APPENDIX A

Breakdown (by faculty) of QMUL Research Staff (end of September 2017)

QMUL Faculty	Postdocs	Fellows*	Research Staff**	Faculty Totals
HSS	21	20	9	50
S&E	122	40	19	181
SMD	283	55	158	496
Totals *by contract type*	*426*	*115*	*186*	727

* On some form of fellowship or self-support

** Technical, support, or senior research staff not on the typical academic career track

APPENDIX B

Updated Action Plan to support the implementation of
The Concordat to Support the Career Development of Researchers:
Queen Mary University of London (QMUL), 2018-2020

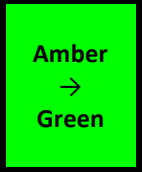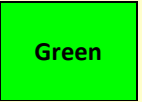| Key	**Green**	Completed / strong upward trajectory	**Amber**	Not yet Completed / upward trajectory	**Red**	Stalled / No significant Progress	Amber → **Green**	Bold Border = change in status (since 2016)

Ongoing Actions from previous Action Plans (AP2014 & AP2016): (Black and Bold) e.g. Each researcher receives a welcoming email from the QRSA and RD	**Non-Completed Actions from previous Action Plans: (Red and Bold)** e.g. To develop alert mechanisms within MyHR	**Future Actions related to AP2018: (Blue and Bold)** e.g. Upload all job vacancies onto European jobs portal	Targeted Success Measures for Future Actions: e.g. >50% engagement with staff inductions, or online resources, measured by CROS 2017
Single-underlined words in dark blue indicate hyperlinks to relevant websites e.g. QMUL Research Strategy 2014			

It should be noted that while we have endeavored to provide specific timelines for all initiatives and activity in this action plan, there are some instances where the relevant action has already been taken or is now Standard Practice at QMUL. In those instances, either a framework of review for the effectiveness of that action has been stipulated, or some instances will be marked as Standard Practice. In these instances, feedback collected biennially through CROS, PIRLS, or through other means, such as 1-to-1 coaching opportunities and informal meeting with research staff by RD, will serve to highlight areas where ad hoc review is necessary.

A: RECRUITMENT AND SELECTION						
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.						
	Clause	**Status**	**Evidence for current compliance, including Completed Actions from Previous Actions Plans**	**Ongoing Actions and Future Actions**	**Timescale and (Lead)**	**Success Measure(s)**
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	**Green**	This is demonstrated by the University's commitment to actively recruit outstanding new researchers and research teams, and support their research ambitions, as outlined in QMUL Research Strategy 2014 (Aim 3.3) and QMUL's Strategy 2014: (Aim 2.3 – Recruit and Support Postdoctoral and other ECRs) This is further demonstrated in the 'job purpose' and 'main duties and responsibilities' sections; standard sections in all (research) job profiles that are posted on QMUL's vacancies portal: http://jobs.qmul.ac.uk. There, each post is described in context of the research question, and the (research) duties of the roles are clearly spelled out.			
1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). 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.	**Green**	HR advertises QMUL research staff through QMUL's jobs portal, http://jobs.qmul.ac.uk, with full job descriptions that detail the research context, all required and desired skills associated with the position. Our research posts are additionally advertised on external portals such as Euraxess and jobs.ac.uk, and occasionally through Naturejobs, Research Gate, and other bespoke portals, to further attract excellent talent to QMUL. Designated contacts in HR and RD provide assistance to international researchers coming to or leaving the institution via the euraxess@qmul.ac.uk address. The university is committed to the provision of equality of opportunity for all its students and staff (see Equal opportunities statement: http://bit.ly/QMequalitypolicies) See Principle 6.			
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	**Green**	The approval and recruitment process for fixed-term contracts is identical to that for permanent staff. In addition, fixed term contracts must be objectively justified and approved (by HR with input from Executive Officers for Each Faculty) so that this can be recorded in the contract. (http://bit.ly/QM-FTCpolicies)			

				These have been embedded in all relevant HR Policies.		
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, 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.	**Amber → Green**	Policy on gender representation on interview panels was approved by QMSE in 2015. All members of any interview panel must first undergo mandatory training offered by HR. New training launched in May 2016: Recruitment and Interview Selection), with refresher training available and recommended every 3 years. Research Staff engage well with this training (Enrolment numbers, by academic year: 2012/13: 14, 2014/15: 32, 2015/16: 62, 2016/17: 49.) Research staff already contribute to recruitment interview panels in a number of Schools to ensure that a broad range of experience and diversity is represented. Feedback to unsuccessful (interview) candidates who were interviewed is provided, when requested.	**Research staff engagement with selection panels to be reviewed along with research staff engagement with decision-making processes (see 3.13)**	**July 2020 (QRSA)**	Ensure that research staff engage appropriately with decision-making processes
1.5	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.	**Green**	Research roles, as with all other career families at QMUL, are appropriately graded in line with the National Pay Framework Agreement. The grading looks at the relative "size" of the role across a range of dimensions that cover all types of roles within HE. Dimensions include required knowledge and decision-making, for example. An Equal Pay Audit carried out by HR in 2011 to look at pay differences for senior and professorial staff and found no significant differences between male and female staff. A new Reward Manager (HR) began at the start of academic year 2016/17 – amongst their duties: gender and equal pay reporting.	**Aim 6: Reward Manager to report on gender pay (publicly on website) and undertake an equal pay audit at QMUL near start of 2017/18.**	**Gender pay report: March 2018. Equal Pay reporting: December 2018 (Reward Manager, HR)**	Audit to be published on QMUL website – including any related actions pursuant to audit results.

	B: RECOGNITION AND VALUE					
	Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.					
	Clause	**Status**	**Evidence for current compliance**	**Ongoing Actions and Future Actions**	**Timescale and (Lead)**	**Success Measure(s)**
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems	Green	QMUL's Research Strategy (2014) has separate sections devoted to both the support and development of our research staff and is aligned with RCUK and European Commission's expectations regarding researcher development being a key component of delivering research excellence. QMUL is compliant with the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations (2002) Researchers, regardless of contract-type, have full access to developmental activities both within their own faculties and the Researcher Development programme offered by RD, Careers and O&PD: (http://bit.ly/QMresdev)			
2.2	Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	Green	The approval and recruitment process for fixed-term contracts is identical to that for permanent staff. In addition, fixed term contracts must be objectively justified and approved (by HR with input from Executive Officers for Each Faculty) so that this can be recorded in the contract. (http://bit.ly/QM-FTCpolicies) These have been embedded in all relevant HR Policies.			
2.3	Research managers should be required to participate in		The QMUL Performance and Development Appraisal Scheme, which integrates performance appraisal, career ambitions and	**Aim 1: To better appreciate the actual research staff completion**	**March 2018, and annually**	Reporting to clearly identify

	active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	**Green**	a development planning, was implemented across the University in 2013. To streamline this, the process was moved online through our E-appraisal system. A review of the E-appraisal system was undertaken after its first year or roll-out to all staff. 72% of CROS 2017 respondents report participating with appraisal; an increase of 6% since AP2016. **This estimate falls slightly short of our targets from AP2016 - Aim 1.** 51% of all (research, academic and professional services) staff across the three faculties have completed an appraisal using E-appraisal. **Reporting from E-appraisal is currently under review. The reporting currently available does not let us identify research staff, specifically.** HR is currently examining better reporting capability for future 10% increase in CROS 2017 respondents who report the appraisal process as useful (AP2016 target was 10%). New Training available from Professional and Organisational Development (POD) Team (HR) • Appraisal Training for Reviewers (PD180) • Making the most of your appraisal (PD185)	**rates of appraisal, the reporting from of E-appraisal system will be reviewed in order to gain a better estimate of research staff engagement with appraisal mechanisms.** **To promote (PD185-Making the most of your Appraisal) training in monthly newsletters in order to increase engagement with engagement mechanisms.**	**thereafter (RD, HR)** **Satisfaction to be reviewed biennially through CROS (HR, RD)** **In monthly newsletter, as courses are available (RD)**	research staff, by contract type (e.g. RA, PDRA, PDR-Fellows) 10% increase in Research Staff being annually appraised. 10% increase in research staff satisfaction with appraisals 10% increase in Research Staff being annually appraised.
2.4	Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to	**Amber**	QMUL funds (co-supported by the Wellcome Trust Strategic Support Fund) the following initiatives in its Life Sciences Initiative: • The Small Grants Fund: is an early stage fund designed to support pilot projects aimed at the identification and early support of the promising ideas for the future development of larger proposals and initiatives. • The Proof of Concept Fund: supporting work that is intended to develop new life science ideas, technologies or processes from a pilot or early-stage exploration to the next stage of a more comprehensive commercial plan. • ECR Bridging Fund: a new scheme that is designed to support a small number of leading, early career researchers (ECRs), particularly during transition periods when funding			

	help employers to achieve this objective.		rounds for fellowships, major grants and permanent positions may not coincide with contract end-points. The Fund will support periods of funding for up to four months for ECR salary costs for those working within relevant research areas of the LSI. A matching funding commitment is required from the home School / Institute of the ECR, equal to 30 per cent of the bridging funding. To continue to disseminate information about any future schemes that provide interim financial support to maintain research staff employment between external funding arrangements. Vice Principal for Research and Executive Officer for Research's network (including RD) communicates these opportunities together with targeted calls from research councils, charities and trusts as they arise to a research network including School/Institute research administrators, Directors and Deans of Research, SMD institute directors and to RD. It is standard practice at QMUL for open posts to be advertised first internally before being opened up externally. All staff employed for longer than one year qualify for redeployment to available posts irrespective of contract term. Staff are reminded of careers and development support available through the University 6 months before the end of their contract, if their contract is for 1 year or longer. All staff in post for more than 1 year also qualify for redeployment to posts that are open elsewhere in the University.			
2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions	**Green**	Research roles are graded (in line with the National Pay Framework) before a role is advertised or appointment takes place. Over time if the role develops the post holder or line manager can request a re-examination of the job grade. Within the grade salary progression is available and made clear in researchers contracts and from local and central HR support during induction and during the duration of employment as required. Accelerated pay progression or one off bonus are open and applied to Research Staff as with all other staff groups at QMUL. Where Research Staff are research funded QMUL makes up any difference in salary if accelerated salary			

		Status	Evidence for current compliance	Ongoing Actions and Future Actions	Timescale and (Lead)	Success Measure(s)
	have in implementing the Framework.		progression or a bonus is awarded that cannot be paid for by the grant funding.			
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	**Green**	New academic staff promotion procedures were rolled out in 2016/17 across all faculties. Promotion opportunities are transparent, open to all staff and are publicly advertised across the University. Academic Promotion workshops led by our three Faculty Vice-Principals were established in 2014. These sessions run every year in November/December (organised by HR) and provide an important opportunity for academic and research staff to learn more about QMUL's annual promotion round. Yearly guidance is made available online in advance of that year's promotions round (http://bit.ly/QMacadpromotion) All staff (employed for longer than 1 year) qualify for the Staff Bonus Scheme (http://bit.ly/QMbonuses)			

C: SUPPORT AND CAREER DEVELOPMENT
Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Clause	Status	Evidence for current compliance	Ongoing Actions and Future Actions	Timescale and (Lead)	Success Measure(s)
3.1	It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and	**Green**	RD offers a programme of special events, development activities, workshops, and 1-to-1 support designed specifically for research staff across the University. These aim to support the University's commitment to the Concordat and the career development of research staff. (http://bit.ly/QM-RDcourses) Several new additions were made to QMUL's Researcher Development programme, representing 5 new RDF sub-domains now represented in the programme. Enrolment numbers are indicated by year in parentheses, by year. These included: • Springboard: enables women to give and receive more out of their lives and careers ($E_{2017}=32$; RDF domain B); • Networking and Promoting Yourself: how to grow your research network and profile ($E_{2016}=16$, $E_{2017}=19$; RDF B3); • The Aspiring Leader: two workshops for postdocs taking on leadership responsibilities ($E_{2016}=13$, $E_{2017}=16$, $E_{2018}=12$; RDF D1);	**RD programme at QMUL is regularly reviewed to consider any feedback collected from the previous years' attendees. Courses/ workshops may be modified prior to being run again – this is especially the case with new content.** **Aim 3: Establishment of the Researcher Training Board: this new structure that is being organised at QMUL. This body would improve communication and disseminate good practice**	**Each course/ workshop is reviewed after it is run with reasonable modification made, responsive to feedback (RD, Careers, POD)** **July 2018 (Head of RD)**	Overall, positive feedback from every course offered with appropriate changes implemented, as needed. Board to form and declare their aims and terms of service

competitive with, other employment sectors.			• Nature Masterclasses: over 30 hours of e-learning content focused on writing and publication in the sciences (E_{2017}=73; RDF D2) – providing access for researchers at different campuses, in response to feedback; • Fellowship May: 18 workshops in May 2017 with funders, current fellows, and funding panellists (E=195; RDF C3); • Introduction to Statistics 5 sessions covering fundamentals and a hands-on and SPSS session (E_{2017}=72; RDF A1, A2); • Four new careers events: Getting a STEM Industry Career (E_{2017}=22, E_{2018}=18), Non-academic CV workshops (E_{2016}=48, E_{2017}=30), LinkedIn workshop (E_{2016}=27, E_{2017}=10), and Networking with non-academic professionals (E_{2016}=31; RDF B3). Postdocs who desire off-line mentors have opportunities to find them via RD's annual mentoring scheme. This scheme was made a permanent part of RD's programme from 2017/18 and is open to all postdoctoral researchers in all faculties. Careers and Enterprise runs a tailored careers programme including alumni/employer led events (e.g. professional panels, skills training) at faculty level, options seminars and workshops (exploring careers in and outside academia), alumni mentor opportunities and one-to-one consultations with the dedicated Careers Consultant for Researchers, as well as several internship opportunities (See 3.4; http://bit.ly/QMCareers-researchers) Workshops on both Academic Career Management (RS406) as well as Career Management for Non-academic Career Paths (RS405) were initiated in 2014 for postdoctoral researchers as part of the Research Staff Developmental Programme put on by the RD and Careers and Enterprise 3 times per academic year along with sessions in Schools and Institutes, planned in conjunction with RD. In these workshops, we discuss traditional academic career progression, highlighting processes and opportunities available at QMUL, as examples. Other training providers also provide training and support to researchers. For info, see: http://bit.ly/QM-trainingproviders and http://bit.ly/QM-teachingtraining.	**between stakeholders that provide training for researchers and the Head of RD.** **Board to form and declare their aims and terms of service before the end of 2017/18.**		

| 3.2 | A wide variety of career paths are open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally. | **Green** | Researcher mobility (both inter- and intra-sectorial) is a key theme iterated throughout the Researcher Development programme, run by RD along with Careers and Enterprise, which provides support for research staff who would like to pursue a career in research as well as those considering careers outside academia and/or research.

In Dec 2013 QMUL became a member of the EURAXESS Services network which aims to help institutions attract world class research talent.

Actively encouraging participation in EU-funding opportunities is a message collaboratively communicated by the Joint Research Management Office (JRMO) – EU Unit, the Faculty EO's together with Research EO's networks (including the RD), through a series of emails, information sessions, workshops and events like Fellowship Day.

14 Marie Skłodowska-Curie fellows began at QMUL in 2014/15, 13 in 2015/16, and 11 in 2016/17. Researcher mobility is one of the keys to this scheme is that researchers apply to come to work at QMUL from outside the UK (those with less than 6 months at QMUL can also qualify).

The WHRI Academy is an FP7/COFUND scheme affiliated with the SMD and a number of other institutions worldwide that has recruited two cohorts so far (with two more calls to go); 38 postdoctoral fellows, 12 of which are based at QMUL.

Careers and Enterprise runs a tailored careers programme including alumni/employer led events (e.g. professional panels, skills training) at faculty level, options seminars and workshops (exploring careers in and outside academia), alumni mentor opportunities and one-to-one consultations with the dedicated Careers Consultant for Researchers, as well as several internship opportunities (See 3.4; http://bit.ly/QMCareers-researchers)

Workshops on both Academic Career Management (RS406) as well as Career Management for Non-academic Career Paths (RS405) were initiated in 2014 for postdoctoral researchers as part of the Research Staff Developmental Programme put on | | | |

			by the RD and Careers and Enterprise 3 times per academic year along with sessions in Schools and Institutes, planned in conjunction with RD. In these workshops, we discuss traditional academic career progression, highlighting processes and opportunities available at QMUL, as examples.		
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	**Green → Amber**	QMUL has restated its full commitment to the principles enunciated in this Concordat, both in its <u>institutional</u> and <u>research strategies</u>. The RD Team (3.8 FTE including researcher developers and administrative support, and one additional 0.6FTE researcher developer from the Life Sciences Initiative), works in collaboration with other teams in Academic Development, the Careers and Enterprise team, POD (HR); the Joint Research Management Office, the Research Design Service, Public Engagement Team, the Marketing and Comms team, and the Research Impact team, to co-deliver a dynamic programme of skills and development and training that is available to all research staff, regardless of contract. **Progress on AP2016-Aim 4**: Proportion of Research Staff attending at least one development programme in: • 2014/15: 46% (293 research staff) • 2015/16: 61% (412 research staff) • **2016/17: 45% (327 research staff)** While we offer a diverse programme including 5 new sub-domains of Vitae's RDF (see 3.1), a decline was noted in attendance numbers of the RD programme in 2016/17, which works against our trend and Aim 4 of AP2016. This might have been related to the organisational restructuring and staff shortages reported in our report (2018).	**Aim 3a: We will renew efforts to encourage engagement with our programme (now that we are back at a full complement) as well as review our reporting structures to ensure we are capturing attendance data on all available forms of skills and development training. The Researcher Training Board should help with this, while also improving the communication amongst the various stakeholders in RD at QMUL. New actions will be introduced in our 2020 action plan to address this trend, if necessary.** **See Aim 3 in Actions pertinent to section 3.1 re: Researcher Training Board.**	**July 2019 (RD)**	Re-establishment of an upward trend of engagement of research staff with our RD programme. Target: minimum 60% of research staff engaging with our programme.
3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	**Green**	The Careers and Enterprise and Business Development groups advertised several internship opportunities for postgraduate and postdoctoral researchers over 2014/2015, that were funded by an Impact award from the BBSRC. It is standard practice for Careers and Enterprise, Business Development, and RD to sign-post opportunities to research staff whenever available. Q-Consult: Researcher employability is a strategic priority for QMUL's Careers and Enterprise group, and they have resourced a full-time internship and consultancy coordinator, currently aimed predominantly at undergraduate students.	**HR to implement an online exit-survey from July 2018 to track career trajectories and enable better communication with staff who leave QMUL. Data from these surveys will be reported in our 2020 action plan.** **Careers is bidding for funds to pilot an internship scheme, Q-projects, in August 2018. This is to foster opportunities for postgraduate students and**	**From July 2018 (HR)** **Result to be announced April/May 2018 (HR)**	

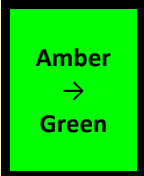|						
			Careers and Enterprise in conjunction with researcher-led WiSE (see 6.3) organises Doctoral Transitions that facilitate networking between research staff and students and QMUL alumni who have left the sector.	**postdocs that involve group consultancy projects in collaboration enterprises outside the HE sector. The success of this bid and pilot will be reported in our 2020 report and action plan.**		
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.	**Green**	E-Appraisal integrates career ambitions and a development plan. Thus, career development discussions between research staff and their managers have been enhanced through yearly appraisals (72% of surveyed research staff report yearly engagement with the appraisals.) Researchers benefit from 1-to-1 Career Planning support from Careers and Enterprise, as well as 1-to-1 Developmental Coaching from RD. Two workshops, one dedicated to academic career paths (RS406) and another dedicated to non-academic career paths (RS405) have been added to the standard Researcher Development provision put on by the RD, and are put on 3 times per year for Research Staff and senior PhD students. **Progress from AP2016-Aim3:** Postdocs who desire off-line mentors have opportunities to find them via RD's annual mentoring scheme. This scheme was made a permanent part of RD's programme from 2017/18 and is open to all postdoctoral researchers in all faculties. See 3.1 and 3.2	**See Aim 1 in section 2.3 and associated actions.**	**See section 2.3**	See section 2.3
3.6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers	**Green**	New research staff are invited to QMUL's Staff Induction run by the POD Team (HR) which is held three times per year. Approximately 30% (estimated from attendance data) of new-hire research staff attend institutional inductions, which roughly corresponds to the number of CROS 2017 respondents that found institutional inductions useful (43%; up from 27% CROS 2015). Local (School/Institute) induction programmes are generally more well-attended and researchers generally find these inductions more useful (62.5% Departmental, 72.5% Local; CROS 2017)	**Each researcher receives a welcoming email from the QRSA and RD, with a welcome pack sign-posting various QMUL resources and links to information as well invitations to attend QRSA monthly informal networking events.** **Aim 2: Welcome packs to be reviewed annually, and biennially through CROS**	**From November 2017 (QRSA, RD)** **Annually in August (QRSA),**	Welcome packs to be kept up-to-

	provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.		It is standard practice for new-hire research staff to meet with a faculty HR partner to sign their contracts, review some HR policies and QMUL staff benefits. **Progress against AP2016-Aim 2**: The QRSA has developed Welcome Packs in November 2017) that are distributed to all new-hire research staff, which contain information relevant to new researchers arrived in the UK, campus specific information, and sign-posted resources useful to new-hire researchers. There are currently distributed by HR when newly hired researchers sign contracts, and will be available shortly online via the QRSA's website, which is under development. Each researcher receives a welcoming email from the QRSA and RD, with a welcome pack sign-posting various QMUL resources and links to information as well invitations to attend QRSA monthly informal networking and social events.	**Aim 2a: Printed (pamphlet) version of the Welcome Pack to be distributed with the signing of contracts with HR (Aim 2a)**	**and biennially via CROS (RD)** **July 2018 (QRSA, RD)**	date as determined by the QRSA Welcome packs and/or pamphlets to be distributed to all newly-hired research staff
3.7	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 practice 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.	**Green**	The RD researcher development provision for both research students and staff is mapped to Vitae's RDF. Gaps in this mapping inform the subject matter for future provision, cross-referenced with data on subjects to prioritise collected from yearly focus groups with research staff. See 3.1. Approximately 30% of CROS2017 respondents report engaging in opportunities to practice skills such as: lecturing and teaching, supervising students, mentoring peers, public engagement (Centre of the Cell), managing/training technical staff/students. Internship opportunities have been arranged by Careers and Enterprise and Business Development have given some researchers opportunities to develop and gain experience with commercial skills. See 3.4	**See Aims 3 and 3a in Actions pertinent to sections 3.1 and 3.3 re: Researcher Training Board and renewal of efforts to engage researchers with RD training programme.**	**See Aims 3 and 3a (sections 3.1 and 3.3)**	See Aims 3 and 3a (sections 3.1 and 3.3)
3.8	Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their	**Green**	QMUL schools (e.g. School of Engineering and Materials Science, School of Biochemical and Chemical Sciences, School of Physics and Astronomy, School of Politics and International Relations, SBM) and some School of Medicine and Dentistry Institutes (e.g. BCI, WHRI) have offered (or piloted) some			

	contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.		opportunities for offline career/ developmental mentoring for their (early-career) research staff and fellows. **Progress on AP2016-Aim 3:** Mentor scheme was piloted with a cohort of 29 postdocs in 2016/17 (still ongoing until March 2018) so that more research staff across QMUL have access to offline mentoring. This was recently reviewed and will now form part of our standard provision: postdocs will be offered 1-to-1, small group or researcher-led (postdocs find their own mentors, inside HE or outside the sector) mentoring opportunities. 2017/18 cohort to include 29 postdocs across all three faculties. Two mentoring schemes are run at QMUL by the Inclusion and Diversity Team for research and academic staff: the Women's Mentoring scheme and the B-MEntor Scheme for ~~a~~ Black & Minority Ethnic Academics. 1-to-1 Academic Progression Coaching for ECRs offered by the Schools/Institutes for newly hired lecturers. The QMUL Careers Service has a long-standing history of providing career guidance to research staff and students. It is common practice in most QMUL Schools and Institutes to provide early-career (new-hire) academic staff with mentored support.	**QMUL Postdoc mentoring scheme recruits in November and December and starts in January of the Academic year.**	**RD**	
3.9	Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of	**Green**	Research Managers are invited to institutional staff induction events that highlight the Research Support Services available, including the RD provision available to the research staff they will manage, the Careers Advice service, and the training available through other providers at QMUL. PhD Supervision Training is provided to all new members of academic staff and is delivered by the Deputy Deans (Research) / Doctoral College. This is run both as a full programme, as well as refresher training. This training is open to postdocs and research staff who contribute to PhD supervision in research groups. Since AP2016, this training has been attended by 38 postdoctoral research staff.			

	researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.				
3.10	Researchers should be empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	**Green**	It is standard policy for all staff to have probationary meetings throughout the first year of their work term and an appraisal upon completion of probation. Appraisal Training is provided for staff who will be carrying out performance appraisals for the first time within the QMUL appraisal scheme, as well as for more experienced appraisers who feel they might benefit from an opportunity to refresh or further develop their skills. (See 2.3) Researchers can access supplemental career and developmental advice from Careers and Enterprise as well as the RD. (See. 3.1 and 3.4) A series of Leadership & Management programmes (endorsed by the Institute of Leadership & Management) have been specifically developed for Academic & Research Staff.		
3.11	Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should	**Green**	The Research Staff Developmental Programme offers workshops pertaining to academic practice: • Academic Career Management discusses traditional academic career progression, highlighting processes and opportunities available at QMUL, as examples.		

	take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.		• The Aspiring Leader is a series of two full-day workshops for research staff who will be taking on leadership responsibilities. These are run by RD (see section 3.1) Research staff and new-hired Academic Staff have access to training on topics relevant to academic practice including the Academic Development, Education and the Promotion of Teaching (ADEPT), which leads to HEA accredited qualifications via several routes. • The Taught Route (the conventional programme) PgCAP – Postgraduate Certificate in Academic Practice (HEA Fellowship) is a requirement for all new academic staff. These also include the Certificate in Teaching and Learning (CILT) Points-based Route/CPD • ADEPT-points based programmes allow new academics to access a points-based system of academic practice qualification. • The Teaching Recognition Project is a pathway to HEA fellowship by submission of a reflective portfolio. All programmes supported by a centralised resource-base found at http://adept.qmul.ac.uk Leadership & Management (endorsed by the Institute of Leadership & Management) is provided by O&PD (HR)			
3.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	**Green**	Training for research staff who have limited teaching responsibilities as part of their work at QMUL is provided. The Certificate in Learning and Teaching (CILT) is an accredited qualification worth 30 Master's level credits. See 3.11 35 (6%) members of research staff across all faculties engaged in learning and teaching training in 2016/17. RD launched new opportunities for postdocs to teach in the Researcher Development Programme in 2016/17. 9 postdocs were trained and 5 delivered sessions on the PhD process (Starting Your PhD, Making the most of your first Academic Conference, Making Poster Presentation, Preparing for your Viva), and Research Skills (Reading Strategically).	**RD to recruit its annual cohort of postdoc teachers/trainers.**	**Recruitment closes in January. Selection and training takes place in February of each year.**	

| 3.13 | Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees. | **Amber** | QMUL is encouraging the input of research staff into College's policy and practice. Examples included School/Institute Research Committees, Athena SWAN self-assessment teams (and other equality and diversity efforts), School/Institute safety committees as well as instances of research staff participating in interview and selection panels. The latter example has become increasingly more common since the Queen Mary Senior Executive (QMSE) approved their policy on gender representation in the selection process earlier this year.

A number of local Research Staff Associations based in our Schools and Institutes exist to provide research staff with a collective voice and a means to network within their academic unit. (e.g. BCI, EECS, SBCS, <u>WHRI Postdoctoral Network</u>)

Progress from AP2016-Aim 5:
The QMUL Research Staff Association (QRSA) rebranded from its previous name as the QMUL Postdoc Association (QPdA) in order to be a more inclusive group. It now has representation from 2 of the 5 SMD Institutes, one of the S&E Schools and one of the HSS Schools – though this falls a little short of our goals, they are currently targeting the Schools and Institutes that lack representation to encourage their participation in future (AP2018-Aim 4)

Part of AP2016-Aim 5 included an action to launch a virtual networking environment on QMplus Hub. This proved to be not immediately possible due to a limitation in the software. We are addressing this in AP2018-Aim 4b

In 2016/17, they ran two networking events for research staff as well as a writing retreat. They also contribute to a monthly newsletter that reaches all researchers. They have contributed new induction resources for research staff and are currently defining their terms of service (see 1.1 and 3.6).

They also contributed to a review of Researcher Support Services that was run by the VP-Research at the beginning of 2017/18 and represented QMUL in the National Postdocs Meeting run in Cambridge in September 2017. | <u>**Aim 4**</u>**: QRSA to expand to have increased representation by the end of 2019/20. Focus will commence with academic units with larger numbers of research staff (i.e. SMD Institutes), encouraging local research staff groups to commit representation wherever possible.**

<u>**Aim 4a**</u>**: QRSA to set out its terms of reference and 5 year strategy (include communications strategy)**

<u>**Aim 4b**</u>**: QRSA to implement communications strategy including new networking tool for QMUL researchers.**

<u>**Aim 5**</u>**: QRSA to review researcher engagement with decision-making structures at QMUL to ensure that all Schools and Institutes offer their researchers a voice in relevant decision making.** | **July 2020 (QRSA, RD, Schools and Institutes)**

By end July 2018 (QRSA)

Dec 2018 (QRSA, RD)

July 2020 (QRSA, RD) | Representation from at least 50% of Schools and Institutes with research staff by the end of 2019/20

TOS, strategy and comms strategy to be made public on website.

Specific actions to follow, and progress to be reported in AP2020

Specific actions to follow, and progress to be reported in AP2020 |

			Since 2016/17, the Life Sciences Initiative (LSI) has run a scheme that awards funds to postdoctoral researchers. Beyond the funds themselves, 3-5 postdoctoral researchers benefit further as they are recruited to sit on decision panel with academic staff in order to enable greater familiarity with research funding processes and to enable experience with decision-making processes. In 2016/17, the panel awarded approximately £1500 to 5 members of research staff to attend conferences to present their research.	**In 2017/18, these funds will enable research staff to organise and run their own staff development opportunities for their fellow researchers, or to promote collaboration or interdisciplinary in their work; to a total value of £500.**	**Call is open until 07 Feb 2018; decision will be announced 28 Feb 2018; events to run before July 2018. (LSI, RD)**	3-5 postdocs recruited to participate in funding panel decision
3.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	**Amber → Green**	QMUL schools (e.g. School of Engineering and Materials Science, School of Biochemical and Chemical Sciences, School of Physics and Astronomy, School of Politics and International Relations, SBM) and some School of Medicine and Dentistry Institutes (e.g. BCI, WHRI) have offered (or piloted) some opportunities for offline career/ developmental mentoring for their (early-career) research staff and fellows. **Progress on AP2016-Aim 3:** Mentor scheme was piloted with a cohort of 29 postdocs in 2016/17 (still ongoing until March 2018) so that more research staff across QMUL have access to offline mentoring. This was recently reviewed and will now form part of our standard provision: postdocs will be offered 1-to-1, small group or researcher-led (postdocs find their own mentors, inside HE or outside the sector) mentoring opportunities. 2017/18 cohort to include 23 postdocs across all three faculties. Two mentoring schemes are run at QMUL by the Inclusion and Diversity Team for research and academic staff: the Women's Mentoring scheme and the B-MEntor Scheme for a Black & Minority Ethnic Academics. 1-to-1 Academic Progression Coaching for ECRs offered by the Schools/Institutes for newly hired lecturers. The QMUL Careers Service has a long-standing history of providing career guidance to research staff and students. It is common practice in most QMUL Schools and Institutes to provide early-career (new-hire) academic staff with mentored support.	See 3.4 re: Q-projects bid.	See 3.4	

D: RESEARCHERS' RESPONSIBILITIES

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

	Clause	Status	Evidence for current compliance	Ongoing Actions and Future Actions	Timescale and (Lead)	Success Measure(s)
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	**Green**	This is demonstrated by the University's commitment to actively recruit outstanding new researchers and research teams, and support their research ambitions, as outlined in _QMUL Research Strategy 2014_ an (Aim 3.3) and _QMUL's Strategy 2014_: (Aim 2.3 – Recruit and Support Postdoctoral and other ECRs)			
5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	**Green**	Several researchers have taken advantage of opportunities organised through the Careers and Enterprise and Business Development groups over 2014/2015. (See 3.4) Careers and Enterprises in conjunction with researcher-led WiSE (see 6.3) organises Doctoral Transitions that facilitate networking between research staff and students and QMUL alumni who have left the sector.	**Careers and Enterprise and Business Development in order to continue to sign-post opportunities to research staff whenever available.**	**Careers and Enterprise and Business Development with dissemination support from the RD, as available.**	
5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	**Green**	This is embedded into staff and PhD inductions, Research Policies, Codes of Practice, Probation and Appraisal systems of the University. A Task and Finish Group conducted a gap analysis in July 2014 against The Concordat to Support Research Integrity, to ensure that these principles were well embedded within our practice. RI working group meets annually in Feb/March to review compliance.			
5.4	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.	**Green**	These are central themes of careers and leadership and independence workshops (Career Management for Academic Research Staff, Career Management for Non-Academic Career Paths, The Aspiring Leader, Research Independence) – for additional information, visit: http://bit.ly/QM-RDcourses. Research Staff networks exist in several Schools and Institutes, and the QRSA was launched in 2016/17. For more information see 3.13 and 5.5.			

5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility.	**Amber**	81% of CROS2017 respondents agree that they should take ownership for their own career development (Russel Group benchmark 88%). Over 60% (RG: 54%) have been proactive enough to engage with at least 1-5 days of CPD activities, either through QMUL training structures (66%), or external providers (35%). The QMUL Research Staff Association (QRSA offers networking opportunities and feeds information to RD and the VP-Research to ensure that QMUL is offering the programmes necessary to support their career development. One of the QRSA's first actions was to send out a survey to research staff to begin to forge a mandate which would inform the events they supported, as well as their mission, moving forward. Included in this survey (with 84 responses, across all faculties), were questions about the sorts of developmental events they wished organised by the QRSA. This led to the creation of writing retreats (for research staff) that run 3-times per year at QMUL.	**See Actions in Section 3.13, Aims 4, 4a, 4b and 5** **QRSA to run an annual welcome/networking event to new QMUL researchers that will follow along from the staff induction events. This will serve to sign-post new QMUL researchers to the support available to them at QMUL, but will also emphasise the message that research staff should maximise their opportunities to develop themselves whilst at QMUL.**	**See 3.13** **March 2018 and annually thereafter.**	
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	**Green**	A review of the E-appraisal system was undertaken after its first year or roll-out to all staff. 72% of research staff (CROS 2017) report participating with appraisal; an increase of 6% since AP2016. This falls slightly short of our targets from AP2016. 10% increase in CROS (2017) respondents who report the appraisal process as useful (AP2016 target was 10%). 51% of all (research, academic and professional services) staff across the three faculties have completed an appraisal using E-appraisal. Reporting from E-appraisal is currently under review. The reporting currently available does not let us identify research staff. HR is currently examining better reporting capability for future. See Section 2.3	**See Aim 1 in Section See 2.3**	**See 2.3**	

E: DIVERSITY AND EQUALITY

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

	Clause	Status	Evidence for current compliance	Ongoing Actions and Future Actions	Timescale and (Lead)	Success Measure(s)
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	**Green**	QMUL's Diversity and Inclusion Team (HR) has designed a 5-year strategy on equality and diversity with measurable targets. QMUL currently holds 11 Externally accredited Equality and Diversity Awards: • Athena Swan Silver: QMUL (institutional) • Athena Swan Silver: School of Biological and Chemical Sciences, School of Medicine • Athena Swan Bronze: School of Mathematical Sciences, School of Engineering and Materials Sciences (renewed 2015), Institute of Dentistry, School of Electronic Engineering and Computer Science, School of Physics and Astronomy, School of Geography • Juno Practitioner Award: School of Physics and Astronomy • Stonewall Diversity Champion: QMUL (institutional) QMUL is committed to the provision of equality of opportunity for all its and staff (see Equal opportunities statement: http://bit.ly/QMequalitypolicies) On average since 2009, >90% research staff who participated in QMUL's biennial CROS surveys believe the university is committed to equality and diversity.	**Eight of our Schools are planning to submit action plans for Athena SWAN awards throughout 2017-19, which may result in one new Bronze award, two upgrades to Gold, and renewals of existing awards.** **QMUL is also drafting an action plan for and ECU Race Equality Mark award in 2020.** **Reward Manager to report on gender pay (publicly on website) and undertake an equal pay audit at QMUL near start of 2017/18 (Aim 7).**	**Diversity and Inclusion (HR)** **Diversity and Inclusion (HR)** **Gender pay report: March 2018. Equal Pay reporting: December 2018 (Reward Manager; HR)**	Progress on this action to be reported in 2020 report and action plan. Progress on this action to be reported in 2020 report and action plan. Audit to be published on QMUL website – including any related actions pursuant to audit results.
6.2	As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including	**Green**	QMUL is aware of the national legislation and insists that all members of any interview panel must first undergo mandatory training (Fair Selection & Interview Skills workshop) which includes specific emphasis on Equality & Diversity (see 1.4). In addition unconscious bias training is being rolled about across QMUL to further enhance the quality of recruitment and selection decisions (and indeed promotional decisions).	.		

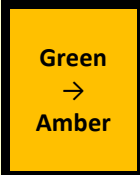|						
	those from diverse backgrounds.					
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	**Green**	QMUL has established several major programmes and initiatives to promote equality & diversity and positive role models for our researchers. These include: • As of 2016/17, RD offers the Springboard Women's Development Programme annually for a cohort of at least 30 researchers. • Women in Sciences and Engineering Group which runs events at QMUL regularly (https://wiseqml.wordpress.com/) • mentoring schemes (e.g. B-Mentor and Women's Mentoring Scheme) • A number of Schools and institutes (e.g. School of Engineering and Materials Science, School of Physics and Astronomy, School of Biochemical and Chemical Sciences, and SMD) have policies in place to support staff returning from maternity leave and/or long term sick leave.			
6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male	**Green**	QMUL recognises that to recruit and retain the best staff, it needs to support and promote a healthy work-life balance for its employees. The University's has several types of flexible working opportunities available, including working from home, term-time working, compressed hours and annualised hours – see Flexible Working Policy (http://bit.ly/QM-flexiwork) There is also a relatively strong culture of more informal practices for flexible working for short or longer term periods, including remote working, condensed hours amongst research staff according to our focus groups. QMUL currently holds 11 Externally accredited Equality and Diversity Awards (see 6.1) Commensurate with the various Athena Swan and Gender Equality Mark awards held by a number of QMUL schools and departments, evidence was externally assessed that demonstrates the availability of flexible working options for staff, together with tracking the career trajectories of early-career researchers.			

	researchers to combine family and work, children and career.		One such example is the Maternity Plus initiatives used in School of Physics and Astronomy, SMS and School of Engineering and Materials Science, for example. These hire a (postdoctoral) Research Associate for up to 15 months to continue an academic's research programme while they are on maternity leave. As of 2016/17, RD offers the Springboard Women's Development Programme for a yearly cohort of at least 32 researchers.		
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	**Green**	The University has a comprehensive flexible working policy: (http://bit.ly/QM-flexiwork) A number of schools are collecting information about formal and informal requests to support their Athena Swan applications. When research staff focus groups were questioned about the flexibility of their work arrangements, researchers and early-career academics felt free to take flexible hours when they encountered them without the need to verify every hour with their line management (so long as all research, teaching and work commitments are fulfilled). Moreover, all research staff report that they feel comfortable approaching their line managers in instances where exceptional changes to work patterns need to be considered due to life/family commitments or the converse, in recompense for extraordinary hours momentarily mandated by the research.		
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity	**Green**	The process in place is that the individual department concerned should talk to the funder directly. If the funder will not support the leave, personnel become involved and the University will cover the period of leave.		

	and adoptive leave as well as maternity leave.				
6.7	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. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.	**Green**	Appointment is based upon merit first but policy and strategy supports Equality & Diversity agenda, which is reviewed annually. Refer to: the Equality, Diversity and Inclusion Objectives and Strategy: http://bit.ly/QM-EandDstrategy, the Equality and Diversity targets in its Research Strategy (SA5.1) QMSE policy of gender representation on interview panels and promotion panels adopted in Jan 2015.		
6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependents, researchers for whom English is not a first language, older or	**Green**	The University is committed to the provision of equality of opportunity for all its and staff (see Equal opportunities statement: http://bit.ly/QMequalitypolicies).		

	younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups				
6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	**Green**	QMUL has a policy for staff to raise grievances, this includes harassment and bullying. QMUL has a separate dignity at work policy statement http://bit.ly/QMdignity In response to feedback from the QMUL All Staff Survey, the Dignity at Work Policy is being reviewed. As part of the review QMUL are looking to recruit 25 volunteers from across the university (Institutes, Schools, Faculties and Professional Services) to act as Dignity Disclosure Officers (DDOs) who will be tasked to provide confidential support to individuals who may be experiencing difficulties relating to harassment and/or bullying at work. The role entails providing guidance on the range of options and support available to the individual	**HR Equality to recruit 25 Dignity Disclosure Officers to provide confidential support to individuals who may be experiencing difficulties at work.**	**Recruitment: January 2018. Training: February and March 2018 (HR)**
6.10	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.	**Green**	QMUL currently holds 11 Externally accredited Equality and Diversity Awards http://bit.ly/QM-AthenaSWAN See 6.1		

F: IMPLEMENTATION AND REVIEW
Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause	Status	Evidence for current compliance	Ongoing Actions and Future Actions	Timescale and (Lead)	Success Measure(s)
7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	**Green**	An internal review of the progress against AP2016 in consultation with HR colleagues, and members of the QMUL Research Staff Association (QRSA). Data was collated from sources including Careers in Research Online Survey (CROS) 2017, Principal Investigators and Research Leaders Survey (PIRLS) 2017, the experience of researchers across QMUL collected by the QRSA, engagement data and participant feedback from various development providers at QMUL, and HR Systems (staff appraisal) data. Examples of good practice were collected through consultation with QRSA members, Athena SWAN self-assessment teams, and local research staff groups based in Schools and Institutes. I drafted AP2018 with the Head of RD, Dr Anna Price, and the HR Partner for S&E and HSS, Samantha Holborn. This informed initiatives to build on good practice and forge a path for 2018-20. The QRSA executive fed back on two drafts of AP2018 and the final draft was circulated for input and commentary amongst the whole of the QRSA mailing list (>100 researchers from across all Faculties), RD, the Director of HR, the Vice Principal for Research and his Advisory Group.	**The implementation of this Concordat action plan will be monitored and reviewed periodically by the RD Team. The process will be informed by the biennial CROS and PIRLS surveys, together with other forms (e.g. focus groups, local surveys), RD team, along its affiliated contributors will continue to use this input to inform subsequent Concordat implementation action plans, every two years.** **These reports will continue to feed-up to the Senior Executive via Vice Principal for Research Advisory Group (VPRAG), and back to the research staff via the QRSA and the RD.**	**Feedback gathered biennially with CROS and PIRLS (RD, QRSA)**	
7.2	The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.	**Green → Amber**	The University has run the Careers in Research Online Survey (CROS) eight times (in 2003, 2004, 2005, 2009, 2011, 2013, 2015, and 2017) and the Principal Investigators Research Leaders Survey (PIRLS) in 2011, 2013, 2015, and 2017. Information from these surveys informs both strategic thinking and the provision of researcher development activities. **CROS 2017 gathered the response of 74 researchers (24 fewer than in 2015).** **PIRLS 2017 gathered the response of 95 Academic staff who lead on research (3 more responses than in 2015)** The outcomes of these surveys are and will continue to be considered by the HR Excellence Group and affiliated contributors, which then reports to the Vice Principal for Research Advisory Group (VPRAG)	**As an indirect signatory (via membership with UUK and by receiving support from HEFCE and other funders of research), QMUL will continue, on a biennial basis, to collect feedback through CROS and PIRLS.** **Target: We will review the approaches used in 2015 and 2017, and consult with HEIs with higher response rates to inform future approaches.** **(Aim 8)**	**Biennially with CROS and PIRLS (RD-lead, QRSA)** **March/ April 2018 (RD)**	Double our response from 2017 in both surveys (approx. 150 for CROS and 200 for PIRLS).

b.	to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.				
c.	to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.				
d.	to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organizations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).				
e.	to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).				

7.3	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.	**Green**				
7.4	The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.	**Green**				
7.5	Under public sector equality schemes, employers are required to monitor equality	**Green**	QMUL has a comprehensive Inclusion and Diversity strategy and publishes its Equalities Monitoring Data annually.			

| and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact. | | Our statutory equalities objectives cover a three-year period and are reviewed annually (http://bit.ly/QM-EandDstrategy)

Moreover QMUL has also stated its Equality and Diversity targets in its Research Strategy (SA5.1)

This approach and our progress towards our goals are reviewed annually, and as per timelines stated in our Athena SWAN action plans.

Also, see 6.1. | | | |