

Context/Aim	<a href="#">Action</a>	Success Measure/ Timescale	PROGRESS/STATUS	NEXT steps
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## Cardiff University Concordat Implementation Progress Review 2014-2018 – HR Excellence in Research

A. Recruitment & Selection				
Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.				
<p><b>Career Sustainability</b></p> <p>Many research staff aspire to more secure employment and do not view fixed-term contracts as a viable career path in the long term. Work was proposed to evaluate options and articulate clearly to researchers the routes for transition to other more sustainable career pathways.</p>	<p><a href="#">HREIR 2016 Action: A paper proposing career development support options and investment will be presented to the University Executive Board (UEB) by ECRO Chair.</a></p>	<p>Paper presented to UEB Nov 2016</p>	<p>A University wide ‘Early Career Research Oversight’ (ECRO) project group was formed in 2016 to review career support for early career researchers (ECRs). The group comprises representatives from Cardiff University Research Staff Association (CURSA), Organisational &amp; Staff Development (OSD), Research &amp; Innovation Services (RIS), and College research support. The group is chaired by the Dean for Research for the College of Biomedical and Life Sciences (CBLS) who will be taking up the role of Pro Vice-Chancellor for Research (PVCR) in September 2018, thus ensuring continued support for the early career agenda on the University Executive Board (UEB).</p> <p>The remit of the ECRO group was to identify challenges for early career researchers transitioning to independence. The ECRO paper sets out practical recommendations to help the institution support research staff more effectively by sharing best practice throughout the colleges and developing a more strategic approach to career development and profile-building for research staff, fellows, and other early career academics.</p> <p>Initial proposals were presented to UEB in October 2016 and met with approval, subject to agreement of a further operational document which was presented to UEB in February 2017. UEB agreed that the proposed support framework be implemented by the three Colleges. A review of existing college-based activity is currently underway and will be presented to UEB in Sept 2018.</p> <p><b>STATUS: COMPLETE</b></p>	<ul style="list-style-type: none"> <li>- Merger of the ECRO and Concordat Implementation Working groups to ensure efficient and co-ordinated implementation of ECRO recommendations and Concordat actions.</li> <li>- Presentation of a revised ECRO paper and a review of College-based activity to UEB for consideration.</li> </ul>

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## B. Recognition and Value

**Concordat 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.**

<p><b><u>Career Pathways</u></b></p> <p>Further work is required on the University's researcher development strategy and this work should include consideration of the research career pathway and routes of progression for researchers.</p>	<p><u><i>HREIR 2016 Action: There will be a fundamental review of the academic promotions process by OSD which will include examination of how researchers are reflected within it.</i></u></p>	<p>A University decision on career progression routes for researchers</p> <p>January 2018</p>	<p>Following review, revised procedures for Academic Promotion were agreed by UEB in May 2018 and by Senate in June 2018. From 1<sup>st</sup> August 2018 our Academic Promotions scheme will now allow advancement within the Research career pathway to Senior Research Fellow, Principal Research Fellow and Professorial Research Fellow. Promotion to these roles is available to those able to demonstrate a national reputation, emerging international reputation and established international reputation, respectively, in respect of their contribution to University benchmarks. Applicants must be able to demonstrate <i>excellence</i> in Research and <i>ability and effectiveness</i> in Teaching and in Innovation, Civic Mission and International. Academic Promotion is a transparent process and extensive guidance is available on the staff intranet and through other sources.</p> <p><b>STATUS: COMPLETE</b></p>	<ul style="list-style-type: none"> <li>- Raise awareness of revised Academic Promotions process for research staff.</li> <li>- Encourage applications for promotion from female and BME researchers to address underrepresentation in senior academic posts.</li> <li>- Monitor uptake of Academic Promotion scheme by research staff.</li> </ul>
<p><b><u>Raising Awareness of Status of Research Staff as Members of Academic Staff</u></b></p> <p>In CROS 2015 research staff reported a positive employment experience in many aspects but also reflected a general feeling that their wider contribution to the University is not formally recognised. Furthermore,</p>	<p><u><i>HREIR 2014 Action: Work with Colleges to develop local action plans. The aim is to raise the status of research staff as key members of academic staff and to share existing good practice in order to shape more generic guidelines for supporting researchers.</i></u></p>	<p>Operational plan with timescales to be developed at university level.</p> <p>Q3 2018</p>	<p>The ECRO project is an ongoing programme of enhancements to support research staff. Initiatives have been piloted for potential implementation across all colleges during the next review period. For example, the College of Physical Sciences and Engineering (CPSE) has implemented a number of focused support activities to help raise the status of research staff as key members of the academic community. Many of these have been aimed at enhancing ECR grant submissions; including an EPSRC first grant forum, an impact training programme, H2020 Marie Curie and ERC support programmes (now rolled out across three colleges), and a fast track to fellowship programme.</p>	<ul style="list-style-type: none"> <li>- Share good practice for support of research staff, including ECRs, across the three Colleges and ensure activities are more consistent.</li> </ul>

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the outcomes of CROS suggested that attention should be paid to the extent to which research staff feel integrated into the University's academic community.	<p><i><u>(NOTE: This action was overtaken by the ECRO project and updated accordingly below)</u></i></p> <p><i><u>HREIR 2016 Action: The work of the ECRO Project reflects the principles of the Concordat and will be embedded in local project implementation plans within Colleges.</u></i></p>		<p>CBLs and the College of Arts, Humanities and Social Sciences (CAHSS) have adopted this example of good practice. CBLs will soon roll out a College fellowship support programme (start Q4 2018), while grant-writing surgeries have also been piloted in one School (BIOSI) and will be rolled out across the other Schools in the College in 2019. Opportunities in CAHSS include ERC Workshops and support programmes for applicants to the ESRC New Investigator initiative and the AHRC's Standard Grant and Leadership Fellows schemes.</p> <p>An example of a University-wide initiative introduced is a pilot training programme for Sêr Cymru II and COFUND Fellows. Cardiff has made a significant investment in supporting fellows via the Sêr Cymru II programme and a pilot training programme for the first cohort of fellows was launched in October 2016. The programme, which was developed by OSD and RIS Research Development Teams with leadership from the incoming Pro Vice-Chancellor for Research, is designed to maximise career progression and outputs over the period of their award. The training so far has included an 'Introduction to Cardiff University', which incorporates considerations when building a research career, and 'Career planning', which encourages self-reflection and attention on sustainability.</p> <p><b>STATUS: ONGOING</b></p>	
	<p><i><u>HREIR 2016 Action: Work is in progress in relation to PDR, academic expectations and Outstanding Contribution which, it is anticipated, will assist in ensuring researchers feel their</u></i></p>		<p><b>PDR</b> – See section C.</p> <p><b>Academic Expectations</b> - See 'The Cardiff Academic' below.</p> <p><b>Outstanding Contribution</b> – The annual 'Outstanding Contribution' award recognises staff who demonstrate clear evidence of exceeding performance objectives. There are two awards: a 'One-off Outstanding Contribution Award' and a 'Sustained Outstanding Contribution Award', the latter for when the exceptional</p>	<p>- Investigate methods to increase nominations from/for research staff for both 'Outstanding Contribution' and 'Celebrating Excellence' awards,</p>

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	<a href="#"><i>wider contributions to the University are recognised</i></a>		<p>contribution is made over a period of 2 years or more. Both awards are open to staff from any career pathway, including research.</p> <p><b>Celebrating Excellence</b> - The annual 'Celebrating Excellence' awards are an opportunity for staff to acknowledge colleagues that go the extra mile. The awards include a broad range of categories to cover all types of work across the University's academic and professional services departments. Any staff member, regardless of career pathway, may be nominated for any of the awards; however, categories which are particularly relevant for research-only staff include 'Rising star' and 'Excellence in Research'.</p> <p><b>STATUS: COMPLETE</b></p>	including using CURSA and other research staff networks, such as the 'Research Team Leaders' course alumni, to promote the schemes.
	<a href="#"><i>HREIR 2016 Action: Further work will be undertaken by OSD to develop 'The Cardiff Academic' role expectations specific to research only staff.</i></a>	<p>An updated 'Cardiff Academic' containing clear role expectations for Research staff.</p> <p>May 2018</p>	<p>'The Cardiff Academic' was published in early 2016 and sets out role expectations across the three academic career pathways, including Research staff. Expectations as outlined have been designed to cover the breadth of activity for academic staff and development opportunities aligned to these expectations are listed, grouped as appropriate, on the staff intranet. Further work to develop role expectations specific to Research staff has been delayed due to staff absence, so this will be carried over into the next review period.</p> <p><b>STATUS: PARTIALLY COMPLETE</b></p>	- Further development of 'The Cardiff Academic' to clarify role expectations specific to research staff.

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### C. Support & Career Development

**Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**

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

<p><b>Induction</b></p> <p>Previous CROS findings have suggested that not all research staff attend induction, particularly at local level; while those that did attend stated it is of variable quality.</p>	<p><a href="#">HREIR 2016 Action: To ensure greater consistency in the efficacy of local induction, an induction project covering the first 90 days of employment will be implemented which will assist in standardising induction across the University. HR Operations will integrate the 90-day induction model with CORE HR management system in order to trigger the process for all new staff.</a></p>	<p>75% of research staff reporting they have been offered induction, as reported via CROS 2017</p> <p>Q1 2018</p>	<p><b>All</b> new staff (including research staff) are offered a bespoke institutional induction programme to familiarise them with the University, their role expectations, and what they can expect of the University in return, and which also provides an opportunity to learn more about the support options available to them. <b>76.0%</b> of CROS 2017 respondents reported that they had been invited to attend this induction programme which means that a significant proportion of new research staff continue to miss this invitation. The introduction of the CORE HR employee self-service portal at Cardiff now allows us to monitor, remind and chase attendance at induction, if necessary.</p> <p>To ensure the consistency of local induction, a standardised induction pack which covers the first 90 days of employment was developed by HR Operations and launched in June 2016. In addition to acting as a guide for new staff, these structured documents also help clarify the responsibilities of line managers in the induction process, helping them to ensure their new appointment has a smooth transition into the role.</p> <p>In addition to institutional and local inductions, a section on the Cardiff University intranet has been developed specifically for new staff which includes information on the University and its management structure, conditions of employment, induction resources, learning and career development opportunities, and support for health and wellbeing.</p> <p><b>STATUS: COMPLETE</b></p>	<ul style="list-style-type: none"> <li>- Improve communication about requirement for attendance at induction to research staff and their managers in a timely manner.</li> <li>- Incorporate a prompt regarding attendance at central induction into the probation documentation for all new staff.</li> <li>- Review induction programme for research staff.</li> </ul>
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<p><b>Appraisal/PDR</b></p> <p>Attention should be paid to continuing to improve the effectiveness of appraisal/PDR for research staff.</p>	<p><u><b>HREIR 2016 Action:</b></u> <u>Effectiveness of new PDR process in terms of research staff to be reviewed via participation in CROS 2017, led by Researcher Development and evaluated in conjunction with CURSA.</u></p>	<p>10% increase in participation rates for PDR (currently 75%), as measured via Staff survey and CROS run in 2017.</p> <p>May 2018</p> <p><i>(NOTE: Monitoring of PDR participation is carried out by HR. As such, CROS data was not used to assess progress as per the original action)</i></p>	<p>Annual appraisal was replaced by a new 'Performance Development Review' (PDR) during the 2015/16 academic year. The PDR refers directly to role expectations and focuses on both performance and career development. Unlike annual appraisal, it also invites interim review. Since 2016 the PDR form has been tailored to each career pathway to facilitate more relevant discussions. The role of academic line manager in PDR is now more clearly defined, along with expectations regarding their performance. Monitoring of PDR uptake has shown that research staff participation increased from 63.0% of staff deemed eligible for PDR by their school in its introductory year to 90.2% of eligible staff in 2017/18.</p> <p>As in previous years, perceived usefulness of the PDR process was variable among the CROS 2017 respondents. This may be a result of residual uncertainty around the process due to the relatively novel nature of PDR. As such, research staff may benefit from more guidance on how to get the most from their PDR. Further development of 'The Cardiff Academic' to clarify role expectations and its application for research staff may also help with this.</p> <p><b>STATUS: COMPLETE</b></p>	<ul style="list-style-type: none"> <li>- Maintain level of participation of eligible research staff in PDR at minimum of 90%.</li> <li>- Develop and run training on getting the most from PDR as part of <i>The Cardiff Researcher</i> programme for 2018.</li> </ul>
<p><b>Researcher Development Strategy</b></p> <p>Respondents to CROS 2015 and 2017 were very positive about access to training and development opportunities at Cardiff, along with the level of encouragement they receive to engage with them. The programme, along with</p>	<p><u><b>HREIR 2016 Action:</b></u> <u>'The Cardiff Researcher' development programme will be evaluated further in 2016/17 as part of the HR/OSD Operational Plan. The revised PDR process will also inform ongoing review of the Staff Development Programme.</u></p>	<p>A review will be undertaken during 2016/17 to identify any areas that require further development. An updated Research Development</p>	<p>Cardiff hosts a fully funded researcher development programme, 'The Cardiff Researcher', which is free at the point of delivery. In the 2017/18 academic year, 256 researchers attended at least one session on the programme. Researchers may also take advantage of shared development provided by Cardiff's Doctoral Academy.</p> <p>'The Cardiff Researcher' is reviewed each year and revised as appropriate. Programme content is influenced by many factors, including attendance on existing courses, researcher need (as informed by CROS and by the PDR process), and by strategic or policy developments in the institution and in the wider HE sector.</p>	<ul style="list-style-type: none"> <li>- Continue annual review of training provided as part of the 'Cardiff Researcher' programme, utilising feedback from multiple sources including CROS, staff survey, PDR, and CURSA.</li> </ul>

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<p>other sources of information for research staff regarding personal and career development, require frequent monitoring and review to ensure the content remains relevant and effective.</p>		<p>Programme implemented for 2017/18. September 2017</p>	<p>The programme was reviewed in 2016 and 2017, with minor amendments made on each occasion. The programme is currently under review for the 2018/19 academic year, where it is anticipated that provision will be extended in the areas of research leadership, wellbeing and resilience, and getting the most out of PDR.</p> <p>Cardiff is a member of the GW4 Alliance, a collaborative partnership between the University of Bath, the University of Bristol, Cardiff University and the University of Exeter. The GW4 <i>Shared Research Staff Development</i> scheme was launched in June 2015, whereby staff from any GW4 institution may attend training provided by one of the other three. This means that if training in particular area is not offered at Cardiff then staff may seek out equivalent content at Bath, Bristol or Exeter, and vice versa. Uptake of this scheme is monitored to ensure there are no gaps in provision of training offered at Cardiff.</p> <p><b>STATUS: COMPLETE</b></p>	<p>- Develop and run new programmes on ‘Research Leadership’ and ‘Wellbeing and Resilience’ as part of the Researcher Development programme for the 2018/19 academic year.</p>
	<p><a href="#">HREIR 2016 Action: The university is currently developing a CPD framework. The longer-term plan is to establish an academic CPD framework for academic staff that is fully accredited by the HEA.</a></p>	<p>The availability of a CPD framework for all members of academic staff. September 2018</p>	<p>This project has been delayed due to staff recruitment issues. Cardiff University remains committed, however, to the introduction of a CPD framework and work will resume once a CPD manager has been appointed.</p> <p>In the absence of a CPD framework, curricula of recommended development activities will be developed and implemented, clustering development opportunities by relevance to staff at a particular employment level or career stage (e.g. new postdoctoral researcher, new PI, established PI, etc.). The aim of this will be to offer guidance to staff regarding the skills, knowledge and attributes they will need to perform their role at all stages of their career.</p> <p><b>STATUS: ONGOING</b></p>	<p>- Development of ‘Curricula of Development Activity’ relevant for research staff at a particular employment level or career stage.</p> <p>- Development of a CPD framework for academic and research staff, once a CPD manager has been appointed.</p>

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	<p><u><a href="#">HREIR 2014 Action: An updated (intranet) site addressing the specific needs of researchers.</a></u></p> <p><u><a href="#">HREIR 2016 Action: Researcher intranet sites will require ongoing evaluation and maintenance to ensure they meet the informational need.</a></u></p>	<p>Continuous availability of clear, accessible and timely information for researchers on the staff intranet, which is regularly maintained and updated as required.</p>	<p>A section on the staff intranet specifically for research and researcher support went live in early 2016 and content is continually reviewed and updated as required. In addition to information about career development and training, the site contains information on available opportunities (e.g. funding), research networks (including CURSA), engagement, shared resources, data management, research integrity and governance, and REF. Additional satellite web resources for research staff have also been established, such as the BIOSI Research Staff blog.</p> <p>Groups have also been set up on Microsoft Yammer for various staff groups, including some with a particular relevance for research staff (e.g. Early Career Network, Bioscience Research Staff group, and CURSA). Updates regarding training and funding opportunities are posted by these networks on a regular basis.</p> <p><b>STATUS: COMPLETE</b></p>	<p>- Continued evaluation, maintenance and update of information on Research Staff intranet sites.</p>
<p><b><u>Supporting Research Managers/PIs</u></b></p> <p>The University should review all forms of support available for research managers and there needs to be greater clarity as to what is expected of them.</p>	<p><u><a href="#">HREIR 2016 Action: Development of the new management guidance for processes related to induction, PDR, performance expectations and workload planning to continue and will incorporate previous work by the Training &amp; Development Manager (Research).</a></u></p>	<p>Production and availability of management guidelines for research managers/PIs on the staff intranet.</p> <p>May 2018</p>	<p>Clarity has been given with regards to the role and responsibilities of an academic line manager in new University guidelines, which include workload models and expectations. The staff intranet now hosts a section for all line managers, including those of research staff, which provides guidance on effective staff management and hosts information on line manager responsibilities, recruitment, support, performance management, recognition and reward, and well-being. The intranet site also provides links to appropriate training that is available to all line managers to help them fulfil their role more effectively. Face-to-face line manager training is also available to all academic line managers in the three Colleges. This training is now mandatory in CPSE and consideration will be given to extending this policy to the other Colleges also.</p> <p><b>STATUS: COMPLETE</b></p>	<p>- Work towards greater consistency between the Colleges with respect to training and support for research managers/PIs.</p>



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	<u><i>HREIR 2014 Action: The University will consider the need for a Certificate in Academic Practice as part of its work on improving the way we support excellence within the institution.</i></u>		The Academic Practice development programme was launched in the 2015/16 academic year. It is a 16-month programme administered by OSD which aims to support the development of early career Teaching & Research staff, who may be current or future managers of research staff, to enable them to practice effectively. ‘Academic Citizenship, Leadership and Professional Skills’ is one of the three core themes covered by the programme.  <b>STATUS: COMPLETE</b>	
	<u><i>HREIR 2014 Action: A proposal to enhance the ‘Research Team Leaders’ programme is being considered and is likely to be piloted during the 2014/15 academic year. The enhancement will include a new session on advising research leaders on how to hold career planning conversations with their research staff.</i></u>		A revised ‘Research Team Leaders’ programme was piloted during the 2014/15 academic year and included a new session on how to hold career planning conversations with research staff. In 2015/16, management of the <i>Research Team Leaders</i> programme moved to OSD and has since been further developed to incorporate expectations of academic line managers around PDR, with particular emphasis on using the PDR process to facilitate the personal and career development of their research staff.  <b>STATUS: COMPLETE</b>	
	<u><i>HREIR 2014 Action: A new Master’s course for Research Managers and Administrators will be developed during 2014/15 in conjunction with the Association of Research Managers and</i></u>		This action has not been implemented due first to the departure of the academic project lead and then, more fundamentally, to a significant change in the University’s approach to the development of <b>all</b> staff working in professional services.  ‘The Cardiff Professional’ development framework, which was launched in 2017, outlines behaviours and skills expected of all Professional Services staff at Cardiff University (including research support staff) and is based on the AUA’s CPD framework. A	

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	<a href="#"><u>Administrators (ARMA) and will consider the role played by this group of staff in supporting the University researchers.</u></a>		<p>comprehensive staff development programme complements the framework, as does a competitive scheme for the sponsorship of 6 members of staff to study for the AUA's <i>Postgraduate Certificate in Higher Education Administration, Management and Leadership</i>. The University has also established the 'Professional Services Leadership Network' to promote discussion and the sharing of knowledge, ideas and expertise. Research administrators and managers also have access to the tailored development opportunities offered by ARMA.</p> <p><b>STATUS: COMPLETE</b></p>	
<p><b>Mentoring</b></p> <p>The University has a strong mentoring culture where informal mentorship plays an important role in the support and development of all staff, including research staff. Following introduction of a University mentoring initiative in 2015, work continues to ensure efficiency and effectiveness.</p>	<p><a href="#"><u>HREIR 2016 Action: A new software system to support matching of mentors/mentees is being piloted from July 2016. Uptake and perceived value/effectiveness/access for researchers will need to be monitored as initiatives develop.</u></a></p>	<p>Availability of a scheme of accessible mentoring support for Research staff, with uptake comparable to that of other academic pathways.</p> <p>September 2018</p>	<p>In June 2017, CPSE piloted a new mentoring scheme which was extended across the three colleges. This utilised a new software system (SUMAC®) for seeking/matching mentors and mentees. The call for expressions of interest in the scheme was open for one month and attracted 180 members of staff, 46 of whom were on the Research career pathway. The mentoring programme will be run again for the 2018/19 academic year, where there will be three calls for expressions of interest in order to maximise uptake.</p> <p>Additional mentoring schemes that have run, or are currently running, at Cardiff during the review period include mentoring as part of probation (opt in), Academic Practice Mentoring Scheme, Women in Universities Mentoring Scheme (currently on hold), International Staff Network Mentoring, and Mentoring Circles (School of Medicine only).</p> <p>Mentoring is embedded in the recommendations outlined in the ECRO project which will be presented to UEB in Sept 2018.</p> <p><b>STATUS: COMPLETE</b></p>	<p>- Monitor uptake of mentoring scheme by Research staff and the efficacy of the SUMAC® matching software during the 2018/19 academic year.</p>

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<p><b>Representation and Communication</b></p> <p>Research staff at Cardiff University are represented by the Cardiff University Research Staff Association (CURSA), which was launched in 2012 and officially recognised as one of the University's formal staff networks in 2014. All members of research staff are members of CURSA by default.</p>	<p><u><b>HREIR 2014 Action:</b></u> <u><i>CURSA to discuss at College Board level about College representation. CURSA to link with the 'University and College Union' (UCU) to ensure representation of researchers.</i></u></p> <p><u><b>HREIR 2016 Action:</b></u> <u><i>DVC to discuss with PVCR how CURSA can be involved in the strategic portfolio via related research committees and agree recommendations.</i></u></p>	<p>A clear channel of communication established for researchers to feed through to relevant University committees.</p> <p>Nov 2016</p>	<p>CURSA activities are managed by a committee, with leadership provided by a chairperson. The current chair, appointed in January 2017, will stand down in August 2018 and a replacement is being sought. Training was provided for committee members and School representatives in 2016 and included an overview of their roles and the University's commitment to the Concordat. This training remains available on an as-needed basis.</p> <p>CURSA hosts an annual general meeting (AGM) for research staff. The AGM is an important forum for researchers to interact with senior University management, along with external organisations whose remit it is to support academic researchers. In 2016 the AGM was attended the CBLS Dean for Research (and incoming PVCR), along with representatives from UCU. In 2017 the meeting was attended by the incumbent PVCR.</p> <p>In 2017 discussions took place with regards to how CURSA could strengthen its links with Cardiff UCU. A meeting was planned between CURSA and UCU representatives in order to better understand the overlap between the two organisations and to clarify the types of issues on which they could collaborate. However, UCU's current focus on pensions meant that this meeting was postponed until a later date when Cardiff UCU will have more capacity.</p> <p>Research staff were represented by CURSA on several University groups during the review period, including the ECRO project group and the 2016 and 2018 Concordat implementation monitoring groups. Towards the close of the review period there have been issues with maintaining a consistent body of school representatives due to staff turnover and changes in leadership. As such, progress in embedding CURSA in the decision-making processes at the University has been slow and a clear channel of communication for researchers to feed through to relevant University committees has</p>	<ul style="list-style-type: none"> <li>- Evaluate the current operational structure of CURSA and explore ways of increasing research staff engagement.</li> <li>- CURSA representatives should sit on School and College Research Committees, ensuring appropriate equality &amp; diversity considerations in appointments.</li> <li>- Each College should consider developing a short accessible delivery plan around ECR support in their College, including coverage of key governance issues.</li> </ul>

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			<p>not yet been fully realised. Recommendations from the ECRO project include strengthening the voice of researchers at the University by increasing their representation on University-wide committees with decision making responsibilities.</p> <p>Furthermore, pockets of good practice around ECR networks exist within the University, with 5/22 Schools with research staff having such a group; consideration should, therefore, be given to how CURSA can better interact with these networks in order to promote sharing of best practice and enhancing consistency.</p> <p><b>STATUS: ONGOING</b></p>	
<p><b><u>Mobility of Researchers</u></b></p> <p>It was recommended that consideration be given to ways of improving data held on the career trajectories of former Cardiff researchers in order to ensure development provision in career management remains relevant and beneficial.</p>	<p><b><u>HREIR 2014 Action:</u></b> <u>Introduction of exit interviews, to include information on their destination, for all research staff who leave the institution.</u></p> <p><b><u>HREIR 2016 Action:</u></b> <u>A pro-forma for capturing exit and destination data for all staff will be introduced by HR Operations in 2016; surveys will be triggered through CORE. Benchmarking will be possible by pathway making it possible to review and analyse</u></p>	<p>A 50% increase in response rate to exit survey for research-only staff.</p> <p>Q4 2018</p>	<p>Since September 2016 all leavers have been processed through the Core HR portal. As part of this process, leavers are sent a link to a HESA questionnaire. While the questionnaire collects useful data on the destination of the leaver, as it stands these data cannot be easily segregated by career pathway. This has affected our ability to carry out analysis on the response rate for research staff at present, but this will be further investigated during the next review period.</p> <p><b>STATUS: ONGOING</b></p>	<p>- Explore options for improving the collection and monitoring of destination data for research staff leaving the institution.</p> <p>- Use CURSA to promote completion of exit survey by research staff.</p>

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	<a href="#"><i>researcher data once sufficient information has been collected.</i></a>			
<p><b>Funding Skills Development</b></p> <p>HUMRS and RIS agreed to work together to develop guidelines for grant applicants on how to apply for funds to support development activity.</p>	<p><b><u>HREIR 2016 Action: RIS to update their checklist of things to consider on applying for funding in order to achieve appropriate costing and build into CAP form guidance.</u></b></p>	<p>The availability of an updated checklist.</p> <p>March 2017</p>	<p>RIS standard practice is to guide researchers to consider training and development costs as a direct costs category.</p> <p>An updated checklist of elements to consider when applying for funding in order to achieve appropriate costings has been available on the Cardiff University staff intranet since March 2017.</p> <p><b>STATUS: COMPLETE</b></p>	

Context/Aim	<u>Action</u>	Success Measure/ Timescale	PROGRESS/STATUS	NEXT steps
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D. Researchers Responsibilities				
Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.				
<p><b><u>Continuing Professional Development (CPD)/ Personal Development Planning (PDP)</u></b></p> <p>Although post-graduate students have access to an electronic PDP system, there was no such equivalent for research staff to enable them to record personal/ career development activity. Consideration should be given to ways in which this can be addressed.</p>	<p><u><i>HREIR 2014 Action: Review of methods for incorporating improved career development planning tools into University systems.</i></u></p> <p><u><i>HREIR 2016 Action: Evaluation of effectiveness of training and development recording system for research staff by HR/OSD via consultation with CURSA, once sufficient data has been gathered.</i></u></p>	<p>Training and development for research-only staff will be recorded on Core HR. The effectiveness of using this system will have been assessed, with input from CURSA, and recommendations made to rectify any issues identified.</p> <p>March 2018</p>	<p>In Dec 2016, the University introduced its electronic capture of the booking and completion of training and development activity in the Core HR database. This means that once an individual has completed a particular training course or development activity this is recorded against their profile in Core HR. Furthermore, the system allows individuals to add any broader training undertaken to their Core HR portal profile, which could include any locally administered courses, conferences, etc. There is, at present, insufficient data to evaluate the effectiveness of this system and so this action will be carried over into the next review period.</p> <p><b>STATUS: PARTIALLY COMPLETE</b></p>	<p>- Ensure research staff are aware of being able to manually record wider CPD activity on Core HR.</p>

Context/Aim	<u>Action</u>	Success Measure/ Timescale	PROGRESS/STATUS	NEXT steps
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**E: Equality and Diversity**

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

<p><b><u>Equality, Diversity &amp; Inclusion</u></b></p> <p>The majority of respondents to CROS 2015 and 2017 agreed that Cardiff is committed to equality, diversity and inclusion (ED&amp;I); however, a small number of concerns have been voiced over whether these policies are always adhered to at 'ground level'.</p>	<p><u><a href="#">HREIR 2016 Action: The University's mandatory E&amp;D training will be redeveloped in-house by OSD E&amp;D lead.</a></u></p>	<p>75% of staff undertaken training by April 2018.</p>	<p>The University's "Equality, Diversity and Inclusion" (ED&amp;I) online training module has now been redeveloped and was relaunched in March 2018. The module is mandatory for all staff. There was a short delay in the ED&amp;I module going live and so there has been insufficient time to obtain meaningful participation statistics. As such, monitoring of uptake will be carried out in the next review period.</p> <p><b>STATUS: PARTIALLY COMPLETE</b></p>	<p>- 90% of research staff will have undertaken ED&amp;I training by September 2019.</p>
	<p><u><a href="#">HREIR 2016 Action: Introduction of a training programme to address unconscious bias at a wider level - Q4 2016.</a></u></p>	<p>Availability of an online training module addressing 'Unconscious Bias'.</p>	<p>An online "Unconscious Bias" training module is available to all staff which, while not currently mandatory at a University-level, is 'highly recommended' for staff involved in recruitment or decision-making processes. The module is also mandatory for any person sitting on the REF Committee, while individuals sitting on the CBLS WELLCOME TRUST ISSF review panel have to undergo Unconscious Bias training before being permitted to assess applications/make funding judgements.</p> <p>At a college level, CPSE have elected to make unconscious bias training mandatory for all of its staff; other colleges are likely to follow suit. Furthermore, consideration is being given to making the module mandatory for all University staff following launch of the revised ED&amp;I training mentioned above.</p> <p><b>STATUS: COMPLETE</b></p>	<p>- Give consideration to making Unconscious Bias training mandatory across CBLS and CAHSS.</p>
	<p><u><a href="#">HREIR 2016 Action: The University is working towards the Race Equality Charter Mark for 2017 in addition to extension of</a></u></p>	<p>Achievement of Charter Mark.</p>	<p><u><a href="#">Race Equality Charter Mark</a></u> - The University submitted for the <i>Race Equality Charter Mark</i> (RECM) in July 2017 but was unsuccessful. Work against the objectives of the RECM action plan continues and re-submission for the award will be considered following re-</p>	<p>- Resubmission for Race Equality Charter Mark following re-evaluation of</p>

Context/Aim	<u>Action</u>	Success Measure/ Timescale	PROGRESS/STATUS	NEXT steps
	<u>Athena Swann.</u>		<p>evaluation of the application.</p> <p><u>Athena SWAN Award</u> - Cardiff University has held an Athena SWAN Bronze award since 2009 in recognition of its commitment to supporting and advancing women's careers in in higher education and research. The institution will be reapplying for Bronze in November 2018. Of the 25 schools within the University, 15 have been recognised by Athena SWAN, with 2 holding a Silver award and 13 holding a Bronze award. This is an increase from 8 in 2014.</p> <p>In April 2018 the School of Mathematics applied for a Silver award, while the Schools of Geography &amp; Planning, Music, and Journalism, Media &amp; Culture all submitted their first application for Bronze. All are currently awaiting the results. The Schools of Healthcare Sciences (Bronze), Welsh (Bronze), and Computer Science and Informatics (Silver) will be reapplying for accreditation in November 2018, while the School of Physics and Astronomy will be applying for <i>Juno Champion</i> from the Institute of Physics.</p> <p><u>Stonewall Top 100 Employers</u> - The University was recognised for its work on LGBT+ equality, being placed 14<sup>th</sup> in the Stonewall Top 100 employers list for 2018. This marks its third year as the highest placed UK University in the index.</p> <p><b>STATUS: ONGOING</b></p>	<p>application.</p> <ul style="list-style-type: none"> <li>- Resubmission for Athena SWAN Bronze award in November 2018.</li> <li>- Resubmissions for Athena SWAN award from the Schools of Healthcare Sciences (Bronze), Welsh (Bronze), and Computer Science and Informatics (Silver) in November 2018.</li> <li>- Application for Juno Champion from the School of Physics and Astronomy in November 2018.</li> </ul>



Context/Aim	<u>Action</u>	Success Measure/ Timescale	PROGRESS/STATUS	NEXT steps
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F. Implementation and Review				
Concordat 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.				
<b>Implementation and Review</b>	<u><a href="#">HREIR 2016 Action: Review action plan by Sept 2018 for 8-year review.</a></u>	Submission of the 8-year HREIR review. Sept 2018.	Cardiff retained the HREIR award in 2016 following an internal 6-year review. The ‘Concordat Implementation Monitoring Group’ was reconvened to evaluate progress against the Concordat action plan over the last 4 years and to coordinate the HREIR 8-year review submission. The group is chaired by the PVCR and comprises representation from CURSA, OSD, RIS, college Deans of Research, college HRBPs, and the Doctoral Academy. The 8-year review, and the actions contained within, will be endorsed by UEB prior to submission.  <b>STATUS: COMPLETE</b>	<ul style="list-style-type: none"> <li>- Strengthen current implementation monitoring strategies by reconvening the merged <i>ECRO/Concordat Implementation working</i> groups biannually in order to review progress and set priorities.</li> <li>- Run CROS and Staff Survey in 2019.</li> <li>- Review action plan by September 2020 for 10-year interim HREIR review.</li> </ul>