

	AU Research Culture Component	Concordat Theme	Task	Action	Success Measures/Deliverables	Timescale	Lead Responsibility	Supported By
1	Researcher Development Concordat	Implementation of Concordat	<p>Implementation of Concordat - initial tasks involve:</p> <p>a) Raise awareness of AU's commitment to the Concordat</p> <p>b) Ensure the mechanisms are in place across AU to support the Researcher Development Concordat and to implement the Concordat Action Plan</p> <p>c) Provide continuity for the Concordat @AU and maintaining relevance</p>	<p>a) Communicate to Academic and Professional Services departments across the University the key objectives of the Concordat, and their role in supporting the Concordat</p> <p>b) Audit of mechanisms to support the Researcher Development Concordat and to implement the Concordat Action Plan</p> <p>c) Establishment and maintenance of a steering group with oversight of the Concordat and a remit which considers all 4 components of research culture @AU</p>	<p>a) Increase in proportion of Academic and Professional Services staff with awareness of the Concordat, the key objectives, and their role in supporting the Concordat</p> <p>b) Audit of mechanisms to support the Researcher Development Concordat and to implement the Concordat Action Plan</p> <p>c) Establishment and maintenance of a steering group with oversight of the Concordat and a remit which considers all 4 components of research culture @AU</p>	<p>a) from Year 1</p> <p>b) Year 1</p> <p>c) Year 1</p>	<p>a) Head of Organisational Development and Learning (HR)</p> <p>b) PVC-R and Chair of Researcher Development Concordat Group</p> <p>c) PVC-R and Chair of Researcher Development Concordat Group; Comms (HR to check)</p>	<p>Graduate School, ADRs and DoRs, Concordat Faculty Representatives</p>
2	Research Careers	Professional and Career Development	<p>Training and development:</p> <p>a) Support researchers with appropriate training and development activities</p> <p>b) Support researchers with appropriate training and development opportunities</p> <p>c) Promote a positive attitude to professional development</p>	<p>a) conduct survey of training and development needs perceived by researchers and professional services colleagues supporting research activity; conduct audit of training and development support currently offered @AU; conduct analysis of gaps in training and development provision</p> <p>b) Allocation of a minimum of 10 days p.a. under the Concordat, and supporting researchers to balance the delivery of their research and their own professional development</p> <p>c) promotion of the Researcher Development Concordat</p>	<p>a) Analysis of gaps in training and development provision</p> <p>b) Incorporation of training allocation into WAMM allocation</p> <p>c) Uptake of researcher training allocation</p>	<p>a) Year 1</p> <p>b) from Year 1</p> <p>c) from Year 1</p>	<p>a) Chair of Researcher Development Concordat Group, Head of Graduate School, Skills Development Officer for PG and PDRA Researchers, RB&I Contact , HoDs Careers Development Officer</p> <p>b) WAMM Implementation lead and HoDs</p> <p>c) HoDs</p>	<p>DoRs and ADRs</p>
3	Research Careers	Employment	<p>Career Progression:</p> <p>- Provide clear and transparent merit-based promotion pathways</p>	<p>Review of promotion criteria and pathways @AU for T&R, R-only [and T&S]</p>	<p>Adoption of recommended promotion criteria, providing clear and transparent merit-based promotion pathways</p>	<p>Year 1</p>	<p>Director of Human Resources and Organisational Development</p>	<p>AU Exec and Promotions Working Group (title to check)</p>
4	Research Careers	Employment	<p>Recognition and reward:</p> <p>- provide clear and transparent merit-based recognition and reward pathways</p>	<p>Review of recognition and reward pathways and their alignment with AU research culture, revising and introducing new pathways where required</p>	<p>Clear and transparent recognition and reward pathways aligned with AU research culture</p>	<p>from Year 1</p>	<p>PVC - R and Director of Human Resources and Organisational Development</p>	<p>Research Task Committees Faculty PVCs, ADRs, HoDs, DoRs and RB&I contact</p>
5	The Researcher Experience	Environment and Culture	<p>Mental Health and Wellbeing:</p> <p>a) develop further awareness of issues regarding mental health and wellbeing, and</p> <p>b) enhance support</p>	<p>a) Promote to all staff the importance of good mental health and wellbeing, and available support</p> <p>b) Promote and encourage involvement in peer support networks, and encourage further development of formal and informal peer networks.</p>	<p>a) Produce and share information resources regarding mental health and wellbeing</p> <p>b) Increase in engagement with peer support networks</p>	<p>from Year 1</p>	<p>Health and Wellbeing Lead in HR</p>	<p>Skills Development officer for PG and PDRA's, Internal Comms, Head of the Graduate School, ADRs and Concordat Faculty Representatives</p>

6	The Researcher Experience	Environment and Culture	<p>Research community:</p> <p>a) amplify researcher voice</p> <p>b) provide peer support, share experience, and promote networking</p>	<p>a) Establish Research Forum, run by and for researchers; through inclusion of standing item on Research Cttee agenda from Women in Research Network</p> <p>b) Through encouragement and promotion of new and established formal and informal networks [Research Forum; Women in Research Network; BAME Network; etc.]</p>	<p>a) Enhanced engagement with Research Forum; contribution to research culture and policy</p> <p>b) Enhanced engagement with other new and established formal and informal networks</p>	from Year 1	Research Forum Steering Committee, Faculty PVCs PVC-R, Executive lead on ED&I , ADRs	DoRs
7	Research Environment	Environment and Culture	<p>Equality, diversity and inclusivity:</p> <p>a) Promote and support ED&I</p> <p>b) Support researchers with regard to Welsh language and culture</p>	<p>a) Development and provision of inclusive behaviours and practices workshops</p> <p>b) ADRs to host forum to explore how to better support researchers conducting research through the medium of Welsh, and exploring Welsh culture</p>	<p>a) Engagement with workshops</p> <p>b) Recommendations for improved support of researchers conducting research through the medium of Welsh, and exploring Welsh culture</p>	Year 1	<p>a) HR</p> <p>b) Faculty ADRs</p>	Line Management
8	The Researcher Experience	Employment	<p>Good Management:</p> <p>- provide time and effective support to facilitate research</p>	<p>a) Commitment to supporting University Research Leave Policy</p> <p>b) Commitment to protecting time for research activities for all T&R staff</p> <p>c) Review support for research from Professional Services (e.g. Finance; Research Finance; HR; Information Services; DRBI)</p>	<p>a) All T&R staff eligible to apply for RL on a 1-in-8 semester basis</p> <p>b) All T&R staff allocated minimum of 550 hours research in WAMM, in accordance with University Policy</p> <p>c) Clarity regarding support available for research by Professional Services, and responsibilities of Researchers and Professional Services staff; recommendations for further improvement in the efficacy of support for research</p>	<p>a) from Year 1</p> <p>b) from Year 1</p> <p>c) from Year 1</p>	Exec, Heads of Professional Services, HoDs and ADRs	DoRs in departments
9	The Researcher Experience	Professional and Career Development	<p>Support - career, personal, research:</p> <p>a) Encourage research evaluation and self-reflection</p> <p>b) Encourage staff to achieve their research potential</p> <p>c) Nurture research ideas</p>	<p>a) Provide opportunities for meaningful research evaluation and self-reflection</p> <p>b) Change in emphasis for review meetings with individual researchers from research 'monitoring' to research 'mentoring'</p> <p>c) Provision and preservation of internal seedcorn funding opportunities for pilot studies, conference attendance, and impact-related activity.</p>	<p>a) Uptake of research evaluation and self-reflection opportunities</p> <p>b) Uptake of research mentoring meetings and enhanced research performance</p> <p>c) Development of research ideas into full grant applications, outputs, and impact.</p>	from Year 1	a&b) AU Research Task Committee c) PVC-Research	HoDs, DORs and RB&I
10	Research Values	Environment and Culture	<p>Integrity:</p> <p>a) Supporting research ethics and integrity</p> <p>b) Promotion of integrity across AU research</p> <p>c) Promotion of research ethics across AU research</p> <p>d) Promotion of Responsible Research</p>	<p>a) Review of governance structures for ethics and integrity @AU for research and related activities</p> <p>b) Formal creation of Research Due Diligence and Integrity Officer role @AU</p> <p>c) Training and support through Research Ethics and Integrity Officer (REIO)</p> <p>d) Training and support for responsible research, including for research supervisors</p>	<p>a) Clarity in structures for the governance and operation of research ethics and integrity @AU</p> <p>b) Enhanced support for integrity and due diligence in research and related matters</p> <p>c) Enhanced support for, and engagement with, research ethics</p> <p>d) Enhanced support for, and engagement with, responsible research culture</p>	<p>a) Year 1</p> <p>b) Year 1</p> <p>c) from Year 1</p> <p>d) from Year 1</p>	<p>a) Chair of University Research Ethics Committee (UREC)</p> <p>b) PVC-R and Director of RB&I</p> <p>c) PVC-R and REIO</p> <p>d) LTEU and Head of Graduate School</p>	<p>a) UREC, PVC-R/Exec</p> <p>b) RB&I</p> <p>c and d) Research Integrity Officer, Graduate School, DoRs, HoDs Project PIs</p>

11	Research Values	Environment and Culture	<p>Collegiality:</p> <p>a) Promoting collegial behaviour</p> <p>b) Recognising and rewarding collegial behaviour</p>	<p>a) Recognition of activities through WAMM, such as external commitments to reviewing, examining, senior roles in learned societies etc.; internal commitments such as support for mentoring junior colleagues, University-level activities, etc.</p> <p>b) Identify appropriate means of recognising and rewarding collegial behaviour (e.g. potentially through promotions criteria; new research award for collegiality in research? etc).</p>	<p>a) Increased involvement in external and internal collegial activities</p> <p>b) Promotion of collegial behaviour, enhancing research culture</p>	from Year 1	a and b) Exec, Faculty PVCs, HoDs, ADRs	Research Task Group, Research Committees, and DoRs
12	Research Values	Environment and Culture	<p>Openness and Transparency:</p> <p>Promote and support open research to maximise re-use of publically-funded research to amplify social, economic and research benefits, and to stimulate high-quality research</p>	<p>a) Promote and support open access research outputs</p> <p>b) Promote and support open data</p>	<p>a) Increase in proportion of open access research outputs</p> <p>b) Increase in open data shared</p>	from Year 1	PVC-R and Chair Of Scholarly Communications Group	Open Access and Research Data Officer, REF and Research Monitoring Manager, Director of Research Excellence and Impact