BANGOR UNIVERSITY CONCORDAT ACTION PLAN 2016-2020 AND 4 YEAR REVIEW

This document contains:

- The objectives included in the University's Strategic Plan (2015-2020) to support researchers and address the Principles of the Concordat and support researchers in the next four years.
- An overview of key actions and activities undertaken to date to address the Principles of the Concordat in the University and the Action Plan to for the period 2016-2018. This will be reviewed in 2018.

Key priorities for the next four years include:

2016-2020 PRIORITIES	SUCCESS MEASURES
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 though 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's policies and procedures.	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.

OVERVIEW OF PROGRESS AND ACTION PLAN FOR 2016-2018

PRINCIPLE 1: RECRUITMENT AND SELECTION

I. The University has updated its **recruitment and selection policy and procedures** following the introduction of an e-recruitment system. This system also has a Candidate Experience Survey that enables the University to review staff opinions regarding the recruitment process. This in turn assists the HR Department to identify potential improvements to the system.
   - The CROS results noted that 91% of respondents received a written description summary of what the job entailed.

II. **Recruitment and selection training** for all staff who take part in the recruitment and selection process has been provided since June 2014 and is mandatory for Charis of Panels. To date 34 research leads with managerial responsibilities have attended this training. Attending this workshop is compulsory for Chairs of Panels.
   - The CROS results noted that 75% of respondents think that they are treated fairly in relation to recruitment and selection.

	Aim	Action identified for 2016-2018	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 to ensure they are aware of the support available to them	• 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. • Develop a Fixed Term Guide for staff so that they are aware of the support available to them. • Send out to all relevant staff	• That future focus groups and evaluations report improved level of satisfaction of support for fixed term staff. Review to be held end of 2017 and aim for 60% satisfaction level for support by the University as identified by survey to fixed term contract staff. • Fixed term guide completed.	DDHR(D)	12/17	
2	Review the support available for staff on fixed term contracts	• Establish a group to examine the range of opportunities that can be provided to staff on fixed term contracts –	• As above.	DDHR(D)	12/17	

		particularly in relation to securing further employment. • Consult with UCU and hold 3 focus groups with fixed term contract staff each year				
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)	4/17	
4	Increase the number of staff moving from fixed term contracts to open ended contracts	Develop process to monitor number of staff transferring from fixed term contracts to open ended contracts.	Aim increase the number of staff transferring to open-ended contracts by 5%	DHR	6/20	

PRINCIPLE 2: RECOGNITION AND VALUE

I. Considerable work has been undertaken during the last period to improve the **academic promotion criteria and process** to reflect the broad range of academic activity and contributions. The PVC Research, PVC Teaching and Learning and the Director of HR give an annual presentation to academic staff to outline the University's promotion process and expectations. Approximately 50 members of staff attend this event each year.

II. For staff on **fixed term contracts** a formal redeployment process for those at risk of redundancy is in place and bridging funds are made available when necessary. A revised electronic process has been introduced during the period to improve matching within the redeployment process.

III. The **Performance Development Review** (PDR) documentation has been updated for academic staff to better reflect the broad range of academic responsibilities. The University has concentrated on increasing participation rates of PDR to ensure that all staff receive a PDR.
   - Completion rates at the end of the PDR round in September 2015 noted a 74% completion rate.
   - A Staff PDR Survey sent to all staff in February 2016 (which had a 22% response rate) noted that 79% of Bangor University's staff received a PDR in 2015.
   - The CROS survey results in this area included: that 68% of staff responded that overall the PDR was useful (UK result – 50.7%) and 72% thought that it was useful to highlight issues (UK result – 66.2%).

IV. To ensure that **research leaders** have the skills, knowledge and confidence to lead researcher teams there are a number of programmes and workshops to support them. This includes: the University's Effective Manager Programme, the 'Introduction to Management' Programme - that aims to ensure that managers are aware of their roles and responsibilities as mangers. The University runs an annual series of presentations that review key strands in the University's key strategic areas. HR also run a number of relevant sessions to enhance mangers' knowledge in relation to managing staff and provide coaching for managers.

V.   **Study leave** in the University is now monitored on an Institutional and College level to monitor trends and equal opportunity in this area.

VI.   Bangor University now rewards its most innovative academics at the **University's annual Impact and Innovation Awards**. This is an awards ceremony that recognises outstanding research and enterprise activities that have succeeded in benefiting the wider economy and society.

	Aim	Action identified for 2016-2018	Success Indicators	Lead Resp.	Date	Progress
1	Continue to enhance the PDR process.	• Develop an electronic PDR process for staff and work with the Colleges to inform the development of the academic PDR form. • Provide additional PDR training to support the process. • Provide a Guidance Document for reviewers and reviewees on how to undertake an effective PDR with reference on how to best utilise the RDF when addressing development needs.	• New academic PDR form developed and positive response from staff identified through PDR survey. • Electronic PDR process introduced and completion rate for annual completion improves to 85%. • 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).	DHR DHR DDHR(D) DDHR(D) DDHR(D) DDHR(D)	6/18 6/19 6/17 6/17 6/17 9/17	

2	Ensure research leaders and contract research staff are aware of the full range of support available to staff	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. • Work with RDRC Group 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)	6/17	
3	Identify researchers with leadership potential and support their development by developing a specific leadership programme and guidelines for research leaders.	• 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. • Develop guidelines regarding research leaders' responsibilities in terms of supporting researchers and sources of information.	• Hold one research leadership programme per year. • Positive feedback following evaluation. As Success Indicator noted in point 2.	DDHR(D) AS&RDM	6/17 6/17	

PRINCIPLE 3 AND 4: SUPPORT AND CAREER DEVELOPMENT

i. To support researcher development the University has a **researcher development programme** and research sessions provided by HR, the University Doctoral School and the Research and Enterprise Office. These workshops and presentations include personal and research skills development, careers sessions and more specific events such as: Designing a Think Tank, Early-Career Impact workshop and Academic to Policy Engagement Messages. Research staff also participate in the University's extensive staff development programmes and courses provided by CELT.
   - 57.4% of CROS respondents noted that they had a clear development plan.
   - 78% of CROS respondents noted that they had access to training and development and opportunities to attend conferences and external meetings.
   - In the PIRLS survey 86.7% of respondents felt they were treated fairly in terms of access to training and development.

ii. **Research Supervisor training** has been very successful during the period with 92 staff having undertaken supervisor training during the last two years.

iii.   The University encourages Early Career Researchers to apply for a place on the **Welsh Crucible Programme**. This programme is a partnership funded by a consortium of Welsh institutions and HEFCW and is a pan-Wales programme that aims to support researchers to be more innovative and examine how to get most impact from their research. On average 7 researchers from Bangor are chosen to attend this programme (about 25% of the cohort).

iv.   The **Knowledge Economy Skills Scholarships (KESS)** provide training for Masters and PhD students. It is a major European Convergence Project led by Bangor University on behalf of the HE sector in Wales. KESS 1 was completed in 2015 and supported 60 Research Masters and 63 PhD scholarships in Bangor. Both the Research Masters and PhDs are integrated with a high-level skills training programme. KESS II has now started and it is hoped this will support 140+ post-graduates (Research Masters and PhDs) in Bangor.

v.   A **researcher development website** has been developed that contains information about development opportunities, career development advice and specific information for PIs.

vi.   The University holds a University **Induction** Session for all staff once a month. This is supplemented by a research and teaching induction sessions that are held every September.   A checklist is provided for new staff so that all relevant policies and processes are discussed with their line-manager. This ensures that they are aware of key policies and expectations. The University induction is supplemented by a local induction in Schools and Departments.
- 46% of CROS respondents found the institutional-wide induction useful (UK result was 34%)
- 70% of CROS respondents found the local induction useful (UK result was 63%)

vii.   The University has developed a **Coaching and Mentoring Policy** and process and a pilot has been run in one of the Schools. Female staff have been invited to participate in the Womens Universities Mentoring Scheme which is a mentoring scheme that brings together mentoring pairs in different institutions in Wales.

viii.   Researchers gain **teaching experience** through the Centre for the Enhancement of Learning and Teaching. Researchers involved in teaching are encouraged to undertake the PGCert(HE) or, if they have more than three years teaching experience, they can apply for appropriate HEA Accreditation.
- In response to the CROS survey regarding continuing professional development activity 77.6% noted that they had experience of teaching or lecturing.

ix.   A **Teaching and Learning Conference** was held in 2015 with another planned in 2016.   122 staff attended this event which was very well received and attracted attendance from academic, research and support staff.

x.   **Welsh language researchers and PhD students** are also supported by the Coleg Cenedlaethol Cymraeg who provide a wide range of workshops for researchers and doctoral researchers through the medium of Welsh.

	Aim	Action identified for 2016-2018	Success Indicators	Lead Resp.	Date	Progress
1	Provide support for researchers and research	• Review the provision of the Researcher Development	• 75% of researchers satisfied with Researcher	AS&RCM/REO	12/16	

	careers through a career development pathway	Programme and improve the link between the programme and the RDF. • Develop a career development guide for staff to ensure that they are aware of University's expectations and the support available to them. • Continue to develop the Researcher Development Programme in conjunction with REO and the Doctoral School.	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. • Increase the number of research staff attending Researcher Development Programme by 10%.	DDHR(D) AS&RCM AS&RCM AS&RCM	12/16 5/18 12/17 5/18	
2	Further enhance research support for early career researchers	• Hold an ECR mini-conference to examine development of a University-wide ECR network and identify key development needs for the next two years. • Arrange a series of talks for the ECR Network in the topics identified in the mini-conference.	• ECR mini-conference held and actions identified for future initiatives and future talks have been arranged. • Engagement with ECR Network Group (aim to ensure that 70% of ECR's engage with the Network).	AS&RCM/REO AS&RCM	7/17 Annual Review in September	
3	Develop a series of on-line guides for researchers	Identify potential areas with the RDRCG areas could include; impact and public engagement and managing grants.	Develop three on-line guides following consultation with the ECR Network.	RDRCG/ AS&RCM	12/17	

	Aim	Action	Success Indicators	Lead Resp.	Date	Progress
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	7/17	
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	5/17	
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	

PRINCIPLE 5: RESEARCHERS' RESPONSIBILITIES

i.   The PDR process encourages staff to **take responsibility for their personal development** and reflect on this in their PDRs.   During the period new Guidelines were provided for PDR's for academic staff to encourage research staff to engage with their personal development.

- 74% of CROS respondents noted that they were encouraged in personal and professional development (UK result was 75%) and 96% noted that they take ownership of their career development.

ii.   With the publication of the new University Strategic Plan 2015-2020 specific actions have been included in terms of **researchers' responsibilities** to enhance research success in the University.

iii.   The University supports **engagement and impact** and in the transfer of knowledge and in terms of collaborating with colleagues outside the UK, the University's CROS survey notes an improvement from 52% in the 2013 survey to 62% in 2015 and 56% have been involved in interdisciplinary research projects.

iv.   The University has run a session on **research ethics** during the period and a revised Research Ethics Policy has been agreed by the University's Ethics Committee in May 2016. The University's Planning and Governance Officer run a number of Data Protection workshops each year and researchers are encouraged to attend to ensure that they are aware of their responsibilities in this area.

	Aim	Action identified for 2016-2018	Success Indicators	Lead Resp.	Date	Progress
1	Ensure all research leaders are aware of their responsibilities	• Hold sessions in the five Colleges in relation to RCUK	All five sessions completed.	AS&RCM /REO	12/17	

2	Improve awareness of researchers' ethical and research integrity	• 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.	• Email sent out to all staff. • 2 workshops held to communicate the policy.	HofC AS&RCM	09/16 5/17	

PRINCIPLE 6: EQUALITY AND DIVERSITY

i. The University analyses equality data and produces an annual report of progress in this area. The University has published its **Strategic Equality Plan for 2016-2020**. The Strategic Equality Plan and Action Plan have been developed not only within the context of the University's legal duties under the Equality Act 2010 but also duties Specific to Wales.

- In the CROS 2015 survey 82.8% of staff agreed that the University is committed to equality and diversity and respondents agreed that they are treated fairly regardless of personal characteristics in the areas of: career progression / promotion (70.3%), day to day treatment at work (90.4%) and reward (64.6%).
- In the PIRLS survey 96.7% of respondents agreed that the University is committed to equality and diversity (UK response was 85.8%)

ii. The University requires all staff to undertake **equality training** and managers must attend the Equality for Managers' course and 92 research managers have attended to date. Specific equality training was delivered for all staff involved in REF selection. Unconscious bias training is included in training provided by the University (including as part of the recruitment and selection training).

iii. In the area of **gender equality**, Bangor once again achieved the Athena SWAN University Bronze award in 2014. The School of Sport, Health and Exercise Science, the School of Psychology and the School of Environment, Natural Resources and Geography achieved departmental bronze awards in 2015 (SHES) and 2016 (Psychology, SENRGy). Furthermore, Bangor University was the winner in the 'Employer of the Year' (public sector) category in the Chwarae Teg 'Womenspire' awards in 2016 that recognise the contribution made by women across Welsh society.

iv. Following the results of the Equal Pay audit the University has introduced a new **Professorial Framework within the extended pay scale for professorial staff**. This Framework has clear criteria and banding to ensure transparency in the process.

V. The University has developed an extensive range of staff **support for in the area of maternity, paternity, adoption and shared parental leave, as well as for staff with other caring duties**. For example, occupational maternity pay is now available from the first day of employment, a 'one-stop shop' for mothers-to-be with pre- and post-maternity support and advice offered to improve retention of mothers returning from maternity leave and providing their line managers with equivalent advice on how they can support staff throughout this process. In the CROS survey staff agree that they are treated equally to other types of staff in relation to requests for flexible working (67.7%).

	Aim	Action identified for 2016-2018	Success Indicator	Lead Resp.	Date	Progress
1	Ensure that the employee support provision reflects best practice in the sector	• Provide guidance for PIs on employee support policies. • Hold workshops in all the Colleges to outline the University's support in this area.	• 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 HR/ HHS	12/16 5/17	
2	Progress the University's Athena SWAN strategy through the Athena SWAN awards.	Support Schools to achieve Athena SWAN awards.	• Four additional Schools to achieve Athena SWAN awards. • CROS survey reports that 90% of staff agree that the University is committed to equality and diversity.	ASSG	5/18	
3	Develop gender related networking events in the University to provide effective career development advice and role models for staff	• Arrange Athena SWAN presentations to increase awareness and improve knowledge of the Athena SWAN principles and the commitment of the University to these principles. • Arrange a 'Moving Forwards' conference to review the Athena SWAN strategy in the University.	• Arrange 3 Athena SWAN presentations a year. • Good response from feedback to the 'Moving Forwards' conference.	AS&RCM AS&RCM	5/18 12/17	

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	
5	Provide informal as well as formal support to parents.	Establish parent to parent network.	• Hold 3 parent to parent network meeting per year. • Receive positive feedback to events.	AS&RCM	9/16	
6	Ensure that the introduction of the Professorial 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	
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	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 open ended and fixed term contracts.	HR	9/18	

PRINCIPLE 7: IMPLEMENTATION AND REVIEW

i. The University has appointed an **Athena SWAN and Researcher Development Manager** to address many of the cross-cutting themes in both areas, particularly in terms of career development and support for contract research staff.

ii. Extensive **communication and consultation** has been held with School and relevant Task Groups (such as HR and Research Strategy) regarding current provision and the principles of the Concordat.

iii. The University held the **CROS and PIRLS surveys** in 2015 and found both surveys very useful in tracking progress. CROS has a response rate of 28% and PIRLS a response rate of 25%. In most areas in both surveys, positive responses had increased from the 2013 surveys. The use of staff consultation and other surveys (such as staff surveys and Athena SWAN surveys) have further informed the implementation and review of the principles of the Concordat in the University.

iv.

	Aim	Action identified for 2016-2018	Success Indicators	Lead Resp.	Date	
1	Improve monitoring progress and impact of actions to achieve address the Principles of the Concordat	• Hold the CROS survey in 2017. • Hold consultation with staff regarding progress against the Concordat Action Plan.	• 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.	RDRCG RDRCG AS&RCM	6/17 5/18 10/16	
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.	RDRCG	6/17	

Glossary of Terms

Aber-Bangor CPD Group – a group established to develop the joint CPD plan in both Aberystwyth and Bangor Universities

ASSG – Athena SWAN Steering Group

AS&RCM – Athena SWAN and Research Concordat Manager

Coleg Cenedlaethol – Welsh Language HE College

CROS – Careers in Research On-line Survey

DDHR(D) – Deputy Director HR (Development)

DDHR(O) – Deputy Director HR (Operations)

HR – Human Resources

KESS – Knowledge Economy and Skills Scholarships

PIRLS – Principal Investigators and Research Leaders Survey

RDCG – Researcher Development and Concordat Group

REO – Research and Enterprise Office

SDT – Staff Development Team