

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

University Athena SWAN Action Plan
Dignity at Work and Study Policy

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 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.

Relevant HR policies include;

The University has a [Dignity at Work and Study Policy](#) that states the

to further review key areas e.g. internationalising the curriculum. Researchers have been involved in all these consultations.

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.

be held to ask for researchers' opinions regarding all key services e.g. RIIO, Finance, HR, Doctoral School and the Library.

- d) The report that will be sent to Council every year will be sent to research staff to ensure they have been

We no

in relation to discrimination,
harassment, bullying, and research
misconduct.

b) The [Mediation Policy](#)

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.

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 o

enhancing the leadership capabilities of research leaders and ensuring that they have the skills, abilities and confidence to lead and manage researchers effectively.

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.

- b) Annually run a series of leadership talks from Research Leadership Alumn

		<p>employment to colleagues on comparable permanent contracts including pay, absence provisions and pensions.</p> <p>Flexibility and Career Breaks - The University has a suite of policies and processes within its Employee Support Framework.</p> <p>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.</p> <p>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.</p>		
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.	<p>Staff Survey and CEDARS</p> <p>Research School and College Groups</p> <p>Research Impact, Innovation and Strategy Group</p> <p>Researcher Development and Concordat Group</p> <p>College and School Committees</p> <p>Strategic Concordat Group</p> <p>Senate</p> <p>Athena SWAN School SATs</p> <p>University Athena SWAN Committee</p>	See ECI6	SCG

		Compliance with statutory reporting is normally coordinated by RIIIO 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.		

Welsh Crucible –

	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 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.	

	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 (PDR 10(i)-7(ti)-			

	policy development, public engagement and commercialisation.			
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