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| **Concordat Principle** | **Action** | **Timeframe** | **Success Measures** | **Responsibility** |
| Recruitment & Selection (1)  1.1 | Sign up to the San Francisco Declaration on Research Assessment (DORA). Issue revised guidelines for recruitment, probation & promotion panels incorporating the associated commitments. | Jan 21 | -Panels aware of implications of DORA and recognise a diversity of outputs in order to ensure fair and inclusive selection and appointment processes  -DORA Working Group agreed by Academic Board to convene in July 2020 and to produce guidance  -Promotions, recruitment and probation guidance updated | Chair of Responsible Metrics working group |
| Recruitment & Selection 1.2 | Review recruitment process and training offer so it supports best practice in the recruitment of researchers from across the world | July 21 | Revised recruitment process leads to increased applications from overseas researchers, with proportional increase in job offers to overseas researchers | Recruitment manager  advised by ADR (Researcher Development & Ethics) |
| Recruitment & Selection 1.3 | Review relocation fees scheme to include G7 research staff in line with aim of making SOAS an employer of choice  -Ensure relocation fees are costed into grants | July 22 | -All research staff recruited on G7 are able to access the School’s relocation scheme, and this is monitored and reported annually to REC  -G7 research staff take up the scheme where eligible and this is monitored and reported annually to REC | Director of HR |
| Recruitment & Selection 1.4 | Ensure all new ECRs receive a full induction from their project / department | July 21  Annual | 100% of new ECRs  -receive welcome email in their first month including information about the full range of support available  -have a mentor for at least 6 months  Annual update of handbook for Early Career researchers published on website | Research & Enterprise Director |
| Recruitment & Selection 1.5 | Integration into the wider SOAS community: All ECRs are considered full members of their departments, included in department lists and meetings, and encouraged to attend and contribute to departmental seminars. All have a web profile linked to their host department | July 21 | Research staff report that they feel part of their departments in annual survey and focus groups; all have a web profile and are routinely invited to department events | Departmental Research Directors |
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| Recognition & Value (2) 2.1. | To be an employer of choice, ensure all policies are relevant to research staff, and communicated to them. Consultation or negotiation with the recognised TUs including working groups where necessary | July 22 | Review of promotions and rewards policies to ensure that they are relevant to research staff | Director of HR |
| Recognition & Value 2.2 | Increase career progression opportunities through the development of a Fellowship scheme to enable ECRs to rewrite their PhD dissertation into a book  -Instigate a fundraising project with previous staff / alumni  -Implementation of the scheme | December 22  Sept 23  July 24 | -Concept note written and donors identified, working with Advancement team  -Fundraising project -raises funds for one writing fellowship per year via % of seedcorn fund plus donations  - Number of fellowships offered and completed.  - Outputs from the fellowships available on SOAS Research Online | Pro-Director (Research & Enterprise) and ADR (Researcher Development & Ethics) |
| Recognition and Value 2.3 | Heads of relevant department to ensure researchers workloads are set appropriately and include career advancement activities | July 22 | HoDs conduct annual review of research staff activities and have oversight of SDRs; | HoDs |
| Recognition & Value 2.4 | Ensure all research staff are offered an annual SDR meeting. New process includes setting an objective on inclusion | Sept 21 | 80% of research staff have SDR meeting, measured through annual survey | HoDs/Line managers |
| Recognition & Value 2.5 | Support staff through mentoring schemes, including impact mentoring | July 22 | 80% of research staff complete PRP form and hold an annual meeting with their mentor to discussion research and career plan. Research staff report useful career development sessions held | Research mentor/  Departmental Directors of Research |
| Recognition & Value 2.6 | Look at ways to improve the promotion prospects of research-active staff on teaching-only contracts such that they may be able to progress to positions with research responsibilities | July 22 | -Personal Research Plans for all research-active teaching-only staff have an 80%+ uptake  -Career pathway created for teaching-only staff to move onto a teaching and research track | Pro-Director Research & Enterprise |
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| Support & Career Development (3&4) 3.1 | Current and potential PIs supported to develop skills in coaching for career development | July 21 | % participation in MGHN and 1:1/course with positive impact reported in annual survey | RED |
| Support & Career Development 3.2 | Ensure new PIs are offered a mentor; mentoring to take a coaching approach with development of guidance and training  -Mentors to have access to comprehensive guidelines and 1:1 or group training on mentoring with a coaching approach | July 21 | -100% of all new PIs offered a mentor at the start of their project;  -Comprehensive guidelines,1:1 and group training prepared and accessed | RED |
| Support & Career Development 3.3 | Update guidance on research data management | Jan 21 | 25% increase on number of support queries | Scholarly comms team |
| Support & Career Development 3.4 | Develop scheme to resource and allocate seed corn funding to allow researchers to work on specific projects to enhance their skills. | July 22 | Scheme is launched and the resource is fully allocated. | RED |
| Support & Career Development 3.5 | Continue to run Post-doc lunches (4 per year) and MGHN meetings (3 per year), virtually if necessary | July 22 | At least 50% of research staff engage with ECR Forum; at least 50% of PIs engage with MGHN meetings | RED |
| Support & Career Development 3.6 | Review and develop training offering and support materials for researchers and PIs | July 22 | Training offering reviewed; training offering for research staff accessed by all new research staff; PI training accessed via MGHN and bespoke sessions by at least 50% of target group per year | RED |
| Support & Career Development 3.7 | Safeguarding online course launched to be completed by all PIs and when identified by the Research Ethics panel | July 22 | All staff identified by the Research Ethics panel to complete online safeguarding course before the project launch. Monitored and reported annually to REC | RED |
| Support & Career Development 3.8 | Major Grant Holders Network will be taken forward with facilitated sessions on PI training | July 22 | At least 3 meetings per year; target at least 50% of target group to access meetings in each year | RED |
| Support & Career Development 3.9 | Support the development of publication profiles:  -Annual School-wide book fair / publishing event identifying suitable publishers for current / future publications  -Departments run professionalization workshops.  -REF coordinators review publications by ECRs and give advice on which journals to target | May 21 | -Annual event runs with positive feedback  -Three departmental events take place with positive feedback  -Annual feedback indicates that these interventions were helpful in securing the placement of publications. | ADR (Researcher Development & Ethics) |
| Support & Career Development 3.10 | Invite alumni across a wide range of employment sectors to careers events | Annual | Feedback from these events shows that they are helpful | ADR (Researcher Development & Ethics) working with Alumni Office |
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| Researchers’ Responsibility (5)  5.1. | Research Mentoring: Ensure that all research staff have a mentor. Expand and focus on the depts with most post-docs; work with specific research directors | Sept 21 | List of research staff and their mentors submitted to ADR (Researcher Development & Ethics) by Departmental Directors of Research annually. Mentoring to be embedded in institutional culture by inclusion in the workload allocation model | ADR (Researcher Development & Ethics) working with Departmental Directors of Research. |
| Researchers’ Responsibility 5.2 | ECR Forum co-owned and run | Dec 20 | ECRs taking ownership of forum and arrange at least 4 meetings per year | ADR (Researcher Development & Ethics) working with Departmental Directors of Research. |
| Researchers’ Responsibility 5.3 | Develop training / guidance to support the revised Open Access Policy (OAP) | July 21 | All staff with research responsibilities aware of OAP | Scholarly Comms |
| Researchers’ Responsibility 5.4 | Raise profiles of research through implementation of findings of SOAS research online open library project regarding researcher identifiers, build online profiles and make research more visible | July 21 | Online profiles and research optimally visible; all staff have ORCID iDs | Scholarly Comms |
| Researchers’ Responsibility 5.5 | Ensure all research staff and PIs are aware of the online Safeguarding course, and complete if required by the Research Ethics Policy | July 21 | 100% of staff who are required to complete the Safeguarding course do so within the required time limit. Completions reported annually to REC | RED |
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| Diversity & Equality 6.1 | Updated EDI Strategy 2020-24 agreed to be launched in Sept 20 | July 22 | Variety of measures including closing the gender and race pay gap and impact on equity in the career progression of staff: measurement within that action plan to be reported to EDC | EDI Manager |
| Diversity & Equality 6.2 | EIAs – include institutional plans (EDI strategy) and training plans for online delivery | July 21 | Equalities taken into account in any research-related institutional activity | EDI Manager |
| Diversity & Equality 6.3 | Develop and deliver ‘Where do you draw the line’ training | July 22 | 80% of all staff complete the training and contribute to developing a framework for accountability on equalities at SOAS | Pro-Director Research & Enterprise working with HR Trainer |
| Diversity & Equality 6.4 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health  -Promote researcher specific materials on Vitae and incorporate into management training materials | July 21 | 100% of managers of researchers complete online Equality Overview every two years:  Researcher specific materials on Vitae are incorporated into management training materials | RED |
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| Implementation & Review 7.1 | Consider collecting data from research staff and PIs via CEDARS or alternative survey, on an annual basis from 2021 | July 21 | At least 50% of staff and PIs engage with survey | ADR (Researcher Development & Ethics) |
| Implementation & Review 7.2 | Run focus groups to measure engagement with this plan | March 21 & March 23 | At least 20% of research staff engage with focus groups | ADR (Researcher Development & Ethics) |
| Implementation & Review 7.3 | Review members of stakeholder working group for this action plan, to include pre-award team and ECR Forum Chair | Dec 20 | Stakeholder group constituted with new members representing all key areas | Pro-Director (Research and Enterprise) |
| Implementation & Review 7.4 | Mapping over the Action Plan to the new template of the 2019 version of the Concordat | June 21 | At least 50% of research staff engage with ECR Forum and other networking and training events targeting ECRs. Success will be measured through gathering good news stories from ECRs and feedback and evaluation data from events. Undertake a gap analysis to compare our policies and practice against the Concordat Principles | ADR (Researcher Development & Ethics) |
| Recognition & Value 7.5 | Continue to hold termly HREiR award working group chaired by senior lead for researcher development, and report to REC each May | ongoing | Meetings and reports presented annually | ADR (Researcher Development & Ethics) |
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**Glossary**

ADR Associate Director of Research

BAM Business Alert Manager – automated email

EB Executive Board

EDC Equality & Diversity Committee

HR Human Resources

MGHN Major Grant Holders Network for PIs holding/applying for large grants

PDHEP Core Units Professional Development in Higher Education Programme, 3 day core units as minimum teacher training requirement

PI Principal Investigator

REC Research & Enterprise Committee

RED Research & Enterprise Directorate

RM Research Manager

SL&OD Staff Learning & Organisational Development