Over 80% of participants reported that the briefings provided them with a clearer understanding of the Academic Promotions procedures. The Graduate School continued to deliver Graduate School Inductions so that PHD students and their supervisors are fully briefed on the range of professional development opportunities open to them (participation increased from 137 in 2019-20 to 178 in 2020-21). Public Engagement undertaken by academic staff and PhD candidates is formally recognised at the Warden's Annual Public Engagement Awards (established in 2016) and expanded in 2020.

Annual Public Engagement Grants provide funding of up to £1000 for up to 10 researcher-led projects. Not only do the funds support activity, but the application, monitoring and reporting processes are designed to engender and embed good practice in the long term.

Sharing best practice. Researchers are supported to develop their approach to Public Engagement and share resources, training and peer support through a network of Public Engagement Representatives. The PE Rep role was agreed in consultation with academic HoDs and hours are allocated into workloads to ensure they have sufficient time to undertake their role.

3. Professional Career Development

The number and range of research support events has significantly increased since 2018/19, and attendance has surpassed our original targets. In 2021/22, 12 events were delivered to 305 attendees, compared to three events were delivered to 24 attendees in 2019/20. A sample of 4 events shows that over half (48/90) attendees were on T&R/R-only contracts. Encouraged by increased levels of engagement and supported by the introduction of a dedicated Research Training Officer, we launched an expanded researcher development programme in 2021/22 with over 20 sessions planned and aligned with the RDF framework.

Attendance of academic staff at HR Learning and Development events also increased from 130 in 2017/18 to 152 in 2020-21 (70% of which were on T&R (99) or R-Only (8) contracts). We also launched a targeted leadership programme for BAME staff and their line managers, 5 of 28 participants were research staff and initial feedback was positive with participants highlighting improved conversations about career progression. For doctoral researchers, the Graduate School introduced a new research student showcase seminar in 2020-21 to celebrate the achievements of recent graduates. Finally, REF2021 Environment Statements showed that 13/15 academic departments offered ECRs/new staff a mentor and 8 departments specifically stated that they reduced teaching and admin load for ECRs to support career development.

Examples of good practice includes Educational Studies, which has an established research mentoring scheme for all academic staff, and Psychology which actively promote PDRs and reported that 90% researchers have had a PDR in recent years.

Strategy for 2021-23

In 2019-21 we focused on establishing a framework and structure for more effective career development support. Our priority for 2021-23 is to embed support across the institution, better engage researchers, and develop robust mechanisms for measuring impact and outcomes. We will continue to seek out the views of researchers through regular (termly) meetings, and grow our ECR Network to ensure that decisions about research training, ethics and integrity, and knowledge exchange is transparent and informed by the views of researchers. The pandemic, coupled with a need to urgently address the College's financial deficit delayed our progress in some areas, and some actions have been carried over into the 2021-23 action plan. Our priorities, and a selection of activities identified in response to our internal review, are listed here:

1. Raise awareness of career development opportunities for researchers [ECI1, ECI2, EI2, EI5, EI6, PCDI1, PCD15]

- Increase participation of academic in Goldsmiths Induction to ensure researchers have a consistent experience and ensure at least 50% of new research staff attend New Staff Induction event.

- Develop an ECR induction programme on research grant management using an institutionally accepted inclusive definition of ECRs and introduce support package through 2 targeted events.
- Engage new research staff in career development opportunities by developing tailored induction package and monitoring attendance at training events.

2.Improve feedback and consultation mechanisms [EC15, ECI6, E15, PCD16]

- Improve engagement with ECRs by encouraging them to join Early Career Researcher Network and participate in conversations and policy development. By 2023 we aim to have a minimum of 1 ECR (within 7-years of PhD) from each department and a lively discussion forum.
- Publish findings of FTC review develop a clearer understanding of reasons for appointments of staff on FTCs, and the operationalisation and application of the end of a contract. 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

4.Support Equality, Diversity and Inclusion through researcher development [ECI3, ECI4, E11, EI3, EI7, PCDI2]

- Working with the Graduate School, the [Generation Delta project](#) will deliver a series of activities (w)6w