

Concordat Principles – Bangor University Gap Analysis 2020

A Environment and culture - Excellent research requires a supportive and inclusive research culture

Healthy working environments attract and develop a more diverse workforce, impact positively on individual and institutional performance, and enhance staff engagement. This Principle recognises that a proactive and collaborative approach is required between all stakeholders, to create and develop positive environments and cultures in which all researchers can flourish and achieve their full potential.

	CONCORDAT	EVIDENCE OF IMPLEMENTATION	ACTION TO ENHANCE CURRENT SUPPORT AND DEVELOPMENT	LEAD
	<i>Institutions must:</i>			
ECI1	Ensure that all relevant staff are aware of the Concordat.	<ul style="list-style-type: none"> • University Concordat website. • Concordat Roadshow. • Email from the VC to relevant staff noting that we are signatories to the new Concordat. • Concordat highlighted in the Researcher Induction, the Doctoral School induction and the University Induction events. • The minutes of the RDCG are sent to the Colleges Research Committees. • The Concordat is highlighted in the Research Leadership Programme. 	a) Produce an annual report of progress in relation to the Concordat Action Plan for the; Executive Team, Council, Senate and staff. b) Every two years hold a survey and focus groups to track progress and identify new ideas to support researchers. c) Create a section regarding the Concordat on the Doctoral School webpages and the Doctoral Supervisors webpages. d) Include information about the Concordat in the School induction process. e) Include a section regarding the Concordat in the 'Bangor Research Manager' workshop.	DD(HR)D
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<ul style="list-style-type: none"> • RIIO website • Researcher Development website • Finance website • Governance website • HR website • Equality Policy • Equality Impact Assessment • Strategic Equality Plan 	a) A revised version of the 'Bangor Research Manager' Workshop will be introduced in 2020. A specific version for research managers will be developed (Bangor Research Managers) that is more specific to their requirements. This workshop	DD(HR)O

		<ul style="list-style-type: none"> • University Athena SWAN Action Plan • Dignity at Work and Study Policy • Trans Equality and Policy Procedure • The Governance and Compliance Team regularly run sessions on relevant issues such as data protection and freedom of information for relevant staff. • RIIO communicate relevant updates to policies and procedures to research staff. • Relevant institutional policies are discussed in the University Induction, Researcher Induction and in specific updates and workshops arranged by HR and the Governance and Compliance Team. • Important policies and procedures are communicated to staff in the University Induction and Researcher Induction. There is also an on-line induction for all University staff and a specific on-line induction for researchers to ensure that part time staff or staff who are unable to attend the induction workshops have access to the relevant information • The Performance Management Toolkit provides valuable information about managing staff and dealing with all aspects of performance management. • As part of the induction staff are provided with a checklist to ensure that managers discuss all relevant policies with new staff • The Guide to the Management and Employment of Contract Research Staff. 	<p>will provide an overview and update of relevant policies and procedures.</p> <p>b) As part of the Bangor Manager workshop a web page / handout with key information for managers and links to relevant policies.</p> <p>c) Communicate the Strategic Equality Plan to all managers and staff.</p> <p>d) The induction process at School level will be reviewed in order to ensure that there is a standard approach to induction and information provided to all researchers.</p> <p>e) Review the Guide to the Management and Employment of Contract Research Staff to ensure guidance regarding policies and up to date and in some cases expanded. This will provide the basis for the Bangor Manager update workshop for researchers.</p>	HREO
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	<ul style="list-style-type: none"> • Workload Allocation Project – a WAM Group has been established to lead on this project. An initial draft Policy, Guidelines and tariffs have been developed and the group is currently seeking feedback from staff regarding the draft tariff and guidelines. A Project Officer (Workload Allocation) has been appointed. • A Health and Wellbeing Steering Group has been established with a cross-section of staff to examine how best to support staff wellbeing which is led by a Pro Vice-Chancellor. A draft Health and Wellbeing 4 year strategy is currently being developed in which it is proposed that a Healthy University Group is formed to provide strategic oversight and monitoring of the delivery of the University Health and Wellbeing Strategy. • All staff can access the Employee Assistance Programme (EAP) delivered by an external body (Care first) on behalf of the University. The EAP helps staff members deal with work-life stressors, family issues, financial 	<p>a) Introduce the Academic WAM system.</p> <p>b) Examine the recommendations of the Health and Wellbeing Group and identify where recommendations of the Group can be integrated into the Concordat Action Plan.</p> <p>c) A member of the RDCG will be invited to represent the views of CRS/ECRs and be the Wellbeing Champion for researchers on the Healthy University Group.</p> <p>d) Review the University's Dignity at Work and Study Policy and consider</p>	WAM Group Wellbeing Group

		<p>concerns, relationship problems, and other wider concerns. It is available to all staff members and their families and aims to have a positive impact on their wellbeing.</p> <ul style="list-style-type: none"> • The University runs a Mental Health First Aid workshop for relevant staff to develop their understanding of mental health issues and their responses to students. • The University has a group of Equality Champions who represent different Colleges and professional services. They meet regularly and discuss emerging equality issues and provide a valuable link between Schools and Departments and the Strategic Equality Group. One of the Equality Champions sits on the Strategic Equality Group. <p>Relevant HR policies include;</p> <ul style="list-style-type: none"> • The University has a Dignity at Work and Study Policy that states the University's commitment to fostering and promoting a working and learning environment in which harassment, bullying, victimisation and discrimination is highlighted as unacceptable behaviour and sets out a procedure to ensure that complaints are dealt with appropriately and fairly. • The University has a Stress Management Policy and guidance web page provides a source of reference material for all staff dealing with stress at work. • The University has an Employee Assistance Programme to help staff members deal with work-life stressors, family issues, financial concerns, relationship problems, and other wider concerns. It is available to staff members and their families. There are also broader wellbeing resources within this service that include, personalised training and weight management programmes. 	<p>the Policy in relation to the researcher context.</p> <ul style="list-style-type: none"> e) Examine if there is potential for the ECR Network to meet during the quieter periods of the year to enable the Network to address issues around isolation and maintain contact and meet informally. f) Send information regarding the health and wellbeing support available to them. g) Include information about health and wellbeing support in local induction as well as the University induction. h) Develop a staff guide to equality so that all staff are aware of the equality policy, strategy and all responsibilities to ensure an inclusive and equal University. 	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.	<p>Research staff are required to undertake the following training:</p> <ul style="list-style-type: none"> • Mandatory On-line Equality Training – all staff required to undertake the on-line Equality and Diversity module. • Equality for Managers Workshop – all staff who manage others are required to attend. • All researchers will be required to undertake the University's mandatory Unconscious Bias training. • The University runs a Mental Health First Aid workshop for relevant staff to develop their understanding of mental health issues and their responses to students. • Recruitment and Selection training – this is mandatory for Chairs of panels and aims to ensure that staff recruit fairly and transparently. 	<ul style="list-style-type: none"> a) Ensure that all staff have undertaken the; <ul style="list-style-type: none"> I. On-line equality training II. Unconscious bias training b) Review the Recruitment and Selection training to include interviewing skills 	SDT

		<ul style="list-style-type: none"> • Absence Management Training – this is to ensure that managers manage staff absences effectively. 		
ECI5	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.	<p>Researchers are made aware of policies that outline their responsibilities as researchers. These are included in the:</p> <ul style="list-style-type: none"> • Code of Practice for the Assurance of Academic Integrity and Quality Assurance in Research which is linked to the Concordat for Research Integrity. • Research Ethics Policy • A draft Professional Behaviours Framework has been developed that will be further reviewed in light of the results of the Staff Survey. There is a draft Academic Promotions Policy and Criteria currently being finalised which outlines the expectations of good academic citizenship in the University. • Information is provided in the Guide to the Management and Employment of Contract Research Staff. 	<ol style="list-style-type: none"> Review the Code of Practice for the Assurance of Academic Integrity and Quality Assurance and review the Code in light of the draft Professional Behaviours Framework to ensure that behaviours in terms of academic integrity and ethics are included. Introduce sessions for staff in relation to the Concordat for Research Integrity. Review how best to communicate the DORA principles in the University Ensure that the expectations in relation to academic citizenship in the draft academic promotion criteria is communicated effectively in presentations to staff. Ensure that research integrity and professional conduct is included in the ‘Bangor Research Manger’ workshop and the Research Leadership Programme. Expand the Guide to the Management and Employment of Research Staff to induce more information about research integrity. 	RIISG
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	<ul style="list-style-type: none"> • CROS and PIRLS surveys are undertaken every two years and focus groups are held to provide further opportunity for researchers to input their views and ideas. These results inform the HR EIR Action Plan. • Staff survey with specific reports highlighting the views of academic and research staff in relation to all the questions in the survey. • Researchers’ views are sought in School and University Athena SWAN surveys, these responses inform the University Athena SWAN Action Plan and School Athena SWAN action plans. • An Equality Survey is held every four years as part of our preparation for the development of the Strategic Equality Plan and focus groups are held 	<ol style="list-style-type: none"> The SCG and RDCG to consider the results of the biennial Staff Survey that will highlight researchers’ responses to enable to the monitoring of progress against specific areas The SCG and RDCG will also use the CEDARS survey to track progress against the KPIs of the Concordat Action Plan. To improve overall service and support to research staff a survey will 	SCG

		<p>to further review key areas e.g. internationalising the curriculum. Researchers have been involved in all these consultations.</p> <ul style="list-style-type: none"> • The Researcher Development and Concordat Group has early career research staff representation and provides on-going feedback regarding new developments to support researchers and provide ideas to support and develop researchers. • The Strategic Concordat Group review the feedback of the RDCG to inform strategic decisions in this area. This Group also reports to the RIISG. • The College Directors of Research have been invited to join the SCG for 12 months initially with the objective of strengthening the link between the Colleges and the SCG. • College / School level meetings to engage researchers and develop the research culture at local level. • The University's commitment and resultant responsibilities of staff in relation to the Concordat are included in the remits of the College and School Research Committees. • Athena SWAN - In order to promote diversity in research careers Bangor is a signatory to the Athena SWAN Charter and has an institutional Bronze University Award. Three Schools currently have departmental awards. The University has an Athena SWAN SAT Group with representation from all the relevant School. This provides a consultation structure to discuss and develop new initiatives which are relevant to researchers. There is a contract research staff representative on this group to specifically represent the view of this group of staff. • Equality & Diversity Strategy Group – this Group is responsible for leading on the University's Strategic Equality Plan. • Leaver Questionnaire - we review responses in terms of leaver questionnaires (responses to exit questionnaires). Previously, the questionnaire was sent to only those who resigned. We now include staff whose FTC have ended. 	<p>be held to ask for researchers' opinions regarding all key services e.g. RIIO, Finance, HR, Doctoral School and the Library.</p> <p>d) The report that will be sent to Council every year will be sent to research staff to ensure they have been updated regarding progress against the Action Plan.</p> <p>e) The ECRs on the RDCG are given specific responsibilities in their roles and a requirement to arrange two events per annum in their Colleges to encourage the development of a research culture and the engagement of research staff.</p>	
Managers of researchers must:				
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>Managers are made aware of the necessity to undertake the following training:</p> <ul style="list-style-type: none"> • Mandatory On-line Equality Training – all staff required to undertake the on-line Equality and Diversity module. • Equality for Managers Workshop – all staff who manage others are required to attend. 	<p>a) Ensure that all managers have undertaken the Equality for Managers Workshop</p> <p>b) Ensure that managers who are involved in recruitment should attend</p>	PIs/Research Managers

		<ul style="list-style-type: none"> • Since April 2020 mandatory Unconscious Bias Training has been launched and all research staff are required to complete unconscious bias training. • Recruitment and Selection training – this is mandatory for Chairs of panels and aims to ensure that staff recruit fairly and transparently. • The University runs a Mental Health First Aid workshop for relevant staff to develop their understanding of mental health issues and their responses to students. 	the recruitment and selection training.	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct.	See point E15 above.	<ul style="list-style-type: none"> a) Ensure that managers receive updates of the Code of Practice for the Assurance of Academic Integrity and Quality Assurance in Research. b) Ensure that managers receive information regarding the Research Ethics Policy. c) Research managers will be required attend the sessions regarding the Professional Behaviours Framework. d) Research managers should attend the relevant research ‘Bangor Research Manager’ update workshop. e) Managers will be sent copies of the updated Guide to the Management and Employment of Contract Research Staff. 	
ECM3	Promote a healthy working environment that supports researchers’ wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity.	See point E13 above. Also; <ul style="list-style-type: none"> • Managers are made aware of the importance of reporting and addressing incidents of bullying and discrimination in the Equality for Managers workshop. All managers must attend this workshop. • Managers are offered workshops in the areas of Managing Stress, Manage Stress and Wellbeing, Dealing with Change and Uncertainty for Staff and Mental Health First Aid. 	See actions in ECM2 above and, <ul style="list-style-type: none"> a) All research managers to be sent information regarding the new Health and Wellbeing Strategy to ensure that they are aware of how they should support staff. b) All research managers will be sent an updated version of the Dignity at Work and Study Policy. 	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests	All staff have the right to request a change to their working pattern (e.g. reduced hours, compressed hours, job sharing, working from home). The flexible working policy allows requests for temporary or permanent changes. HR maintains a record of all flexible working requests and outcomes.	<ul style="list-style-type: none"> a) Presentations regarding Employee Support will be provided in each College to ensure that staff are aware 	

	and other appropriate arrangements to support researchers		of institutional policies and flexible working.	
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	<p>Managers can engage with policy development at different levels that include:</p> <ul style="list-style-type: none"> • The Directors of Research at College level provide feedback to the RIISG which is University Strategic Group chaired by the PVC Research and Impact. • School Directors of Research are represented on College Research Committees. • Managers can join and engage with Athena SWAN School Committees and the University Athena SWAN Group. • Opportunities are provided through Concordat consultation events. • Minutes of the RDCG are shared with the College Research Groups and RIISG so that ideas and decisions are shared across the Colleges. • Applications to join the RDCG are sent to all staff when a position becomes available. Staff sit on the RDCG for two years to ensure that many staff have the opportunity to contribute to this Group. • Senate also provides an opportunity to engage with policy development. 	Ensure opportunities managers respond to consultation through the surveys and encourage staff to engage with University, College and School consultation.	
Researchers must:				
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	<ul style="list-style-type: none"> • Researchers must undertake the on-line equality module and undertake unconscious bias training. This is recorded in the ePDR system. • The University has a University Induction Programme which is mandatory and Researcher Induction Workshop that new researchers are advised to attend. • School-based research meetings and networks/talks are arranged to support the research environment and encourage researchers to participate in relevant research networks. 	<ol style="list-style-type: none"> Ensure all researchers have completed the mandatory on-line equality training. Ensure all staff complete the University Induction Programme. Ensure new staff attend the Researcher Induction or engage with the on-line induction presentations Engage with University / College / School research events Research staff should support the school induction process to ensure that new staff feel supported All staff to be sent a Guide to Equality in Bangor to ensure that they are aware of their responsibilities in relation to supporting an inclusive research environment 	All researchers

ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See E15 above.	All researchers are expected to: a) Ensure researchers are aware of their contribution to researcher integrity policies through familiarity with relevant policies and attendance of relevant sessions on research ethics / integrity. b) Engage with sessions / on-line guides in relation to the Professional Behaviours Framework	
ECR3	Take positive action towards maintaining their wellbeing and mental health.	<p>The University provides a wide range of provision to support staff wellbeing that includes:</p> <ul style="list-style-type: none"> • A range of workshops are provided for staff through our Staff Development Programme. Relevant workshops include; Managing Stress, Manage Stress and Wellbeing, Dealing with Change and Uncertainty for Staff and Mental Health First Aid. • Mindfulness Programmes are held for staff. • All staff can access the Employee Assistance Programme (EAP) delivered by an external body (Care first) on behalf of the University. The EAP helps staff members deal with work-life stressors, family issues, financial concerns, relationship problems, and other wider concerns. It is available to all staff members and their families and aims to have a positive impact on their wellbeing. • The University has a suite of benefits available termed 'Bangor Benefits'. This includes discounted access to the University's Leisure facilities, a Cycle to Work Scheme, the ability to purchase additional annual leave, discounted travel on public transport, and saving and loans provision via the local Credit Union. • Staff are encouraged to contribute to staff surveys and focus groups and in the last 12 months researchers have been invited to contribute to: the University Staff Survey, CROS, PIRLS, the University-wide Equality Survey and focus groups, the Workload Allocation Survey and women were invited to respond to the 'Women in Leadership' survey and focus groups. Staff in Schools who are working towards and Athena SWAN application also hold surveys for staff. 	All researchers are expected to: a) Researchers will be sent information regarding the range of support provided to them in this area. b) Information is sent to researchers to ensure that they are aware of the University and local development events that are provided.	
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly	a) The Dignity at Work and Study Policy outlines the University's policy in this area.	All research staff should be; a) Research staff will be sent an updated version of the Dignity at Work and	

	in relation to discrimination, harassment, bullying, and research misconduct.	<p>b) The Mediation Policy provides a voluntary, confidential and informal process for participants to resolve disputes and conflicts.</p> <p>c) Grievance, Disciplinary, and Capability Policies are in place, all of which contain and detail the informal and formal stages of dealing with and addressing matters. This is also supplemented by the Performance Management Toolkit.</p> <p>d) Incidences of grievances and disciplinaries are reported annually in the Annual Equality Report.</p>	<p>Study Policy. This will mean that they will be aware of how to report incidents of bullying and harassment</p> <p>b) Be aware of how to report incidents of discrimination</p>	
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	<p>Researchers can engage with policy development at different levels that include;</p> <ul style="list-style-type: none"> • Contributions to the RDCG through their College representatives. • Contributions to School Athena SWAN School Committees. • School Board of Studies • Opportunities are also provided through the Concordat consultation events. 	<p>All researchers should;</p> <p>a) Researchers should respond to relevant surveys to ensure that a broad range of views are expressed in the surveys.</p> <p>b) Consider joining and engage with relevant committees.</p>	

B Employment

Researchers are recruited, employed and managed under conditions that recognise and value their contributions

Provision of good employment conditions for researchers has positive impacts on researcher wellbeing, the attractiveness of research careers, and research excellence.

This Principle recognises the importance of fair, transparent and merit-based recruitment, progression and promotion, effective performance management, and a good work-life balance. All stakeholders need to address long-standing challenges around insecurity of employment and career progression, ensuring equality of experience and opportunity for all, irrespective of background, contract type and personal circumstances

	CONCORDAT	EVIDENCE OF IMPLEMENTATION	ACTION TO ENHANCE CURRENT SUPPORT AND DEVELOPMENT	LEAD
	<i>Institutions must:</i>			
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	<p>Recruitment and Selection Policy and Guidelines</p> <p>The University has a comprehensive recruitment and selection process and policy to ensure that all staff are recruited fairly and transparently. The documents on the HR web site explain the recruitment procedure. HR work with College staff to develop clear job descriptions and specifications and ensure that the requirements are relevant to the role.</p>	<p>a) Review recruitment and selection training for researchers to ensure that staff are confident in managing the recruitment and interview process.</p>	DDHR(O)

		<p>This documentation is currently being updated to reflect the adoption of an electronic e-recruitment system which will further enhance the University's recruitment process for researchers.</p> <p>There is also a statement on the University's recruitment pages that outlines the University's commitment to equality. This policy is supported by training of all those involved in recruitment, specifically those who sit on interview panels and that this included on the Staff Development Programme.</p>	<p>b) Review best practice in relation to on-line interviews and develop a best practice guide for staff.</p>	
EI2	<p>Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.</p>	<ul style="list-style-type: none"> • University Induction Programme - All new staff must attend the induction programme that is held 6 times a year. This is to ensure that all staff (including all permanent, part-time and fixed term contract researchers) understand the University's strategy and key employment and University policies. • Researcher Induction – this is held twice a year and provides an overview of the support provided to researchers in the University. • School-based induction - On-going induction is undertaken at College and School level for new researchers. • Probation - During the probationary period research managers should meet their research staff regularly (a minimum expectation would be once a month) to ensure that staff are clear about their objectives, have clear guidance and advice regarding their work and support to improve performance where necessary. 	<p>a) Increase the number of on-line induction presentations for part-time researchers.</p> <p>b) Review of local induction in the Schools to standardise induction and share best practice across the Schools.</p>	SDT
EI3	<p>Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances.</p>	<ul style="list-style-type: none"> • Promotion Policy and Criteria for; senior lecturer, Reader and Professorial grades. This has recently been updated for the Senior Lecturer grade to ensure that the process is effective and recognises the impact of personal circumstances. The new policy and process will be agreed and communicated to staff. This review will then be extended to Reader and Professorial grades. • There is a progression process and criteria for staff progressing from lecturer 1 to lecturer 2 grades. Research staff receive incremental awards in line with other staff and have the same opportunities to access contribution pay including one off bonuses, accelerated increments or a move to a contribution point. These are reviewed in conjunction with the University and College Union and in consultation with relevant consultation groups. 	<p>a) Following the review of academic promotion criteria hold sessions to communicate the; policy, guidance and criteria to reach staff and evaluate the effectiveness of these sessions.</p> <p>b) Ensure that staff are aware of the importance of good citizenship through undertaking administrative and leadership roles in the academic promotion process.</p>	HR
EI4	<p>Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent</p>	<p>The University's key provision in this area includes:</p> <ul style="list-style-type: none"> • The Research Leadership Programme of which four have been held to date. This programme aims to create an environment in which excellent research and aims to support research in Bangor by 	<p>a) Continue to run and evaluate the Research Leadership Programme. Adapt and develop in response to the feedback.</p>	DDHR(D)

		<p>enhancing the leadership capabilities of research leaders and ensuring that they have the skills, abilities and confidence to lead and manage researchers effectively.</p> <ul style="list-style-type: none"> • Heads of School are provided with the Heads of School Programme to further develop their skills in leading staff and developing strategies. • Heads of School and Deans also participate in external Advance HE Programmes. • The University also offers a limited number of places on the Aurora Leadership Programme. • Actions based around the Women in Leadership report and Athena SWAN initiatives. 	<p>b) Annually run a series of leadership talks from Research Leadership Alumni.</p> <p>c) Work with the participants of the Research Leadership Programme to develop a programme based on the practical elements of managing research projects with the intention of developing a programme to be run annually. This would also be provided on Blackboard.</p> <p>d) Explore mentoring programme for women leaders in other Welsh HEIs. Implement recommendations relevant to researchers in the Women in Leadership report.</p>	
E15	<p>Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.</p>	<p>The University's provision in this area includes:</p> <ul style="list-style-type: none"> • The Performance Development Review (PDR) which is an important process in the University to provide a focus for researchers to reflect and talk about their work, contribution and career development. The PDR also ensures that researchers are clear about their objectives and expected contributions to achieve the University's ambitions. • Currently introducing a workload allocation model for the University this includes; draft policy and guidelines, the purchase of the Simitive system and the recruitment of a full time Project - Officer (WAM) to manage the process – see A.3 above. • Promotion Criteria – see B.3 above. 	<p>a) Ensure all PIs/Research Managers receive training regarding the new ePDR process.</p> <p>b) Ensure all researchers are aware of developments regarding the new WAM model.</p> <p>c) Introduce an award for good PI citizenship to recognise effective research leadership Use the winning applications as a profile on updated Staff Development Leadership pages.</p>	HR
E16	<p>Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.</p>	<ul style="list-style-type: none"> • Fixed Term Contracts - The University has Fixed Term Contract Policy and research posts and they are only advertised as a fixed-term post where there is a justifiable reason. The level of staff on fixed term contracts is monitored on an annual basis, particularly to ensure that there is no detrimental effect on particular staff groups. A joint working group that has been established with UCU to address casualization of employment. FTCs is one of the areas that is being reviewed. • Continuity of Employment - The University is committed to ensuring continuity of employment for its staff and where fixed-term contracts are used the University is clear that staff on fixed term contracts have equivalent terms and conditions of 	<p>a) Undertake a review of the number of staff on fixed term contracts through the Casualisation Group.</p> <p>b) Update the current fixed term contract policy.</p> <p>c) Improve the end of contract process for CRS by reviewing the process to ensure decisions are communicated and finalised sooner.</p> <p>d) Ensure that staff with fixed term contracts have parity of access to: induction, training and mentoring.</p>	HR

		<p>employment to colleagues on comparable permanent contracts including pay, absence provisions and pensions.</p> <ul style="list-style-type: none"> • Flexibility and Career Breaks - The University has a suite of policies and processes within its Employee Support Framework. • Redeployment Policy – this policy aims to provide a structured redeployment process including a positive approach to re-training with individual training needs being assessed and active help and support provided, where possible and within given resource. • Pay and Grading - The University has a grading structure which is underpinned by the HERA job evaluation scheme and all posts are graded according to the duties and responsibilities of the post. The level of pay and grade for researchers is determined according to the requirements of the post and consistent with the pay and grading arrangements of any relevant research organisation. 		
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	<ul style="list-style-type: none"> • Staff Survey and CEDARS • Research School and College Groups • Research Impact, Innovation and Strategy Group • Researcher Development and Concordat Group • College and School Committees • Strategic Concordat Group • Senate • Athena SWAN School SATs • University Athena SWAN Committee 	See ECI6	SCG
Managers of researchers must:				
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Managers must attend the Equality for Manager course and undertake unconscious bias training and the on-line equality training. The Staff Development Programme also includes numerous sessions such as Managing Performance Effectively, Managing Sickness Absence and Recruitment and Selection to ensure that managers have the knowledge to manage researchers effectively.	<p>a) Managers must engage with the Bangor Manger Update Workshop to ensure that they are aware of relevant HR policies.</p> <p>b)</p>	PIs/Research Managers
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	<p>This includes provision noted in A.4 and A.5 and B.1 above.</p> <ul style="list-style-type: none"> • Relevant info or links are on the RIIO pages that provides information regarding contract and post-award stage • Also managers should ensure that all researchers update their research outcomes via Bangor’s Current Research Information System (CRIS) PURE Research Portal and that staff; • Disseminate research as widely as possible as noted in the Open Access Policy. 	a) Managers should be aware of the available support and policies relevant at the contract and post-award stage.	

		<ul style="list-style-type: none"> That Research Data is managed and stored to the highest standards as set out in the Research Data Management Policy. 		
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers	See B.1 and B.3 above.	<p>a) Managers must ensure that they have attended the relevant recruitment and selection workshop to ensure a fair recruitment process for researchers</p> <p>b) Managers should be familiar with the promotion criteria in order to advise researchers regarding career progression and promotion in their team.</p>	
EM4	Actively engage in regular constructive performance management with their researchers.	Managers are required to undertake an annual PDR with research staff and hold regular meetings throughout the year to discuss progress. This is highlighted in the Researchers' Responsibilities section of the Guide to the Management and Employment of Contract Research Staff . The Performance Management Toolkit is available on the HR website and supported with Performance Management for Managers workshop.	<p>a) Ensure with the introduction of the ePDR system that all PIs / research managers attend relevant training to ensure that they hold effective PDRs for staff.</p> <p>b) PIs / research managers should be aware of the development opportunities and resources available for staff to develop their skills and knowledge.</p> <p>c) Managers should be aware of the Performance Management Toolkit.</p>	
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See A.5 above.	See aims in A.5. Also, managers should encourage their teams to engage in consultation initiatives and policy development.	
Researchers must:				
ERI	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	<p>Researchers are required to undertake and are provided with training that includes; equality training and compliance training that includes; data protection and freedom of information. This also includes;</p> <ul style="list-style-type: none"> The Open Access Policy Research Data Management Policy UK Research Integrity Office's Code of Practice for Research. 	All researchers should be familiar with the relevant policies and the behaviours expected by researchers in the University.	All researchers
ER2	Understand their reporting obligations and responsibilities.	<p>Staff are made aware of their reporting responsibilities;</p> <ul style="list-style-type: none"> Through PURE training and communication. Making researchers aware that Information for funders have to be publicly available (open data), finances (including timesheets), technical results of projects (including outcomes such as data, publications, and other activities. May include performance against targets), impact of research projects. 	See B.13 above.	

		<ul style="list-style-type: none"> Compliance with statutory reporting is normally coordinated by RIIO but implemented by College and School management. 		
ER3	Positively engage with performance management discussions and reviews with their managers.	Researchers are expected to engage with the PDR process. This is also highlighted in the Researchers' Responsibilities section of the Guide to the Management and Employment of Contract Research Staff .	All researchers should proactively engage with the PDR process to ensure that they are clear about their objectives, are aware of career development opportunities available to them.	
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	Researchers have responded to the CROS survey and the Staff Survey. Researchers are also encouraged to engage with the relevant Groups such as being College representatives on the RDCG. Academic/ECR representatives sit on the group for a 2-year term. New members are recruited by inviting staff to send expressions of interest outlining why they want to sit on the RDCG. Early career researchers are also encouraged to attend and contribute to ECR networks events.	All researcher should engage with the Staff Survey and CEDARS survey.	

C Professional and Career Development

Professional and career development are integral to enabling researchers to develop their full potential

Researchers must be equipped and supported to be adaptable and flexible in an increasingly diverse global research environment and employment market.

This Principle recognises the importance of continuous professional and career development, particularly as researchers pursue a wide range of careers.

	CONCORDAT	EVIDENCE OF IMPLEMENTATION	ACTION TO ENHANCE CURRENT SUPPORT AND DEVELOPMENT	LEAD
	<i>Institutions must:</i>			
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	<p>Key development provision for staff includes:</p> <ul style="list-style-type: none"> Specific Research Skills - RIIO and the Library & Archive Services provide on-going training as part of the Researcher Development Programme. All researchers are invited to attend. Research Supervision courses – two Effective Supervision workshops and two Doctoral Examination workshops are held every academic year for relevant researchers. University Training and Development Programme - the HR Department provide a wide range of learning and development programmes and courses for staff in which research staff participate. Information about these programmes and courses can be found here 	<ol style="list-style-type: none"> Evaluate the Academic Mentoring Scheme and act on any recommendations that arise. Review mentoring at School level to ensure that local mentoring is effective. Review how ensure that research staff are aware of the development and mentoring opportunities available to them, Develop through consultation with relevant research groups and Colleges a University Policy and Guidance 	HR/RIIO

		<ul style="list-style-type: none"> • Welsh Crucible – a Programme that has participants from across Wales that facilitates and promotes research-inspired innovation and cross-disciplinary collaboration in Wales. • Centre for Enhancement of Learning and Teaching – researchers can attend the CPD workshop and events held regularly during the academic year. • Academic Mentoring Schemes – that include ECR mentoring at School level, a university-wide academic mentoring scheme and a senior academic mentoring scheme for staff who are going for promotion. • Learned Society of Wales professional development opportunities. • Coleg Cenedlaethol – Welsh speakers can engage with the Coleg’s Researcher Development Programme and extensive on-line library of resources. • Opportunities in terms of training and fellowships with funders are highlighted to staff i.e. through UKRI, Ser Cymru, WISERD etc. • Staff are also supported when applying for fellowships which involve mock interviews and support with applications. Staff who achieve fellowships are supported by the University in terms of PhDs to support the project. 	<p>regarding the implementation and the broad range of activity that can be included within 10 days professional development.</p> <p>e) Develop a system to monitor CRS and ECRs and other research staff to access minimum requirements of training.</p> <p>f) Create a series of quarterly meetings for all researchers to come together to share ideas to develop research ideas and foster a dynamic research culture.</p>	
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	PDR is mandatory for all staff. The PDR process is being updated and all staff will receive training regarding the process.	<p>a) Annually report on PDR completions for researchers.</p> <p>b) Review the quality of reviews following the introduction of the ePDR system in Schools.</p>	DDHR(D)
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	The Research Career Programme this year includes workshops to support staff to consider their career development. The workshops in this programme include: You and your Career and sessions on careers outside academia featuring Bangor PhD alumni and session on T&R and T&s academic career paths at BU. There will also be a session to highlight the RDF as a tool to support career development.	<p>a) Evaluate the Programme and implement recommendations for the next Programme.</p> <p>b) Examine how to expand career support to researchers.</p> <p>c) Identify Bangor University Alumni who can provide advice regarding different career pathways.</p>	AS&CM
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	<ul style="list-style-type: none"> • RIIO promotes and supports funding opportunities for fellowships that allow researchers to do this. • Also see A.6. 	a) Depending on financial situation examine possibility of investing in fellowships.	RIIO
PCDI5	Recognise that moving between, and working across, employment	<ul style="list-style-type: none"> • RIIO promotes and supports funding opportunities that allow researchers to do this, in particular through the Innovation team, but 	Following the first Career Development Programme for researchers examine how	AS&CM

	sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	also from a variety of standard academic funding sources - https://www.bangor.ac.uk/research-innovation-and-impact-office/business.php.en <ul style="list-style-type: none"> • KESS 2 and KESS 2 East offer PhD and Research Masters opportunities in collaboration with a company partner. 	best to share information regarding careers outside HE to researchers.	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.	This is monitored annually and reported on formally through the University's HR EIR application. Training and engagement with professional development activities undertaken by researcher's is reported and PDR completions.	a) Produce annual training and development report to be distributed to all Colleges / Schools.	
Managers of researchers must:				
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Reviewers are required to hold PDRs with staff. The training that accompanies the launch of the new ePDR system will include an emphasis on discussing individual career development plans. The PDR is held annually.	a) All managers should hold a PDR with researchers and discuss their short and long term career development as part of this process.	PIs/Research Managers
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Through the PDR and regular discussions, managers are expected to encourage staff to undertake professional development and mentoring and participate in the Research Career Programme.	a) Ensure that managers are aware of the opportunities available in the University and externally and encourage staff to participate	
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	<ul style="list-style-type: none"> • Currently it is recommended that CRS receive up to 4 days for in-house training and career development activities per academic year to allow them to develop a range of skills and knowledge to support them in their career development. This training includes attending; Research, Innovation and Impact Office (RIIO) events, workshops included on the Researcher Development Programme and the Staff Development Programme and provision and networking events such as the ECR Network Meetings, Doctoral School events etc. • Research staff who undertake some teaching can also undertake the PGCertTHE and HEA Fellowship Scheme. 	a) Identify a wide range of development that researchers can engage with to ensure that researchers undertake a minimum of 10 days development b) Managers to ensure that that part-time researchers can also access training.	
PCDM4	Identify opportunities and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and	The University offers an extensive range of professional and personal development for researchers and attendance at training events is recorded on staff training records that are held centrally	PIs and Research Managers to ensure that they are aware of development opportunities available to staff and the policy that will be developed in relation to the 10 days professional development allowance.	

	broader leadership skills and provide appropriate credit and recognition for their endeavours.			
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	This is outlined in B.4 above and in the Concordat presentations to staff.	All research managers should engage with leadership training in order to improve their skills as research leaders and be a role model for their teams.	
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	As noted in C.3 above and in the PDR.	All researchers must; Use and engage with the PDR process to reflect on their progress towards their career goals and identify development opportunities to support their career development.	All researchers
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	Staff are provided with the opportunity to engage in the Career Development Programme as noted in C.3 above and through the academic mentoring programmes and the training provided by the University.	All researchers should engage with the University's mentoring programme when appropriate and explore options to develop their skills and knowledge.	
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	This should be discussed in the PDR and mentor and activity should be recorded in PURE.	All researchers should; a) Keep their professional development plan up to date through the annual PDR. b) Keep their PURE profile up to date.	
PCDR4	Positively engage in career development reviews with their managers.	All staff are expected to engage with the PDR process.	See C.12 above.	
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	There are many opportunities available for research staff as noted above in C.1.	All researchers should engage with the wide range of development opportunities available to them.	
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange,	<ul style="list-style-type: none"> RIIO helps to identify such opportunities (as C.5) also through impact agenda and funding opportunities. 	All researchers should engage with relevant opportunities and engage with RIIO and their Colleges to develop their knowledge and contributions in these areas.	

	policy development, public engagement and commercialisation.			
--	--	--	--	--