Principle 1: Recruitment and Selection

Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Recruitment, selection and retention of researchers			HR, Faculty, GRE, RETI		
	The rigour within the process of appointing (research) staff has been significantly enhanced after the implementation of the e-Recruitment system in May 2014, and further refined in 2017. Shortlisting is carried out by several people, with interview panels now comprising a diverse workforce membership to ensure no unintended bias. Reporting is also much more formal. An ECR is invited to sit on these interview panels.	Completed		An increased confidence of fairness of recruitment and selection; researchers benefit by being recruited from interviews that have been carried out fairly and impartially	Completed and continuous for future appointments
	All new staff are encouraged to attend a training session on Recruitment and Selection of PGR students with a refresher every three years	On-going		all news staff to complete the training on Recruitment and Selection of PGR students	training by end of 2018-19
	The Organisation and People Development (OPD) team within HR has been expanded to drive the staff enhancement agenda, and offer a wide ranging series of activity spanning annual University wide events, through to more focused Department-level interventions. The strategic HR agenda going forward is focused on the "people strategy", concentrating on the general upskilling of our staff base, such as Coaching and Mentoring programmes	On-going		General upskilling of staff	Continuous
	The Research and Enterprise Training Institute (RETI) is working closely with those supervisors who have line management responsibilities of ECRs (especially fixed term researchers) to ensure that all career development opportunities are embraced. Supervisors of fixed term and other ECRs are encouraged to engage with RETI's new programme	New A new training programme has been developed for 2018-19; this includes Essentials of Researcher		Staff development; training completion by all new staff by end of 2018-19	Training programme completed and sessions are running for 2018-19; on-going for future years

	around the responsibilities associated with staff development.	training for staff/ECRs on undertaking and managing research, recruitment and selection of PGR students, and supervising PGR students; there are additional sessions on structured networking events towards collaboration between established researchers and ECRs. Further training sessions to be added based on staff feedback and their progression				

Principle 2: Recognition and value
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

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Engagement methods undertaken to take ECR views into account, and recognition of their work	These are for ECRs on both fixed-term and other contracts. An ECR forum has been established which has ECR representation from all faculties. Discussions from the forum are presented to the university Research and Enterprise Committee thus providing good integration of the process within the University's research infrastructure; A formal training needs analysis (TNA) has been undertaken by the Research Development Services team in Greenwich Research and Enterprise (GRE) and has identified cohorts of colleagues who may benefit from additional training and awareness raising. RETI, in collaboration with EDU and HR, has developed Training workshops to support ECR skills development in research as well as generic areas	On-going New Based on a gap analysis, a new training suite has been developed for 2018-19	Director of GRE, Head of RETI	Recognition by ECRs that their view points are implemented in the university practices; Staff development for academic and non-academic career progression	Continuous, four meetings by end of 2018-19 Completed for 2018-19, on-going with new ideas for future years

	such as communication, leadership, public engagement, and training to develop their personal best				
	Rewards and recognition at GRE events for ECRs for excellence and impact, and participation in poster competitions	GRE Celebration Day, November 2018, new revised criteria		Increased confidence in ECRs, morale boost and preparation for future employability	Annual
	The university's Academic Framework through its activities enables achievement of higher staff performance through establishing the mutuality of expectations between the University and academic staff, the appraisal system, Balanced Academic Workload (BAW), and recognition of academic excellence. This has changed the landscape of teaching and research within the University so that the contribution that all colleagues make to the University is openly and transparently recognised	Completed; on-going University recognition at annual event to recognise achievements of staff through annual awards		Increased staff confidence	Annual

Principle 3: Support and career development
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Career development			HR, RETI, EDU		
	RETI, working alongside Education Development Unit (EDU) and OPD, and within the "people strategy", has formulated the Staff Development hub, a vehicle to collate the opportunities for all staff to significantly improve their career trajectories	Completed		Staff book their training workshops through the Staff Development Hub. Organisers are able to obtain feedback from attendees to improve the provision going forwards	Continuous
	Within RETI, seven new posts have been recruited to, and they utilise the Researcher Development Framework (RDF) and associated initiatives as a basis to help develop the research activities of staff. Familiarisation with the RDF is now a mandatory	On-going		Enhancement of research, employability and generic skills of staff	Continuous

	part of local induction for academic staff and appears on the line managers' checklist	Completed		Staff development through online provision on professional skills for researchers	Continuous
	New RDF web pages explaining the self-assessment process and outlining training offered have been developed on the GRE section of the University web pages (i.e. a new Moodle page hosting the Epigeum suite of e-learning courses mapped against the RDF domains)				
	Introduction of similar researcher-specific information has been incorporated into the university corporate New Employee Welcome and Introduction Programme (NEWI)	On-going		Of benefit to newly appointed staff to understand the university systems and processes on various aspects	Continuous - three events by end of 2018-19

Principle 4
The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Researcher's career development	As a reflection of the importance of researchers' commitment to their personal career development, the creation of RETI has significantly expanded this support structure. Each of the new seven posts within RETI has a specific focus - three colleagues to oversee the 550+ PGR community, one specific role to identify and address the training needs of 100 ECRs (by creating a fertile environment by implementing internal and external career development opportunities) and further role targeted at more established researchers, all coordinated by a new senior academic appointment. Segmenting the researcher population like this enables specific interventions to be identified, provided and their impact assessed. Workshops to improve ECR skills towards academic and non-academic career paths have been organised for 2018-19, these include networking events, communication skills, personal best development programme, public engagement, leadership skills	On-going	RETI	New collaborations, future career progression in academic and non-academic sectors	Continuous
	The university, through its "people strategy", recognises and acknowledges that our staff are our most important asset and the aim of our Academic Promotion process is to ensure that there is a consistent, equitable mechanism for assessing and	Completed		Staff promotions	Annual

	rewarding an individual's contribution to academic life, where there is clarity of expectations and transparency of criteria for promotions. RETI monitors staff engagement in the RETI training programme and provides encouragement and support to staff to upskill in line with their career goals	New		Staff promotions and training	Continuous

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

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Encourage researcher's participation in career development	The BAW and RETI are major initiatives aimed at helping researchers take ownership of- and evolve- their career aspirations. These are supported by a regular programme of events from the EDU, including generic skills training through to a formal PGCert in HE for all new staff. RETI training provides specialist workshops on aspects such as research supervision, undertaking and managing research, communication skills, enterprise, personal development, public engagement, and leadership. Career development is monitored as part of the cyclical appraisal process, and support for developmental activities available within Faculties	On-going with new training workshops	HR, GRE, RETI, EDU	An upskilled workforce through promotions within the university and new employment outside the university	Continuous
	To reflect further this shared ownership, the University runs a number awards for ECRs in recognition of- and support for- their achievements including ECR Excellence and Impact Awards and travel bursaries. These are being expanded as budgets permit, but currently stand at £5K each	On-going, award categories revised annually		Confidence boost, improve employability prospects and career progression	Continuous – annual event

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

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Staff training on Diversity and Equality			HR, Staff Networks		

	HR provides mandatory training for all new staff on Diversity and Equality, and staff are encouraged to refresh their training every three years	On-going		Well-respected researchers	Continuous
	The University is fully committed to providing equal job opportunities through its Equality, Diversity and Inclusion Strategy. Moreover, Student Services do awareness raising activities which seek to promote as well as include and show support for example, more recently around mental health and dyslexia	On-going		More confident researchers	Continuous
	The university is supporting women staff through the AURORA programme which will benefit them in the development of their leadership skills towards longer term career goals	New		More confident researchers	End of 2018-19
	A new Staff and Student Bullying and Harassment Policy has been approved, The Lesbian, Gay, Bisexual and Trans (LGBT) Staff Network recently won the Network Group of the Year 2017 from Stonewall and is ranked in their Top 100 list of the nation's best-performing employers for the second year running	On-going		More happy and respected researchers	Continuous

Principle 7: Implementation and review
The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK

Action	Implementation	Action status	Responsibility for action	Success measures	Timescale
Regular reviews			RETI, HR		
	The ECR forum meets 4 times a year, with a formal reporting line to the Deputy Vice-Chancellor (Research & Enterprise) (DVC(R&E)). This has been designed as a vibrant two-way communication channel to ensure that the ECR voice is clearly heard, and the aspirations and evolution of the University is effectively communicated to the ECR cohort. Future training needs and its implementation is a supportive mechanism for our ECR's journey towards their promotion within the university or externally	On-going		Incorporate ECR views into the university research strategic planning and implementation as applicable	Continuous, four meeting by the end of 2018-19 and follow up on actions from meetings
	After its launch, RETI has engaged the entire researcher cohort in an online "Ideas Centre" to ensure that no training or development event has been overlooked and to set appropriate priorities for the year ahead. New ideas are invited regularly	On-going		Development and running of new training courses	Continuous and annual

	to improve the training provision further. Also, the University engages in the Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS). Results from these surveys help inform the support and training offered by RETI				
	The ECR population will be closely monitored and their career trajectories measured within RETI (e.g. number of fixed term ECRs securing permanent academic or non-academic positions, success of ECRs at internal promotion panels, external collaboration of our ECRs)	New		Data will help to support ECRs appropriately	By end of 2018-19

Key:

EDU (Education Development Unit); GRE (Greenwich Research and Enterprise); HR (Human Resources); RETI (Research and Enterprise Training Institute)