

BANGOR UNIVERSITY CONCORDAT ACTION PLAN 2016-2020 – UPDATE

The four key strategic priorities outlined in our 2016- 2020 action plan are noted below. The actions in the Plan were formally reviewed by the SCG and HRTG in 2020.

PRIORITIES	SUCCESS MEASURES	PROGRESS
<ol style="list-style-type: none"> 1. To identify researchers with leadership potential and support their development – this will be achieved through the development of a University Research Leadership Programme. 2. Provide support for researchers and research careers through a career development-planning pathway – this will be primarily carried out through the development of the PDR process and further enhancement of the researcher development programme and networking and engagement with the Welsh Crucible. There will be specific actions to support early career researchers. 3. Deliver a mentoring scheme for publications, grant applications and to support career development. 4. Embed the principles of the extended Athena SWAN Charter in the University. 	<ol style="list-style-type: none"> 1. Four Research Leadership Programmes to be held by 2020 and positive response by participants. 2. A comprehensive career development pathway for researchers which will be supported through the PDR process, the Researcher Development Programme, Welsh Crucible and informed and supported by a University-wide research network. 3. As part of a wider University coaching and mentoring scheme, specific research career development mentoring will be an integral element of the scheme of which all researchers have the opportunity to participate. 4. By the end of the period four additional Schools will have achieved Athena SWAN awards and the University will have achieved another institutional bronze award under the extended charter. 	<ol style="list-style-type: none"> 1. Three Programmes have been run and one was due to start in June but has now been delayed (<i>see action in Principle 2, objective 3</i>). 2. Career development resources for research staff have developed considerably since 2018. In addition to the PDR and Welsh Crucible, researchers in Bangor are now provided with an extensive range of development opportunities that include: <ul style="list-style-type: none"> • Researcher Development Programme – the provision has doubled for staff in the period. • Research Leadership Programme (<i>see actions in Principle 2, objective 3</i>). • Academic Mentoring Programme (<i>see actions in Principles 3 and 4, Objective 4</i>). • Career Development Programme (<i>see actions in Principles 3 and 4, Objective 4</i>) • The RDRC Group have informed this development. 3. Two academic mentoring schemes have been launched (<i>see action in Principles 3 and 4, Objective 4</i>). 4. This University currently holds a University Athena SWAN Bronze award (valid until 2022) and three Schools have achieved the award since

		2016 (see actions in Principle 6, Objective 2). Two Schools made applications in April 2020.
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OVERVIEW OF PROGRESS AND ACTION PLAN FOR 2018-2020

PRINCIPLE 1: RECRUITMENT AND SELECTION

	Aim	Action identified for 2016-2020	Success Indicators	Lead Resp.	Date	PROGRESS
1	To improve support and guidance for managers who have fixed term staff and for staff on fixed term contracts to ensure they are aware of the support available to them.	<ul style="list-style-type: none"> i. Develop a Fixed Term Guide for managers so that they are aware of the fixed term process from a HR perspective and are aware of the wide range of support available to staff. ii. Develop a Fixed Term Guide for staff so that they are aware of the support available to them. iii. Send the Guide to all relevant staff. iv. Hold a survey at the end of 2017 to measure the level satisfaction with support provided by the University to fixed term contract staff. 	<ul style="list-style-type: none"> • That future focus groups and evaluations report improved level of satisfaction of support for fixed term staff. • Fixed term guide completed. • 60% of staff on fixed term contracts are satisfied with the level of support by the University. 	DDHR(D)	Completed	<ul style="list-style-type: none"> i. A Guide to the Management and Employment of Contract Research Staff has been completed and sent to staff. ii. It was decided that the areas addressed in the Guide would be suitable for managers and staff and therefore one Guide has been produced for both managers and staff. iii. Some amendments were suggested by UCU and following approval the Guide was communicated to relevant staff and managers and included on the RIIO/HR websites. iv. Rather than hold a specific survey for fixed-term staff an open-text question regarding staff on fixed term contracts was included into CROS

						<p>2019 survey. Key areas highlighted in terms of support:</p> <ul style="list-style-type: none"> • Issues around staff retention and continued employment support. • Management of fixed-term contracts in terms of improving process and communication at contract renewal stage • Eligibility of staff on fixed-term contracts to apply for grants <p>This feedback has been considered as part of HR discussions in relation to the Casualisation Group with UCU to address fixed term issues.</p>
2	Review the support available for staff on fixed term contracts.	<p>i. Establish a group to examine the range of opportunities that can be provided to staff on fixed term contracts – particularly in relation to securing further employment.</p> <p>ii. Consult with UCU and hold 3 focus groups with fixed term contract staff each year.</p>	<ul style="list-style-type: none"> • As above. 	DDHR(D)	9/20	<p>Update 2020:</p> <p>In the current academic year a joint working group has been established with the Trade Unions, with UCU taking the lead role on behalf of the three recognised Unions. The purpose of the Group is to examine all aspects of casualisation. At its first meeting, having identified and defined casualisation, the group sought to define its priorities. Fixed-term contracts have been identified as the priority area. The actions that have been carried out to date include:</p> <ul style="list-style-type: none"> • Updating the current Fixed Term Contract Policy. This will now be negotiated with UCU before implementation.

						<ul style="list-style-type: none"> In addition to the Policy, review many of the process that sits policy will be examined. This will include developments and changes in systems to better record decisions e.g. justification for the use of fixed-term contracts. Also, the consultation process that takes place with a staff member prior to the expiry of a fixed-term contract, and the introduction of monitoring processes for those staff members who remain on fixed-term contracts having been employed for a period of four years.
3	Continue to develop the probation process to ensure improved monitoring between the related Departments and Colleges.	Form a group in the HR Department to identify where the probation process can be improved particularly for contract research staff.	Actions identified by the Group are implemented.	DDHR(O)	6/19 now 12/20	<p>Update 2020: A review of the Probation Policy has commenced. This forms part of the staff members Terms and Conditions of employment, and negotiation with the three recognised Unions will take place on the revised policy.</p>
4	Increase the number of staff moving from fixed term contracts to open ended contracts.	Develop a process to monitor the number of staff transferring from fixed term contracts to open ended contracts.	Aim to reduce the number of staff on fixed term contracts by 5%.	DHR	9/20	<p>Update 2020: This is monitored annually and at the time of our last application 42% of research staff were on fixed-term contracts. In April 2018, 39% of research staff were on fixed-term contracts. However, in 2020 this figure increased and staff with role profiles included the number of fixed term contract staff is 43% and staff with specific research profiles is 55.5%. We are now monitoring</p>

						this more effectively and as noted above this is being discussed with UCU.
ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)						
4	Improve the accuracy of the data in relation to recruitment.	Work with Schools and Colleges to Improve the procedure for capturing recruitment data so that the data is annually monitored and Schools are aware of the necessity to update and capture information effectively.	Improvement in recruitment statistics reporting to inform future action plans effectively.	DDHR(O)	Completed	Recruitment data is captured monthly and collated annually as part of our Equality data capture.
5	Encourage applicants from diverse backgrounds to apply for research positions in the University.	Where appropriate include a positive statement on recruitment adverts and documentation encouraging women and BME applicants to apply for positions in the University.	The statistics collected annually for the Strategic Equality Report and for consideration by the RDRCG and Equality and Diversity Task Group and take any actions if any issues are identified.	HR&EO	Completed	A statement has now been added to the main recruitment page (that includes research posts) <u>noting the University's commitment to equality, inclusion and the Welsh language.</u>

PRINCIPLE 2: RECOGNITION AND VALUE

	Aim	Action identified for 2018-2020	Success Indicators	Lead Resp.	Date	Progress
1	Continue to enhance the PDR process.	<ul style="list-style-type: none"> i. Develop an electronic PDR process for staff and work with the Colleges to inform the development of the academic PDR form. ii. Provide additional PDR training to support the process. iii. Provide a Guidance Document for reviewers and 	<ul style="list-style-type: none"> • New academic PDR form developed and positive response from staff identified through PDR survey. • Electronic PDR process introduced. • Completion rate for annual completion improves to 85%. 	<p>DHR</p> <p>DHR</p> <p>DDHR(D)</p>	Completed	<p>Update 2020:</p> <ul style="list-style-type: none"> i. A new electronic academic form has been developed as a basis for the new electronic form and response to the new form has been positive. ii. All managers will receive PDR training from June 2020 (this was delayed due to the actions taken by the University in light of the Covid 19 outbreak).

		<p>reviewees on how to undertake an effective PDR with reference on how to best utilise the RDF when addressing development needs.</p>	<ul style="list-style-type: none"> • Ensure a PDR completion rate of 85% for ECRs and CRS. • Sessions held regarding PDR process to all Schools for reviewers and reviewees. • Guidance document for academic staff produced to support training and available on line. • Improve level of staff who find the PDR useful to 75% (CROS). 		<p>iii. On-line training for research managers has also been developed to support the on-going training</p> <p>iv. The RDF will be outlined in new review training and an on-line presentation has been developed to support this training.</p> <p><i>In terms of success indicators:</i></p> <ul style="list-style-type: none"> • The University completion rates declined to 25% in 2018 but had improved in 2019 to 41%. This has been attributed to the restructuring and impact of potential. However, in the CROS 2019 survey 67% of respondents noted that they had received a PDR - this consistent with the results of the recent staff survey in which staff who undertake research noted that 66% of staff had received a PDR. 60% of staff on fixed term contracts received a PDR. • In the Staff Survey 86% of Research Only staff noted they found the PDR useful and 86% of Teaching and Research staff noted that they found the PDR useful. 81% of fixed term contract staff found the PDR useful. • In terms of PIRLS: 85% of respondents had completed PDR. 64% of PIRLS respondents found PDR useful (up from 56%).
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ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)

		<p>i. Launch new electronic PDR process</p> <p>ii. Provide PDR refresher training for reviewers to emphasise the importance of discussing long term career development in the review and outline the need to clearly communicate strategic objectives and expectations.</p> <p>iii. Review the factors for the low completion rate for ECRs and CRS. Surveys and informal evidence suggest that the figure for completion is much higher. Therefore, we will hold a review to see if the on-line PDR recording form is being used correctly by relevant reviewers and / or if the major contributor to the low number was the impact of the restructuring process during the period. There will now be regular monitoring of completion rates for ECRs and CRS at a School level (i.e. three times a year not once a year)</p>	<ul style="list-style-type: none"> • Hold pilot of new electronic system from September. Aim to roll out new system from December 2018. • Continue with the aim identified in 2016 for an annual completion rate of 85%. • 50% of academic reviewers will receive PDR refresher training by 2020. This will be part of an on-going process in which eventually 100% of academic reviewers will undertake PDR refresher training • Continue with aim identified in 2016 to ensure a PDR completion rate of 85% for ECRs and CRS. 	<p>DD(HR)D</p> <p>SDT</p> <p>DD(HR)D</p>	<p>Completed</p> <p>4/20 now 6/21</p> <p>6/21</p>	<p>i. The electronic PDR process is ready but due to Covid 19 this has again been delayed.</p> <p>ii. Refresher training has been completed and provided for all new reviewers.</p> <p>iii. Much effort has been made to increase the number of ECRs and CRS who have reviews through meetings with Heads of school. The completion rate is now 66% but the restructuring had an impact on completion levels.</p>
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2	Ensure research leaders and contract research staff are aware of the full range of support available to staff.	<p>Develop guidelines for contract research staff and PIs regarding research leaders' responsibilities in relation to research staff and the wide range of support available to them.</p> <ul style="list-style-type: none"> • Work with RDCG to identify key areas of support for PI's and staff. • Work with focus group of PI's across the University to examine their ideas in this area. 	Guide produced for staff and PIs and presentation given in all 5 Colleges and positive response by staff received in presentations as noted in evaluation feedback.	DDHR(D)	Completed	Guide has been completed – see Principle 1, Point 1.
3	Provide a programme to support researchers to develop their leadership skills.	<p>i. Develop an in-house programme that addresses research leaders' responsibilities and supports them in developing their skills as effective research leaders. Hold a pilot initially with staff from all the Colleges.</p> <p>ii. Develop guidelines regarding research leaders' responsibilities in terms of supporting researchers and sources of information.</p>	<ul style="list-style-type: none"> • Hold two research leadership programmes per year. • Positive feedback in the programme evaluation. • As Success Indicator noted in point 2. 	DDHR(D) AS&RDM	5/20	<p>i. Three Research Leadership Programmes have been held to date. The Programme consists of a range of workshops that include areas such as; personal skills development, leadership skills, leading project teams, getting research grants and developing your career. The workshops are also supplemented by resources on Teams and the University's research leaders also contribute extensively to the Programme. 38 staff have attended the programme / are currently attending the Programme. Another Programme for 14 staff will start in September. There has been very positive response to the Programme with 71% of participants noting that the Programme was excellent.</p>

ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)

4	With the development of the Professional Behaviours Framework ensure that Pl's are aware of their commitments as managers in relation to the Framework.	<ul style="list-style-type: none"> i. Communicate the Professional Behaviours Framework to staff and managers. ii. Link the Framework to the Universities Staff Development Programme. 	<ul style="list-style-type: none"> • All staff made aware of the Framework. • 8 sessions held for managers and staff in the Colleges to communicate the Framework effectively. • Positive response to the Framework as outlined in staff surveys. 	DD(HR)D	12/19 now 9/21	The Professional Behaviours Framework was developed and approved. However, due to the restructuring the introduction of the Framework was delayed. Following the Staff Survey and focus groups the Framework will be revisited towards the end of 2020.
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PRINCIPLE 3 AND 4: SUPPORT AND CAREER DEVELOPMENT

	Aim	Action identified for 2018-2020	Success Indicators	Lead Resp.	Date	Progress
1	Provide support for researchers and research careers through a career development pathway.	<ul style="list-style-type: none"> i. Review the provision of the Researcher Development Programme and improve the link between the programme and the RDF. ii. Develop a career development guide for staff to ensure that they are aware of University's expectations and the support available to them. iii. Continue to develop the Researcher Development Programme in conjunction with REO and the Doctoral School. 	<ul style="list-style-type: none"> • 75% of researchers satisfied with Researcher Development Programme from workshop evaluation. • Improve the level of staff noting in CROS that they have a clear development plan to 65%. • Improve the level of staff in CROS noting that they have access to training opportunities to 85%. • Researcher development Guide completed and distributed to all research staff. 	<p>AS&RCM /REO</p> <p>DDHR(D)</p> <p>AS&RCM</p>	<p>Completed</p> <p>12/18</p> <p>5/18</p>	<ul style="list-style-type: none"> i. Completed. ii. A decision was made not to develop a specific career development guide as information is already available on the Researcher Development website, the Staff Development web site and the CELT website. Also, the Career Development Programme has been developed and a webpage to include previous talks and resources is in the process of being developed. iii. Completed.

			<ul style="list-style-type: none"> • Increase the number of research staff attending Researcher Development Programme by 10%. 		<p>Success Indicators:</p> <ul style="list-style-type: none"> • The number of sessions offered has significantly increased in recent years, between 2016 and 2018, 14 events were held for researchers and 78 members of staff attended these events. Between 2018 and up to May 2020, 30 workshops have been held and 137 staff have attended these workshops. • There have been high levels of 74% of attendees noted that they will attend future events. • In the recent Staff Survey: <ul style="list-style-type: none"> • 81% of Research Only staff and 69% of Teaching and Research staff noted that they were happy with their current level of learning and development. 82% of staff on fixed term contracts are satisfied with their current level of learning and development • 80% of Research Only staff, 68% of Teaching and Research staff and 79% of fixed term contract staff noted that they are given the same opportunities to develop as other staff. • 81% of Research Only staff, 67% of Teaching and Research staff and 79% fixed term contract staff noted that they have
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						received sufficient training and learning to do their jobs well.
2	Further enhance research support for early career researchers.	<p>i. Hold an ECR mini-conference to examine development of a University-wide ECR network and identify key development needs for the next two years.</p> <p>ii. Arrange a series of talks for the ECR Network in the topics identified in the mini-conference.</p>	<ul style="list-style-type: none"> • Arrange annual University mini conference to give ECRs the opportunity to present their research. • Engagement with ECR Network Group (aim to ensure that 70% of ECRs engage with the Network). 	AS&RCM /RIIO AS&RCM	7/18 Annual Review in September	<p>Due to the success of the ECR Network meetings (at least four are held each year) it was decided that a mini conference was not necessary. ECR workshops have been held during the year with support of the RDCG. The Group has had a positive impact on developing our researcher development provision in a relatively short period of time and the next period will see further expansion and development of the Network.</p> <p>A number of ECR network sessions have been held that have included Media training, applying for research funding and using social media to promote research. Another session has been arranged specifically to provide ECRs with the opportunity to meet the new ECR representatives on the RDCG, or the CRS representative on BU's Athena SWAN Group.</p> <p>Success Indicator: 38% of ECRs have engaged with the Network to date.</p>
3	Develop a series of on-line guides for researchers.	Identify potential areas with the RDCG areas could include; impact and public engagement and managing grants.	Develop three on-line guides following consultation with the ECR Network.	RDRCG/ AS&RCM	Completed	An on-line guide to the RDF has been developed also presentations developed for the on-line researcher induction programme on Blackboard

						are available to other research staff as on-line guides.
4	Develop a mentoring scheme for career development, publications and grant applications.	Develop a Task and End Group to investigate the development and implementation of a mentoring scheme to support researchers.	Progress towards mentoring process within the Colleges and / or process within the University.	RDRCG	Completed	<p>Two Academic Mentoring Schemes were introduced in 2019. The Academic Mentoring Scheme and the Senior Academic Mentoring Scheme. The Academic Mentoring Scheme has been developed with the intention of providing staff with the opportunity to be mentored by staff outside their School / College. The Senior Academic Mentoring Scheme has been developed to support staff from Lecturer 2 grade who are applying for promotion.</p> <p>Staff apply to the Scheme in June and they are then matched with the expectation that their mentoring will continue for 12 months. Training is given to both mentors and mentees. A member of staff who is a qualified coaching supervisor manages the process and provides support to staff on the Scheme.</p> <p>We currently have 30 mentoring pairs participating in the Academic Mentoring Scheme and 23 mentoring pairs are participating in the Senior Mentoring Scheme. 71 staff have indicated that they wish to participate in the scheme in 2020/21.</p>

						<p>Success Indicator: In the evaluation of the Scheme 90% of participants noted that they had found it very useful/useful and 94% said they would recommend the scheme to others.</p>
5	Further enhance careers information for staff and review the format in which careers advice is provided.	Review career sessions format - feedback from researchers suggests that they would engage more with career sessions if they were more informal	Develop careers events (3 a year) following consultation with ECR Network.	AS&RCM	On-going	<p>A Careers Programme with contributions from HR, researcher development, the Careers Service and external contributors (who are alumni) has been developed. The Programme is open to staff and PhD students Sessions include:</p> <ul style="list-style-type: none"> • You and Your Career • Careers Outside Academia • Working in Academia and • A Guide to the RDF <p>10 staff attended the first session but we have postponed the rest of the Programme until September.</p>
6	Improve the induction process for research staff.	Develop specific on-line induction information for researchers.	On-line induction document completed.	AS&RCM	5/18	<p>Since May 2018, 88 research staff have attended the University induction and 25 staff have attended the 3 research induction session. The numbers attending the research induction are disappointing which has prompted the development of the on-line research induction presentations and addressing induction will be a key objective of the next action plan. However, staff who attended the researcher induction have found it very useful.</p>

ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)						
7	Attract more external speakers to the ECR Network to provide a greater breadth of experience from both academia and external organisations.	ECR Network to identify external speakers from academia and external organisations.	<ul style="list-style-type: none"> Hold two events a year with external speakers. Get positive response to events from the event evaluation. 	AS&RCM	5/20	Working with Alumni Office to invite Bangor PhD Alumni now working in a range of sectors to contribute to sessions on careers outside academia to run in 2020 – see point 5 above.
8	Improve communication of the University ECR Network Events and School / College-based ECR events.	<p>I. Develop an ECR Network page on the Researcher Development web page and Twitter so that all the University and College ECR Network events can be advertised in the same location.</p> <p>II. Encourage more College / School based ECR support events.</p>	<ul style="list-style-type: none"> Website and Twitter page completed. RDRCG members to look for opportunities to develop School and College based events and have two events in each College each year. Reported satisfaction with communication of ECR Network events reported in event evaluation. 	AS&RCM RDCG	Completed 5/20	<p>i. <u>Researcher Development website completed</u>; the website pulls together relevant information for researchers in terms of training sessions, information on the RDCG, mentoring etc. There is a dedicated section on the website highlighting our support for ECRs.</p> <p>ii. Evidence for increased School-based support for ECRs in certain Schools, and links to central support. School of Ocean Sciences and School of Health Sciences have ECR networks. Health Sciences recently organised an ECR conference; AS&RC invited to give overview of University support for ECRs/researchers.</p> <p>iii. Minutes for RDCG meetings are sent to College Research Committees and are available for all staff on the Researcher Development web pages.</p>

9	Provide on-going development for PhD supervisors.	Review support provided to PhD supervisors.	Following the review develop appropriate workshops and interventions to support the on-going development of supervisors.	Doctoral School	5/20	<p>Established a dedicated section of the Doctoral School website for Doctoral supervisors : https://www.bangor.ac.uk/doctoral-school/supervisors.php.en.</p> <p>This includes short recordings of doctoral supervisors sharing experiences and providing advice are included here for staff. Lunchtime sessions for discussion of Supervisory issues are being offered. Doctoral School Board is where issues are raised and interventions are initiated to address those. For example, a recent Research Professional training session was offered for Doctoral supervisors as they requested at DSB.</p>
10	Develop the opportunity for interdisciplinary work and development.	Hold two interdisciplinary mini-conferences before 2020.	<ul style="list-style-type: none"> • Positive responses to the mini-conferences in terms of new learning, networking and increasing the number of inter-disciplinary projects. • Increase the number of inter-disciplinary projects by 10%. 	RIIO/AS&RCM	5/20	<p>Sessions on Interdisciplinary Research aimed at ECRs has been held. A number of academics involved in interdisciplinary research shared their experiences. In the evaluation the quality of speakers and overall enjoyment of session rated as excellent by those attending.</p> <p>As a result of this event, one of the speakers has delivered a session on Interdisciplinary research to the School of Education & Human Development</p>

11	Provide ECRs with additional opportunities to help them develop research capacity and capability.	<p>i. Introduce ECR Bangor University Researcher Travel Grants.</p> <p>ii. Introduce ECR Bangor University Research Support Awards.</p>	<ul style="list-style-type: none"> • Continue to provide annual financial support for the awards. • Positive response to awards recognised by survey/focus groups. • Each grant awarded is linked to the production of tangible outputs. Each academic awarded a grant (both travel and research grants) will be required to produce at least one output or grant application of relevance to the discipline. 	RIIO	5/18 Review impact 6/19	<p>(i) and (ii) In 2018-19 some 26 applications were received for the two ECR grant schemes (i.e. Travel and Research Support) of which 24 were funded. Awards made were a mixture of fully funded activity and matched contributions.</p> <p>Most awards were valued around £500 or less, however, three awards for exceptional projects were made of the order of £1,500. The total scheme value was £13,500.</p> <p>With respect to equality and diversity measures 25% of the awards were made to male ECRs and 75% were made to female ECRs.</p> <p>With respect to Discipline splits, a reasonable spread was achieved with 46% of the awards made to ECRs in the Sciences and Engineering domain; 33% being made to ECRs in Arts and Humanities and 21% being made to ECRs in the Healthcare Sciences domain. Given that traditional Postdoctoral researchers funded on research grants in the Sciences and Engineering make up the largest cohort of ECRs in Bangor this outcome reflects positively on the wide-reaching success of the scheme.</p>
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12	Review the University's support to staff regarding grant applications.	<ul style="list-style-type: none"> i. Review current support processes for staff and innovative ways to support staff. ii. Include grant capture workshop on Research Leadership Programme. 	<ul style="list-style-type: none"> • The quality and quantity of grant applications will increase through this intervention. We anticipate there to be a 15% increase in high quality grant applications submitted (as assessed by internal and external peer review). We expect this to convert to a 10% increase in success across the organisation. • Level of satisfaction of support provided by the University provided by a question include in the CROS survey. 	<p>RIIO</p> <p>DD(HR)D</p>	<p>5/20</p> <p>9/19</p>	<p>RIIO have developed a number of training sessions to support staff with grant applications. RIIO have offered the following sessions twice in 2019:</p> <ol style="list-style-type: none"> 1. Funding opportunities 2. Developing a Research Proposal 3. The Cost of your Research 4. Grant Evaluation and Review <p>Evaluation of these sessions from attendees are very positive, with an overall score of between 5.1 and 5.7 (where 6=Excellent; 1 = poor) for each session.</p> <p>These sessions will run twice a year.</p> <p>Grant Capture workshops have been included in all the Research Leadership Programme Cohorts run. The mixture of strategic direction and technical guidance from RIIO staff alongside the tactical guidance and advice based on personal experience from senior 'research mentors' was very positively received.</p>
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13	Share best practice across the University.	Continue to hold sessions to inform and share best practice in key areas such as: Impact and grant capture through discussions and case studies.	<ul style="list-style-type: none"> i. The quality and volume of grant applications are improved, and will be monitored in our annual rolling REF process, and through internal and external peer review processes. We aim to increase high quality grant applications by 15% by 2020. ii. The number and quality of impact pathways and stories are improved. This will be monitored through PURE and through our annual rolling REF processes. 	RIIO	5/20	<p>Whilst there is no direct or simple correlation between the quality and volume of grant applications, nor is there between the sharing of best practice of such success, there are some positive indicators of improving research activity.</p> <p>The University has seen its research income increase in recent years from £18.3M in 16/17 to £21.3M in 17/18 to £21.3M in 18/19 with forecasts of between £24.6M for 19/20.</p> <p>We are however, more confident that the work we have undertaken to give researchers a better and more sophisticated understanding of the impact of their research, has been successful as seen by the finessing of existing Impact Case Studies for REF 2021 as well as the development of new candidate ICS.</p> <p>With respect to the Pathways to Impact required for inclusion in Research Council grant applications, we have seen a significant and largely unexpected change. Early in 2020 UKRI announced that they will no longer require researchers to include Pathways to Impact statements in their grant applications. The argument in support for the change being three-fold (i) that</p>
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						P to I statements were by not typically used in the scoring of applications (ii) that they were an additional administrative burden (iii) that the principle of Impact was now so deeply embedded in the UK's research culture that it did not need this reinforcement.
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PRINCIPLE 5: RESEARCHERS' RESPONSIBILITIES

	Aim	Action identified for 2018-2020	Success Indicators	Lead Resp.	Date	Progress
1	Ensure all research leaders are aware of their responsibilities.	<ul style="list-style-type: none"> Hold sessions in the five Colleges in relation to RCUK Pathways to Impact, and the Concordat. 	All sessions completed.	AS&RCM /RIIO	Completed	<ul style="list-style-type: none"> All five sessions completed regarding the Concordat. 27 sessions undertaken in relation to impact with over 600 academic staff attending these sessions, including ECRs.
2	Improve awareness of researchers' ethical and research integrity.	<ul style="list-style-type: none"> Send email regarding the new Research Ethics Policy to all relevant staff. Arrange a series of workshops for staff to communicate the revised Research Ethics Policy effectively. 	<ul style="list-style-type: none"> Email sent out to all staff. 2 workshops held to communicate the policy. 	P&GO	<ul style="list-style-type: none"> Completed Completed 	<ul style="list-style-type: none"> New policy has been completed and is up on the web site. 2 sessions regarding research ethics have been held for staff. 26 staff attended these sessions. More targeted information and training in provided at College/School level.
ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)						
3	Ensure that staff are aware of their responsibilities in relation to impact.	<ul style="list-style-type: none"> Develop impact sessions for staff on topics such as Pathways to impact – which will be supported by online training resources 	Ensure all actions undertaken and investigate a methodology to link the impact of the sessions and on-line modules on improving the quality and quantity of impact case studies.	RIIO	Completed	i./ii. Completed – these sessions are delivered several times a year to both university wide audiences and at a more specific School level. Experience has shown that these latter events are much more valued (largely due to their

		<ul style="list-style-type: none"> ii. Introduce University-wide impact themed events – 1-2 per year iii. Hold ‘Costing a research Proposal’ session for staff. iv. Develop an on-line module on generating impact from research. 				<p>more focussed and local nature) than the events for wider audiences.</p> <p>iii. Completed/Ongoing – this training session is one of RIIO’s most popular events being valued both by new ECRs and existing staff refocussing their research efforts.</p> <p>iv. This online module is currently under development.</p>
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PRINCIPLE 6: EQUALITY AND DIVERSITY

	Aim	Action identified for 2018-2020	Success Indicator	Lead Resp.	Date	Progress
1	Ensure that the employee support provision reflects best practice in the sector.	<ul style="list-style-type: none"> i. Provide guidance for PIs on employee support policies. ii. Hold workshops in all the Colleges to outline the University’s support in this area. 	<ul style="list-style-type: none"> • 5 workshops to be held across the University in 2016/17. • Improve responses in the CROS survey that 90% of staff agree that the University is committed to equality and diversity. 	HR	<p>Completed</p> <p>Completed</p>	<ul style="list-style-type: none"> i. Guidance on these policies are available on the web and highlighted to managers. ii. 5 talks regarding the University’s Employee Support Policies were held in 15/16 by HR, Health and Safety and from the University crèche to make staff aware of the policies and support available to them. These were well received by staff. <p>Success indicators: In the recent staff survey</p> <ul style="list-style-type: none"> • 92% of Research Only staff, 74% of Teaching and Research staff and 85% of fixed term contract staff noted that they believe that the University is

						committed to equality of opportunity for all of its staff. The 2019 CROS noted 75% to the same question in 2019. 82% of PIRLS respondents agree that the University is committed to equality and diversity.
2	Progress the University's Athena SWAN strategy through the Athena SWAN applications.	<ul style="list-style-type: none"> i. Support Schools to achieve Athena SWAN awards. ii. University to be successful in reapplication for University Athena SWAN bronze award. 	<ul style="list-style-type: none"> • Four additional Schools to achieve Athena SWAN awards. • University achieves Athena SWAN Award. • CROS survey reports that 90% of staff agree that the University is committed to equality and diversity. 	ASTG	On-going	<ul style="list-style-type: none"> i. The following Schools have currently achieved Athena SWAN awards; School of Ocean Sciences, Psychology and Business. The former School of Environmental Science had an award until November 2019 and reapplied in November. The School of Computer Science and Electronic Engineering also applied in April. ii. School of Computer Science & Electronic Engineering and the School of Natural Sciences submitted in April 2020. The majority of other Schools have started working towards submission for awards. iii. See relevant KPI above. iv. There has been an increase in awareness of the Athena SWAN charter in CROS: 61% in 2019 (up from 57% in 2017).
3	Develop gender related networking events in the University to provide effective career development advice and role models for staff.	<ul style="list-style-type: none"> i. Arrange Athena SWAN presentations to increase awareness and improve knowledge of the Athena SWAN principles and the University's commitment to those principles. 	<ul style="list-style-type: none"> • Arrange 3 Athena SWAN presentations a year. 	AS&RCM	On-going Completed	Three very successful International Women's Day events were held in 2017, 2019 and 2020 (the 2018 event was cancelled due to strike action). The theme of the 2017 event was "Paths to Progress", the 2019 event was "Inspiring careers". The theme of the 2020 event was "Gender Equality in HE".

		ii. Arrange a 'Moving Forwards' conference to review progress against the University's Athena SWAN strategy.	<ul style="list-style-type: none"> • Good response from feedback to the 'Paths to Progress' and 'Inspiring Careers' IWD conferences. 	AS&RCM		<p>Other Athena SWAN presentations held:</p> <ul style="list-style-type: none"> • Gender (in)equality in Higher Education (organised by NRN LCEE) - 29th Jan 2019 • Women in the Workplace: Breaking Barriers – talk by Patsy Sanchez (University of South Florida) 6th March 2019. • The workplace glassed and gendered / Mapping Career in HE – talk and workshop by Dr Kate Thomas (Birmingham City University) 23 May 2019.
4	Establish a workload policy and principles for academic staff.	Consultation with the Policy with UCU and relevant Task Groups and communicate agreed policy to staff	Introduce workload principles and policy.	HR	5/18	<p>Update 2020: The workload principles and policy was agreed and since then progress has been made in terms of:</p> <ul style="list-style-type: none"> • Developing a workload allocation Guidelines and draft University tariffs. • An electronic academic workload allocation and planning system has been purchased. • A new member of staff is starting with specific responsibility to manage the academic workload system and project. • Sub-groups have been formed to further refine and develop the tariffs that includes a specific group to address research tariffs.
5	Provide informal as well as formal support to parents.	Establish parent to parent network.	<ul style="list-style-type: none"> • Hold 3 parent to parent network meeting per year. 	AS&RCM	9/16	Response to establishing a parent to parent network have been unsuccessful to date. We have held focus groups and

			<ul style="list-style-type: none"> Receive positive feedback to events. 			discussed with staff what would be useful but to date we have not received a great deal of response to this initiative. However, with the Covid 19 outbreak a virtual group has been established to meet twice a week discuss parenting issues whilst working from home.
6	Ensure that the introduction of the Professorial Banding Framework is achieving its objective of reducing the gender pay gap at the professorial level.	Review the pay gap in the annual equal pay survey.	Pay variance continues to reduce (it is 9.43% in 15/16 down from 16% in 14/15).	HR	Held annually	In the last pay audit for 16/17 the pay variance was 9.99% in favour of men in the professorial grades. In the last Equal Pay Audit (covering the period between April 17-18) the pay variance had reduced to 7.95% in favour a males which is a an improvement This is a positive indication that the Professorial banding structure, together with clearly defined benchmark criteria is proving effective. A decision has been made during the period not to hold the equal pay survey every year as we undertake the gender pay gap report. This is undertaken and an action plan to address the gap has been developed and is monitored.

7	Examine possibility of centrally-held budget for extending the contracts of fixed-term staff who have periods of maternity or paternity leave.	Produce paper for HRTG and ASSG to review how this can be introduced	<ul style="list-style-type: none"> • Action taken as a result of the paper regarding the introduction of a centrally-held budget for maternity. • Equality impact assess maternity support for fixed term staff to ensure that there is no detriment between staff with permanent and fixed term contracts. 	HR	9/18	A Group has been formed in HR to examine this area. Due to the restructuring process and current environment this project is currently delayed.
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ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)

8	Ensure all staff are aware of unconscious bias in behaviours and communication.	<ul style="list-style-type: none"> i. Develop an unconscious bias training package and training for all staff. ii. Integrate unconscious bias into the induction programme. iii. Introduce unconscious bias training to all leadership programmes. iv. Include unconscious bias training on the electronic PDR form to ensure staff are aware that it is a mandatory module for all staff. v. Reference to unconscious bias in the University's Professional Behaviours Framework that will be introduced in 2018/19. 	<ul style="list-style-type: none"> • 80% of staff are trained in unconscious bias. • Professional Behaviours Framework introduced across the University through email to staff and workshops for staff and managers. 		<ul style="list-style-type: none"> i. An on-line presentation and a workshop have been completed and a presentation was held for the Executive in 2019 and then cascaded to Heads of School / Directors before being rolled out to staff. This training has now been launched for all staff. ii. Unconscious bias has been introduced into the equality section of the University induction training and the on-line presentation is included on the induction Blackboard site to ensure that part-time staff can access the training. iii. Unconscious bias training is now included in the Equality for Managers training (all managers must attend this training). iv. Unconscious bias has been included in the list of mandatory training on the ePDR process to ensure that completion can be monitored effectively. v. This is delayed at the moment until the Professional Behaviours Framework has been introduced.
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9	Ensure that the REF selection policies and processes reflect best practice.	In preparation for the next REF ensure that there is an Equality Advisory Panel in place as with the previous REF to undertake Equality Impact Assessments	The Equality Impact Assessments demonstrate that the REF process in undertaken fairly.	RIIO	From January 2019 to 2020	In addition to the University's longstanding commitment to ensure best practice with respect to equality, there is a regulatory requirement embedded in the REF 2021 process to ensure this is the case. Consequently, the University has the required institutional REF 2021; Code of Practice which can be found at https://www.bangor.ac.uk/research-support/staff/documents/REF2021-Code-of-Practice.pdf
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PRINCIPLE 7: IMPLEMENTATION AND REVIEW

	Aim	Action identified for 2018-2020	Success Indicators	Lead Resp.	Date	
1	Improve monitoring progress and impact of actions to achieve address the Principles of the Concordat.	<ul style="list-style-type: none"> i. Hold the CROS survey in 2017. ii. Hold consultation with staff regarding progress against the Concordat Action Plan. 	<ul style="list-style-type: none"> • Increase response rates for the CROS survey in 2017 to 35%. • Hold 3 focus groups with relevant staff to discuss progress against the Action Plan. • Increase representation of ECR staff on the RDRC Group. Two new staff appointed. 	RDCG SCG & RDCG AS&RCM	Completed	<ul style="list-style-type: none"> i. The CROS survey held in 2017 and had a 22% response rate and despite much publicity and encouragement for staff to complete either the CROS or PIRLS surveys the response rate was 18% for CROS and PIRLS. In 2020 a University staff survey was held with a 62% response rate. Both surveys will be useful in the development of the next HR EIR Action Plan and have provided valuable evidence for this Action Plan. ii. An ECR Network meeting was held to review the Concordat Action Plan and identify further ideas on how to improve the University's support to researchers. iii. Extensive consultation was also held with; UCU and the Executives of the Colleges.

						iv. There is now more representation of ECR staff on the RDRC Group and a representative from RIIO has now joined the Group as well as a PGR representative.
2	Improve collection and analysis of metrics to support progress towards the Concordat.	Aligned with the metrics identified in the University's new HR strategy identify key metrics and benchmarks to measure impact of actions for early career researchers.	Benchmarks identified and incorporated into HR Action Plan and HR Strategy.	RDCG	Completed	Achieved.
ADDITIONAL ACTION POINTS FOLLOWING 2018 REVIEW AND CONSULTATION (2018-2020)						
3	Increase the response rate to the CROS survey.	<ul style="list-style-type: none"> i. Discuss in the SCG, RIISG and RDCG how to improve engagement with the CROS survey. ii. Undertake extensive communication regarding the Concordat and the CROS to encourage participation. 	<ul style="list-style-type: none"> • Increase response rates for the CROS survey in 2019 to 30%. 			See point 1 (i) above.

Glossary

AS&RCM	Athena SWAN and Research Concordat Manager
ASTG	Athena SWAN Task Group
CROS	Careers in Research Online Survey
DDHR(D)	Deputy Director HR (Development)
ECRs	Early Career Researchers
HR	Human Resources
PDR	Performance Development Review
PIRLS	Principle Investigators and Research Leaders Survey

P&GO	Planning and Governance Office
PURE	PURE Research Information Management System
RDCG	Researcher Development and Concordat Group
RDF	Researcher Development Framework
RIIO	Research Innovation and Impact Office
RIISG	Research Innovation and Impact Strategy Group
SCG	Strategic Concordat Group
UCU	University and College Union