





Cardiff University Concordat Action Plan 2018-2020 – Review for HR Excellence in Research Review

A. Recruitment and Selection					
Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					
Context	New/Carried Forward Action	Lead	Timescale	Success Measure	Reviewed August 2020
A1. A University-level <i>Early Career Research Oversight</i> (ECRO) group was established in 2016. A suite of wide-ranging and practical recommendations, designed to help the institution support early career researchers (ECRs) more effectively, were identified, and agreed by UEB in 2017. Work has since focused on sharing best practice across Colleges in the University, boosting number and support for fellows, and developing a more strategic approach to career	A1.1 Submission of ECRO update and a review of College-based ECR activity to UEB, including recommendations for future work aligned to original report.	PVCR/ECRO	Dec 2018	Revised ECRO paper submitted to, and agreed by, UEB.	Completed. Submitted to UEB and agreed Sept 2018.
	A1.2 Implement revised recommendations from ECRO update report, with a particular focus in the next HREIR period on visibility and influence of ECRs in the organisation.	PVCR/ECRO	Sept 2020	Increased ECR representation on key groups and university committees.	Completed. Review of the thematic structure for research delivery in Nov 2019 resulted in changes to groups/committees and ECR representation was ensured for all relevant/appropriate groups and committees within remit of the PVC for Research,



<p>development for research staff and other early career academics.</p> <p>Implementation of the full ECRO recommendations moving forward is designed to create a supportive research environment for research staff but also to increase their visibility and influence within the University. Together, these will raise the profile of Cardiff as an attractive place to work for research staff, increasing both recruitment and the retention of existing staff.</p>					<p><i>Innovation and Enterprise (for example Research Innovation and Enterprise Strategy Group, Knowledge Exchange and Business Relationships Group. There is also ECR representation on relevant University working groups e.g. Researcher Pathways Working Group; DORA Working Group; Research Culture Working Group, Staff Survey Working Group, REF EDI Group.</i></p>
	<p><u>A1.3 Merger of the ECRO and Concordat Implementation working groups to ensure efficient and co-ordinated implementation of ECRO recommendations and Concordat actions. The group will be chaired by the PVCR (or Dean delegate) and will include research staff representation in the form of the Cardiff</u></p>	<p>UEB/ PVCR/ ECRO/ OSD/ CURSA</p>	<p>Dec 2018</p>	<p><u>The merged ECRO/Concordat Implementation working group will have held at least 4 meetings over the period of review and will agree a co-ordinated work plan.</u></p>	<p>Completed. Merged group: Researcher Pathways Working Group (RPWG), chaired by Dean of Research Culture and Environment. Six meetings held during the review period.</p>

Key:  Completed
 In progress/carried forward



	<p><u>University Research Staff Association (CURSA).</u></p> <p><u>N.B. The designation of the merged group is still to be decided but, for the purposes of this action plan, will be referred to as ECRO.</u></p>				
<p>A2. Cardiff University will sign up to the <i>San Francisco Declaration of Research Assessment</i> (DORA) during the review period; this advocates for improved methods for the evaluation of research (moving away from journal impact factors) for recruitment, promotion, and other key areas of research assessment (e.g. grants/ fellowships).</p>	<p><u>A2.1 Establish a DORA working group, with research staff representation, to implement research assessment processes aligned to DORA.</u></p>	<p>PVCR/ DORA Working Group</p>	<p>Sept 2019</p>	<p><u>A working group in place with an agreed action plan for implementing DORA in appropriate University processes, such as recruitment and promotion.</u></p>	<p>Completed. <i>The University signed up to DORA November 2019. We have appointed a Responsible Research Metrics Officer, funded by the Wellcome Trust ISSF. Ongoing actions to integrate responsible research metrics across whole institution, including robust monitoring processes to complement training and awareness raising.</i></p>
<p>A3. Findings from CROS 2017 suggested some confusion in Research staff with regard to the types of employment contracts used by the University.</p>	<p><u>A3.1 Provide clearer information on the different types of employment contract used at Cardiff University via the research staff intranet site and</u></p>	<p>HR/OSD/ CURSA</p>	<p>Sept 2019</p>	<p><u>Availability and communication of clear information regarding contract types used at Cardiff for research staff.</u></p>	<p>Partially Completed. <i>Information on contract type is provided to research staff via induction [both regular and virtual].</i></p>

Key:  Completed
 In progress/carried forward



	<p><u>induction, ensuring that this is discussed in further detail with CURSA.</u></p>				<p><i>There is information provided in on the staff intranet about the different types of employment contract used by the University but there is scope for improving the way that this is presented. This will be taken forward as part of the review of the intranet which we will undertake in 2020-2021 to accompany our gap analysis for the revised Concordat.</i></p>
	<p><u>A3.2 Raise awareness of the issues around contract types with line managers by ensuring its inclusion in line manager training.</u></p>	<p>College HRBPs</p>	<p>Sept 2019</p>	<p><u>Information on contract type included in line manager training content.</u></p>	<p>Completed. Information on managing end of contract, and a line manager’s obligations in this process, is included in line manager training. This is compulsory for all line managers in both Biomedical and Life Sciences (CBLS) and Physical Sciences and Engineering (CPSE) and strongly recommended in Arts, Humanities and Social Sciences (CAHSS). CBLS has developed short written guides on managing fixed-term contracts, which will be shared across the University.</p>

Key:  Completed
 In progress/carried forward

B. Recognition of the Value of Researchers					
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.					
Context	New/Carried Forward Action	Lead	Timescale	Success Measure	Reviewed August 2020
B1. From 1 st August 2018, our revised Academic Promotions scheme now includes research staff on Grades 7 and above. The process will allow advancement within the Research career pathway to Senior Research Fellow, Principal Research Fellow and Professorial Research Fellow to those who are able to demonstrate a national reputation, emerging international reputation and established international reputation, respectively (in	<u>B1.1 Raise awareness of the inclusion of Research career pathway in the revised Academic Promotions process.</u>	OSD/ CURSA	July 2019	<u>Revised Academic Promotion procedure communicated via a University Blas article and via CURSA.</u>	Completed. Revised Academic Promotion Procedures communicated via University Blas newsletter and CURSA. Session held at the CURSA Symposium on the revised procedure and its implications for research-only staff. In April 2020 an information session on ‘reward and remuneration for research staff’ was piloted using a video-conferencing platform. There was clear demand for the programme (24 attended) and following positive feedback we will now include two sessions a

Key:  Completed
 In progress/carried forward

<p>respect of their contribution to University benchmarks).</p>					<p><i>year in the Cardiff Researcher Programme.</i></p>
	<p><u>B1.2 Monitor application/success rate for the Research pathway on the academic promotions scheme, taking note of lessons learned from Cardiff University's new Academic Promotions Programme for Readers who aspire to promotion to Professor and who identify as female and/or BME (black and minority ethnic), who are underrepresented in senior posts.</u></p>	<p>OSD</p>	<p>Yr 1: Sept 2019 Yr 2: Sept 2020</p>	<p><u>Data gathered on application/success rate of research staff within the academic promotions/regrading processes for assessment.</u></p>	<p>Completed. <i>Yr 1 2018-19 10 applications. Outcomes: 9 promotions to Senior Research Fellow; 1 to Principal Research Fellow. 5% eligible pool of research-only staff applied; 100% promoted.</i></p> <p><i>Yr 2 2019-20 14 applications in 2019/20: 12 for Senior Research Fellow; 2 for Principal Research Fellow. 9% eligible pool of research-only staff applied. Awaiting outcomes October 2020 (delayed due to pandemic).</i></p>
	<p><u>B1.3 Monitor requests and outcomes for the regrading process for</u></p>				<p>In progress. <i>RPWG will ensure that these data are collected annually as part of our Concordat monitoring processes.</i></p>



Key:  Completed
 In progress/carried forward

	<u>research staff on grades 5 and 6.¹</u>				
<p>B2. Introduction of the College system, which was designed to represent distinct disciplinary communities, has led to a degree of unevenness in support for researchers at College level within the University. Attention should be paid to improving the consistency of support across the three Colleges.</p>	<p><u>B2.1 Merged ECRO/Concordat Implementation working group will monitor and consider discrepancies in Research-only support between Colleges which could impact on research staff and, share best practice for the support of research staff to ensure a more consistent approach at the University. CURSA will liaise with its members to ensure any perceived inequality is reported for discussion.</u></p>	<p>PVCR/ ECRO/ CURSA</p>	<p>Sept 2020</p>	<p><u>Evidence of sharing of best practice and extension of key activities across the University.</u></p>	<p>Completed. This is now a regular item on the agenda of all CURSA meetings and these discussions are reported to the RPWG as a standing item on the agenda of its meetings.</p> <p>Practice sharing workshops on Research Environment, as part of our preparations for REF, have also highlighted areas of good practice with respect to supporting research staff.</p>
	<p><u>B2.2 A new thematic structure for the delivery of research at the</u></p>	<p>PVCR/ ECRO</p>	<p>Sept 2020</p>	<p><u>Thematic structure for research delivery in place at the University, with ECRs</u></p>	<p>Completed. As above, review of the thematic structure for research delivery in Nov 2019</p>

¹ Note: this action has been modified from the previously published action ‘monitor successes of the regrading process’ as there were clear methodological difficulties with completing the action as it stood. It is not possible to monitor ‘successes’ as a grading review is essentially about correcting grading levels, where appropriate, and not a form of promotion. Action has been changed to ‘monitor requests and outcomes’.

Key: Completed
 In progress/carried forward



	<p><u>University will be implemented, covering REF, Income, Innovation and Enterprise, and Research Environment. Within this structure, ECR representation on Theme groups/committees will be encouraged, where possible.</u></p> <p><u>B2.3 Representation on a Theme committee will be linked to research leadership training (C3.2), with appointed ECRs rotating across thematic areas to provide them with a broad range of experience in University governance.</u></p>			<p><u>servicing as members/observers on University Research Theme groups and committees.</u></p>	<p><i>resulted in changes to groups/committees and ECR representation was ensured for all relevant/appropriate groups and committees within remit of the PVC for Research, Innovation and Enterprise (for example Research Innovation and Enterprise Strategy Group, Knowledge Exchange and Business Relationships Group).</i></p> <p>Action reviewed. This action has not been taken forward. Whilst rotating membership would build up an individual's knowledge and experience of several committees, which would clearly be of benefit both to the individual and the University, it would limit the opportunities available to the larger ECR population.</p>
<p>B3. Attention should be paid to the extent to which research staff feel integrated into the University's academic</p>	<p><u>B3.1 'The Cardiff Academic' sets out role expectations across the three academic career</u></p>	<p>OSD</p>	<p>June 2019</p>	<p><u>An updated 'Cardiff Academic' containing clear role</u></p>	<p>In progress (delayed because of COVID-19 pandemic). A review of the Cardiff Academic and accompanying role expectations</p>

Key:  Completed
 In progress/carried forward



<p>community so as to increase awareness of their status as key members of academic staff.</p>	<p><u>pathways. Further develop 'The Cardiff Academic' in order to clarify role expectations specific to Research staff.</u></p>			<p><u>expectations for Research staff.</u></p>	<p><i>has been conducted. Discussions held in January 2020 with PVC for Research, Innovation and Enterprise and PVC for Education and Students regarding research and teaching expectations. Further consultation has been paused due to impact of the COVID-19 pandemic.</i></p>
	<p><u>B3.2 Establish 'Celebrating Excellence' award for research staff and for line manager support of ECRs.</u></p>	<p>OSD/ CURSA/ PVC</p>	<p>Nov 2019</p>	<p><u>New 'Celebrating Excellence' category of award focused on research staff and support for enhancing the careers of research staff.</u></p>	<p>Completed (action re-evaluated). <i>The range of awards available was reviewed by the DVC and Head of Professional Services in 2019 and a new award was introduced: Rising Star – Early Career Academic, which recognises excellent researchers from both research-only and teaching and research career pathways and emphasises that research-only staff are also members of academic staff. In 2019 two of the three finalists in this category were members of research-only staff.</i></p> <p><i>There were already categories for Excellence in Research and</i></p>

Key: Completed
 In progress/carried forward



					<p><i>Excellence in Leadership and it was agreed not to introduce a specific award for line manager support of ECRs as the latter could be used to recognise and reward excellent line manager support and leadership of researchers. Indeed, one of the three finalists in 2019 was nominated because of his 'tireless championing' of early career researchers</i></p> <p><i>All Celebrating Excellence awards were cancelled in 2020 in response to the COVID-19 pandemic, with the University focus shifting to recognising the contribution of all staff</i></p>
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Key:  Completed
 In progress/carried forward



C. Support and Career Development					
<p>Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p> <p>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>					
Context	New/Carried Forward Action	Lead	Timesca	Success Measure	Reviewed August 2020
C1. Data from CROS 2017 suggest that only 76.0% of respondents had attended induction, despite all new staff (including research staff) being invited on commencement of employment. CROS also revealed some misunderstanding with regards to how the institutional induction programme operates and what it covers.	<u>C1.1 Improve communication about requirement for attendance induction programmes to research staff and their managers in a timely manner (including exploring the possibility of using social media to advertise availability of places).</u> <u>Also, look at ways to improve attendance reporting and increase follow-ups as necessary.</u>	OSD	Sept 2019	<u>Increased attendance of research staff at University induction by 10%.</u>	Completed. In CROS (May) 2019 there was an increase in the proportion of those who stated that they had been offered induction at all levels: institutional-wide from 76% to 85%, departmental/faculty/unit from 66% to 80% and local from 72% to 83%. New automated email notifications were activated in December 2019 ensuring all new staff are invited to ‘Welcome to Cardiff’, our new induction programme for all academic staff, early in their appointment. Employees and their line managers receive the

Key:  Completed
 In progress/carried forward



					<p><i>invitation in their first week at the University and a three-month reminder where the employee has not booked a place. Systems have been put in place to report on uptake when our face-to-face programme resumes.</i></p> <p>Completed. Paperwork for the initial probation meeting now prompts reviewer/probationer to ‘consider the training and development needs of the probationer, including induction.’</p>
	<p><u>C1.2 Add prompt regarding attendance at induction into the probation documentation for all new staff (ensuring that line managers highlight the importance of attendance).</u></p>				
	<p><u>C1.3 Review induction programmes for research and academic staff, with a view to making elements of the academic induction programme available to research staff.</u></p>	OSD	Jan 2019	<p><u>Availability of a revised induction programme for research staff.</u></p>	<p>Completed. ‘Welcome to Cardiff’, a revised induction programme for all academic staff, was launched in Nov 2019. Two further sessions were held in January to help meet demand, with subsequent sessions for 2020 being cancelled due to social distancing restrictions.</p>

Key:  Completed
 In progress/carried forward



					<p><i>During the 2020-2021 academic year ‘Welcome to Cardiff’ will be delivered as an online module for new staff to access at their convenience. It will include a mixture of pre-recorded presentations, briefing notes, and links to further resources. It will include a presentation on ‘Your Employment at Cardiff’, which covers contractual information. Most resources will be common to all staff whilst some will be signposted for specific groups, for example the Researcher Development Concordat. There are also surgeries available for one-to-one advice on these topics.</i></p>
<p>C2. Monitoring of PDR uptake has shown that research staff participation increased from 63.0% of staff deemed eligible for PDR</p>	<p><u>C2.1. Maintain participation of eligible research staff in PDR at over 90% for 2019 and 2020 PDR cycles.</u></p>	<p>OSD</p>	<p>Sept 2020</p>	<p><u>At least 90% of eligible research staff participate in PDR.</u></p>	<p>Completed (slightly short of target). 87% of staff on the Research-only career pathway completed their PDR in 2019. Although this</p>

Key:  Completed
 In progress/carried forward

<p>by their school in its introductory year (2015/16) to 90.2% in 2017/18. Attention should be paid to continuing to improve the effectiveness of PDR for research staff.</p>					<p><i>is slightly short of our target of 90% for research staff it exceeds the overall University participation rate of 81% for 2019.</i></p> <p><i>In late 2019 the Researcher Pathways Working Group reviewed the PDR documentation for research staff and made revisions to reflect more clearly the needs of research staff and their managers.</i></p> <p><i>In 2020 the University made participation in PDR voluntary, in response to the COVID-19 pandemic and removed the requirement for Schools to record participation rates.</i></p>
	<p><u>C2.2. Develop and run training on getting the most from PDR as part of 'The Cardiff Researcher' programme.</u></p>	<p>OSD</p>	<p>Dec 2018</p>	<p><u>3 PDR training sessions held during Autumn 2018 in preparation for 2019 PDR cycle.</u></p>	<p>Completed. 3 sessions offered 2018-19; 4 sessions offered 2019-20 34 researchers have completed this session to date.</p>

Key:  Completed
 In progress/carried forward



<p>C3. Feedback (from various sources, including CROS) regarding the ‘Cardiff Researcher’ development programme hosted by Cardiff University for research staff continues to be positive. However, the programme, along with other sources of information for research staff regarding personal and career development, requires frequent monitoring and review to ensure the content remains relevant and effective.</p>	<p><u>C3.1 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.</u></p>	<p>OSD</p>	<p>Sept 2019 Sept 2020</p>	<p><u>Annual review of The Cardiff Researcher programme completed, with amendments made as appropriate.</u></p>	<p>Completed (2018/2019). Some developments: - Blended learning MOOC on ‘career planning’ ran twice. - Online resource - PDR for researchers - created for the staff intranet - Pilot – LinkedIn Learning for Research Staff ran from 1st May to end Sept (67 licences activated by members of research staff).</p> <p>Completed (2019/2020). Some developments: - LinkedIn Learning pilot extended for a further 12 months and continued to attract users from the research staff community - 138 members of research staff had activated licences by August 2020, and in 2019/20 we curated collections of modules in key areas for researchers. - Piloted a ‘peer coaching’ session in collaboration with the Doctoral Academy.</p>
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Key:  Completed
 In progress/carried forward



					- New course 'Insights into a lecturing career' ran twice.
	C3.2 Develop and run new modules on 'Research Leadership' and 'Wellbeing and Resilience' as part of the Researcher Development programme for the 2018/19 academic year.	OSD	Sept 2019	Availability of 'Research Leadership' (2 sessions) and 'Wellbeing and Resilience' (3 sessions) training for research staff.	Completed. To date, 44 researchers have completed 'Moving into Leadership' and 41 have completed 'Stress and Resilience'. Both modules will now be offered routinely as part of the Cardiff Researcher Programme.
	C3.3 Develop 'Curricula of Development Activity', which cluster development opportunities relevant for research staff at a particular employment level or career stage.	OSD	Jan 2019	Availability of 'Curricula of Development Activity' for research staff on staff intranet.	Carried forward. This action will be considered as part of the University's implementation of the revised Concordat as part of a consideration of the best ways to provide structured support [...] for researchers to engage in a minimum of 10 days professional development pro rata per year'.
	C3.4 Develop a CPD framework for academic and research staff, once	OSD	Sept 2020	The availability of a CPD framework for all members of academic staff.	In progress. This action has been re-prioritised by the University. It has been agreed that the initial focus

Key: Completed
 In progress/carried forward



	<p><u>a CPD manager has been appointed.</u></p>				<p><i>of the CPD framework will be on teaching and learning via the Centre for Education Support and Innovation. The ways in which we support research staff in their CPD will be considered as part of our implementation of the revised Concordat, specifically how we '[p]rovide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year'.</i></p>
	<p><u>C3.5 Continue evaluation, maintenance and update of information on Research Staff intranet sites.</u></p>	<p>OSD/ CURSA</p>	<p>Sept 2020</p>	<p><u>Continuous availability of clear, accessible and timely information for researchers on the staff intranet.</u></p>	<p>Completed. Updates have been made to the research staff intranet pages – and all-staff pages - when required throughout the period. All webpages for research staff are now available in both Welsh and English in line with Welsh Language legislative standards. However, a full review of our web</p>

Key:  Completed
 In progress/carried forward



					<i>resources for research staff will be undertaken in 2020-2021 as part of our implementation of the revised Concordat.</i>
C4. The University should regularly review support available for research managers, and research managers need to be aware of what is expected of them in that role. Efforts should be focused on ensuring greater consistency between the Colleges with respect to training and support for research managers/PIs.	<u>C4.1 Continue evaluation, maintenance and update of information for academic line managers held on staff intranet site to ensure it remains relevant, effective and timely.</u>	OSD	Sept 2020	<u>Continuous availability of clear, accessible and timely information for academic line managers on the staff intranet.</u>	Completed. Updates have been made to information for all line managers, as required, throughout the period and there is now a 'managing people and projects' section of the intranet. A further section was developed in response to the COVID-19 outbreak to give advice to line managers on different aspects of day-to-day management and broader leadership during the pandemic. This advice is regularly updated to reflect new requirements and ways of working. A full review of our web resources for research managers will be undertaken in 2020-2021 as part of our

Key:  Completed
 In progress/carried forward



					<i>implementation of the revised Concordat.</i>
	<u>C4.2 Explore the feasibility of making academic line manager training mandatory in the Colleges of Biomedical and Life Sciences (CBLS) and Arts, Humanities and Social Sciences (CAHSS), thus ensuring consistency with the College of Physical Sciences and Engineering (CPSE).</u>	PVCR/ OSD/ College HRBPs/ College Boards	Sept 2019	<u>A decision made on making line manager training mandatory in CBLS and CAHSS.</u>	Completed. Line manager training is now mandatory in CBLS. CAHSS has taken the approach of strongly encouraging people to attend as opposed to enforcing the training.
C5. The University has a strong mentoring culture where informal mentorship plays an important role in the support and development of all staff. In 2017 a new mentoring scheme was piloted by CPSE which was extended across the three colleges. This utilised a new software system (SUMAC®) for matching mentors and mentees. The mentoring scheme will be run again in 2018/19, where there will be	<u>C5.1 Monitor uptake of mentoring scheme by Research staff during the 2018/19 academic year.</u>	College HRBPs	Dec 2019	<u>20% Increase in number of research staff using mentoring scheme.</u>	Completed. The Researcher Pathways Group received a report on research staff participation in the University's academic staff mentoring scheme for the 2018/19 academic year. As at March 2019 39% of mentees registered with the scheme were research staff, as were 6% of mentors. It was not possible to monitor changes in usage over the period as it is a rolling scheme and there are not

Key:  Completed
 In progress/carried forward

3 calls for expressions of interest to maximise uptake.					<i>currently processes in place for point-in-time reporting. This matter will be considered further under our gap analysis.</i>
	<u>C5.2 Assess the efficacy of the SUMAC® matching software and its suitability for use in the mentoring scheme.</u>	College HRBPs	Dec 2019	<u>Positive feedback from staff regarding the mentoring scheme, to include appropriate analysis of mentor/ mentee matching.</u>	Completed. A review of the current Mentoring Programme for Academic Staff was undertaken in early 2020. Feedback was positive and demonstrated that there is value in continuing this provision. A three-year renewal has been agreed with the providers of the SUMAC system. In response to feedback from users of the scheme the programme will now focus on support in relation to development of research careers; grant and fellowship applications; and preparing for academic promotion.
C6. Research staff at Cardiff are represented by the Cardiff University Research Staff Association (CURSA),	<u>C6.1 In light of new ECR activities, review and evaluate current operational structure of CURSA and ways in which it can be improved to</u>	CURSA/O SD/ECRO	Sept 2019	<u>Report on the current and future operational structure</u>	Completed. In 2019 the CURSA Committee reviewed the structure and operation of the both the

Key:  Completed
 In progress/carried forward

<p>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>Influence beyond CURSA has been limited, and there are differences in practice across the University in the level at which ECRs are engaged/ represented within Schools, especially with regard to research activities.</p>	<p><u>ensure sustainability of the association.</u></p>			<p><u>of CURSA considered by ECRO.</u></p>	<p><i>committee of reps and the wider Association. Three changes resulted from this review: (i) to encourage further engagement the quarterly CURSA rep meetings were opened up to all research staff. (ii) CURSA has been working to create better links between CURSA reps and research staff members of School-level committees. (iii)the CURSA Committee now has two co-chairs to improve continuity and, potentially, the longevity of the group.</i></p>
	<p><u>C6.2 Explore ways of increasing the visibility of CURSA and, thus, the engagement of research staff (e.g. College ECR networks, University Fellows Network, and annual ECR event).</u></p>	<p>CURSA/ PVC/ECR 0</p>	<p>Sept 2019</p>	<p><u>Appropriate networks to support research staff established, with annual event held by the University to showcase their work attended by senior staff.</u></p>	<p>Completed. Throughout the period the visibility of CURSA has been raised through regular email communications from CURSA@cardiff and through the CURSA ‘Yammer’ group. A CURSA Symposium, open to all research staff, was held in May 2019 and, as above, all members of research</p>

Key:  Completed
 In progress/carried forward



					<p><i>staff are now invited to quarterly CURSA meetings. The 2020 CURSA Symposium was postponed due to the pandemic. Plans are under way to hold the first annual event to showcase the work of Cardiff's researchers in November 2020.</i></p> <p><i>CURSA Reps:</i></p> <table border="1"> <thead> <tr> <th>College</th> <th>No. Schools with Reps</th> <th>No. Schools with Vacancies</th> </tr> </thead> <tbody> <tr> <td>CPSE</td> <td>3</td> <td>4</td> </tr> <tr> <td>CBLS</td> <td>4</td> <td>3</td> </tr> <tr> <td>CAHSS</td> <td>7</td> <td>3</td> </tr> </tbody> </table>	College	No. Schools with Reps	No. Schools with Vacancies	CPSE	3	4	CBLS	4	3	CAHSS	7	3
College	No. Schools with Reps	No. Schools with Vacancies															
CPSE	3	4															
CBLS	4	3															
CAHSS	7	3															
	<p><u>C6.3 Encourage researcher representation, via CURSA, on School and College Research Committees, ensuring appropriate equality & diversity considerations in appointments</u></p>	<p>PVCR/ College Deans for Research</p>	<p>Sept 2020</p>	<p><u>All School Research Committees to have an ECR representative</u></p>	<p><i>In progress.</i> PVC-R wrote to all Directors of Research outlining her expectation of ECR and/or Research Staff representation on School Research Committees in autumn 2018. The CURSA Chair made contact with all those reps who were not actively engaged with CURSA to encourage</p>												

Key: Completed
 In progress/carried forward



					<p><i>attendance at its meetings. CURSA meetings have a standing agenda item for feedback from Research Committee reps. The Dean for Research Environment and Culture wrote to School Directors of Research in February 2020 to invite them to encourage research staff to put themselves forward for Committee membership. There is now ECR and/or Research staff representation on all School research committees (or equivalent) and 21/24 of our Schools have research staff representatives on their research committees.</i></p>
	<p><u>C6.4 Each College to develop a short accessible delivery plan around research staff/ECR support in their College.</u></p>	<p>PVCR/ College Deans for Research/ ECRO</p>	<p>Sept 2019</p>	<p><u>College ECR development and support plans signed off by ECRO.</u></p>	<p>Action reviewed. A strategic decision was made to delay this action pending the findings of our gap analysis against the principles of the revised Concordat.</p>

Key: Completed
 In progress/carried forward



<p>C7. Improving data held on the career trajectories of former Cardiff research staff will facilitate better career development support for research staff, particularly those seeking alternative careers outside academia.</p>	<p><u>C7.1 Explore options for improving the collection and monitoring of destination data for research staff leaving the institution.</u></p>	<p>HR/OSD/ CURSA</p>	<p>Nov 2019</p>	<p><u>Data collected and analysed by pathway and targets set for improvement as appropriate.</u></p>	<p><i>In progress.</i> Data on destinations are currently available from three sources: the individual’s own leaver/exit survey; their resignation letter which often specifies where they are going; and local knowledge within Schools. This is recorded in Core for HESA purposes and incorporated into the staff report. Further work could be done to improve the capture of this information where it is not captured on existing leaver questionnaires or in the letter of resignation, for example: (i) specific leaver questionnaire for research staff; (ii) emails to individual members of research staff to establish their location after they leave. These will be considered as part of our gap analysis against the new Concordat.</p>
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Key:  Completed
 In progress/carried forward



	<u>C7.2 Use CURSA to promote completion of exit survey by research staff.</u>				<i>In progress.</i> <i>The University's exit survey is being reviewed.</i>
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Key:  Completed
 In progress/carried forward



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.					
Context	New/Carried Forward Action	Lead	Timescale	Success Measure	Reviewed August 2020
<p>D1. Researchers share the responsibility for their personal and career development. This includes proactively seeking out development opportunities and keeping comprehensive records of such activity. The introduction of the Core HR people management system, through which all central development provision is booked and recorded, facilitates this.</p> <p>From CROS 2017 data it was apparent that respondents' awareness of UK and European initiatives designed to facilitate career development (e.g. Concordat, RDF, HREIR etc.) was low. Knowledge of these initiatives should be increased to ensure researchers are aware of all the tools available to help</p>	<p><u>D1.1 Ensure research staff are aware of being able to manually record wider CPD activities on their Core HR profile and provide appropriate training and/or guidance on how to do this.</u></p>	OSD	Mar 2019	<p><u>Information disseminated to research staff via face-to-face training and/or written guidance on the staff intranet.</u></p>	<p>Completed (revised action). The configuration of the HR database means that individual staff members cannot update their own training records. This must be done by the School HR Officers. This action was therefore changed to providing training to School HR Officers to raise awareness and to help facilitate this, which was completed in 2018-2019.</p>
	<p><u>D1.2 Investigate the option of augmenting the career planning section of the PDR form to encourage more thought in this area and to guide appropriate conversations between the researcher and their line manager.</u></p>	OSD/ PVCR	Jan 2019	<p><u>Revised PDR form available ready for the 2019 PDR cycle.</u></p>	<p>Completed. PDR documentation revised for 2020 cycle.</p>

Key:  Completed
 In progress/carried forward



<p>them with their career development planning.</p>	<p><u>D1.3 Improve communication to research staff about initiatives that exist to help with their career planning and development using email, social media and an enhanced intranet site, reminding them of their responsibility to stay informed about such matters.</u></p>	<p>OSD/ CURSA/ PVC</p>	<p>Commence Jan 2019</p>	<p><u>Monthly email bulletins, social media/blog posts and revised intranet site for research staff containing information and links to career development initiatives.</u></p>	<p>Partially completed. Weekly emails are sent to all research-only staff. There is also a ‘Yammer’ group set up for research staff, which is used to post details of relevant initiatives. In collaboration with the Doctoral Academy a new web resource, ‘Career Directions for Researchers’, has been developed and is due to be launched in Autumn 2020. A full review of our intranet content for researchers and their managers will be undertaken as part of our gap analysis against the principles of the revised Concordat.</p>
<p>D2. Researchers are responsible for the integrity of their research and for ensuring it is conducted in an honest and ethical manner. An online training module for ‘Research Integrity’ was introduced at Cardiff in October 2017. This is currently mandatory for new research staff, and highly</p>	<p><u>D2.1 Consideration will be given to making the online Research Integrity training module mandatory for all research staff.</u></p>	<p>PVCR/ RIS/ OSD</p>	<p>Sept 2019</p>	<p><u>Online Research Integrity training mandatory for all staff.</u></p>	<p>Completed. Since the beginning of the 2019/2020 academic year all members of academic staff on the Research only; Teaching and Research; and Teaching and Scholarship (and clinical equivalent) career pathways are required to complete research integrity training</p>

Key:  Completed
 In progress/carried forward

recommended for all existing staff involved in research.					<i>every three years. As at July 2020 42% of staff on the research-only (and clinical equivalent) career pathway had completed the training.</i>
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Key:  Completed
 In progress/carried forward



E. Equality and Diversity					
Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.					
Context	New/Carried Forward Action	Lead	Timescale	Success Measure	Reviewed August 2020
E1. The University's mandatory "Equality, Diversity and Inclusivity" (ED&I) online training has been redeveloped and was relaunched in March 2018. Online "Unconscious Bias" training is also available to staff which, while not currently mandatory at a University-level, is 'highly recommended' for staff involved in recruitment or decision-making processes. At a college level, unconscious bias training is mandatory for CPSE staff, with the other colleges likely to follow suit.	E1.1 90% of research staff will have undertaken the revised ED&I training module by September 2019.	OSD	Sept 2019	At least 90% of staff have undertaken the revised ED&I training.	In progress. As at July 2020 the completion for the University overall was 76%, and 73% of research-only staff had completed this training.
	E1.2 Give consideration to making Unconscious Bias training mandatory across CBLs and CAHSS.	OSD/ Dean for ED&I	Sept 2020	Unconscious bias module made mandatory across all three colleges.	Completed. Completing the 'Understanding Unconscious Bias' module became mandatory for all staff in January 2020. By July 2020 57% of staff had completed the module. Members of staff are required to complete this every three years.
E2. Cardiff University has held an Athena SWAN Bronze award since 2009 in recognition of its commitment to supporting and advancing women's careers in higher education and research. A	E2.1 Resubmission for institutional Athena SWAN Bronze award in November 2018.	UEB/ Dean for ED&I/ OSD	Nov 2018	Retention of institutional Athena SWAN Bronze award.	Completed. The University Athena SWAN Bronze award was retained following submission in November 2018 and an action plan is now in place for a Silver application in 2023.

Key:  Completed
 In progress/carried forward



Dean for ED&I was appointed in July 2018 and will coordinate resubmission for the Athena SWAN Bronze award in Nov 2018.	E2.2 Resubmissions for Athena SWAN award from the Schools of Healthcare Sciences (Bronze), Welsh (Bronze), and Computer Science and Informatics (Silver) in November 2018.	College ED&I/ Dean for ED&I	Nov 2018	Retention of the departmental Athena SWAN awards.	Partially completed. We currently have two Silver awards and 12 Bronze awards at School level. Schools in all three Colleges who have either let their awards lapse due to organisational reasons or who have been unsuccessful are now waiting for the changes in the Athena Swan award before resubmission.
	E2.3 Application for Juno Champion from the School of Physics and Astronomy in November 2018.	College ED&I/ Dean for ED&I	Nov 2018	Juno Champion awarded to the School of Physics and Astronomy.	Completed. The School of Physics and Astronomy has achieved Juno Champion status, having applied in November 2019.
E3. The University submitted for the Race Equality Charter Mark (RECM) in July 2017 but was unsuccessful. However, work against the objectives of the RECM action plan continues.	E3.1 Agree timeline for resubmission for Race Equality Charter Mark following re-evaluation of application.	Dean for ED&I/ OSD	March 2019	Timeline for resubmission for Race Equality Charter Mark developed and agreed.	Partially completed. The University Race Equality Steering Group, Student Working Group and Staff Working Group have all been reformed including appointing a BAME Chair for all three groups. Meetings have taken place since September 2019 and action plans have been created that focus on issues relating to students, staff and University wide practices including recruitment,

Key: Completed
 In progress/carried forward

					<i>progression, attainment gaps and content of the curricula.</i>
E4. Research leadership in Cardiff is not as diverse as it could be; for example, in terms of Directors of Research/major research entities. This limits visible role models for research staff, as well as career development opportunities.	<u>E4.1 Better understand the complex causes of ED&I discrepancies in research (via a piece of work to be led by the Dean for Research responsible for ED&I and the Dean for ED&I).</u>	College ED&I/ Dean for ED&I/ PVCr/ ECRO (supported by OSD)	Sept 2019	<u>ECRO considers recommendations and actions related to report on ED&I in research at Cardiff.</u>	<i>In progress. The Dean of EDI provided an overview of discrepancies/patterns in research only and T&R career pathways at a meeting of the RPW Group. The Group has also received data on the gender breakdown of School Directors of Research. These data will be considered further as part of our gap analysis against the revised Concordat and we will continue to work with the Dean for ED &I to build on existing University provision to develop ‘focused initiatives on gender and ethnicity leadership interventions and career development opportunities for staff with protected characteristics’ (Strategic Equality Plan 2020-2024).</i>
E5. Data from CROS 2017 showed that only 51% of respondents believe that Cardiff University promotes better mental health and wellbeing. A new Wellbeing strategy was developed and	<u>E5.1 Establish a network of wellbeing champions, including research staff representation where possible, who will assist the newly established</u>	Staff Wellbeing Steering Group (with input	Sept 2019	<u>Network of Wellbeing Champions established, with research staff representation where possible.</u>	<i>Completed. The Dignity and Wellbeing Champion programme was launched in June 2019 and we now have over 130 champions across the University from both academic staff and professional</i>



Key:  Completed
 In progress/carried forward

<p>implemented in 2017. As a result, Wellbeing is now integrated into the University Safety, Health and Environment policy statement, and a Staff Wellbeing Steering Group has been established to coordinate and monitor the delivery of the Staff Wellbeing agenda.</p>	<p><u>steering group in the promotion of the wellbeing agenda.</u></p>	<p>from OSD and CURSA where appropriate)</p>			<p><i>services, including research staff. A revised wellbeing strategy was launched in September 2020 and is supported by a calendar of wellbeing activity.</i></p>
<p>F. Implementation and Review</p>					
<p>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.</p>					
Next Step/Aim	New/Carried Forward Action	Lead	Timescale	Success Measure	
<p>F1. Implementation and Review</p>	<p><u>F1.1 Strengthen current implementation monitoring strategies by reconvening the merged ECRO/Concordat Implementation working group biannually in order to review progress and set priorities.</u></p>	<p>ECRO</p>	<p>Sept 2020</p>	<p><u>Concordat Implementation working group will have held at least 4 meetings over the period of review and have agreed a co-ordinated work plan.</u></p>	<p>Completed. <i>The Researcher Pathways Group was established in 2019 and has held six meetings over the review period. It oversees progress against the Concordat action plan and identified two other priority areas for those ECRs not covered by the Concordat (i.e. probationary T&R staff).</i></p>
	<p><u>F1.2 Run CROS and Staff Survey in 2019.</u></p>	<p>OSD</p>	<p>Sept 2019</p>	<p><u>CROS will have been run in 2019 with a 40% participation rate.</u></p>	<p>Completed. <i>We participated in CROS in May 2019 and the staff survey was held in November 2019. Our 29% response rate in</i></p>

Key:  Completed
 In progress/carried forward

					<i>CROS was lower than our target of 40% but is the same as the overall UK response rate. However, the staff survey response rate for research staff was 46% (494/1065 participated).</i>
	<u>F1.3 Ongoing review of progress against this action plan; aligned to September 2020 10-year interim HREIR review.</u>	ECRO	Sept 2020	<u>10-year HREIR Review submitted.</u>	Completed.

Researcher Pathways Working Group
September 2020

Key:  Completed
 In progress/carried forward

Appendix: Glossary of Acronyms and Abbreviations

Acronym	Definition
CAHSS	College of Arts, Humanities and Social Sciences
CBLS	College of Biomedical and Life Sciences
CPD	Continued Professional Development
CPSE	College of Physical Sciences and Engineering
CROS	Careers in Research Online Survey
CURSA	Cardiff University Research Staff Association
DORA	Declaration of Research Assessment
DVC	Deputy Vice-Chancellor
ECR	Early Career Researcher
ECRO	Early Career Research Oversight
ED&I	Equality, Diversity and Inclusion
HR	Human Resources
HRBP	Human Resources Business Partner
HREIR	HR Excellence in Research
OSD	Organisational & Staff Development
PDR	Performance Development Review
PI	Principle Investigator
PVCR	Pro Vice-Chancellor for Research, Innovation and Enterprise
RDF	Researcher Development Framework
RECM	Race Equality Charter Mark
RIS	Research and Innovation Services
RPWG	Researcher Pathways Working Group
UEB	University Executive Board