

Institution:	Glyndŵr University
Unit of Assessment:	UoA32 Art and Design: History, Practice and Theory
1. Unit context and structure, research and impact strategy	
<p><u>Overview</u></p> <p>The Faculty of Arts, Science, and Technology at Glyndŵr University has a rich history of innovation in the Arts and Sciences dating back to 1887, with arts subjects being taught to degree level since 1995. Degree awarding powers were granted in 2008, and we aim to achieve Research Degree Awarding Powers (RDAPS) by 2025. We believe in bringing together the arts, sciences, and technology to explore the creative overlap between these territories. There have been two major university restructures since the last REF, the most significant in 2018 following the arrival of the new Vice Chancellor and leadership team, and a reconfiguration from 'Schools' to 'Faculties' to create larger, more cohesive academic units. There are two faculties: Faculty of Arts, Science, and Technology, and the Faculty of Social and Life Sciences. Each are led by a Dean and supported by a team of four Associate Deans and a Faculty Business Manager.</p> <p><u>Objectives during assessment period</u></p> <p>Since 2014, Glyndŵr University has developed a wider staff base and strong research culture in art and design, as it did not submit to REF in 2014. Glyndŵr University is a small institution with 180 academic staff and more than 6,000 students. The School of Creative Arts sits within the Faculty of Arts, Science, and Technology and has 275 students on taught programmes across fine art, design communication, animation, game art, graphic design, illustration, graphic novels, and applied arts, including jewellery, ceramics, and glass. It has a further 51 students on taught masters' programmes. Our main objective is in nurturing and growing the next generation of researchers across all arts disciplines. Research in this unit of assessment engages in practice-led, theoretically engaged, and applied research. The research outputs take different forms, including exhibition, curatorial projects, journal/conference articles, and book chapters.</p> <p>Art projects contribute to active citizenship, support schools, and help enable, engage, and develop the civic mission through driving local, regional, national, and international projects. Examples include staff contributing to international exhibitions, such as Cerámica RIBA North, (2017), 'Ibid' Kuandu Museum of Fine Arts, Taipei (2015), and artwork exhibited with Raqs Media Collective, in Mumbai (2014). Artworks and community engagement includes events at Llangollen Fringe Festival, PhD students exhibiting at Llandudno 'Llawn' Festival, and considerable involvement in arts projects at Ty Pawb, Wrexham. This work contributes to the scholarly infrastructure of the art school. Staff have also participated in Erasmus+ 'Alien' knowledge-exchange activities with diverse stakeholders (academics, national and local authorities, migrant communities, and organisations) to understand the complexities of migration throughout Europe.</p> <p><u>Future Objectives</u></p> <p>'Arts and...' is the Faculty's strategic partnering initiative promoting collaborative research with a range of selected partner organisations reaching communities across and beyond NE Wales. Instigated in 2016 with the region's foremost contemporary gallery, Mostyn, the first project was to identify ways in which the ever-increasing prevalence of the digital realms have influenced audience habits and modes of representation within the galleries at Mostyn. The second phase commenced in 2018/19, with a research project in the Arts, Health and Well-being area, building on our first PhD in this area. The latter stages focus on Arts and Community, partnered with Ty Pawb, and most lately partnering with Theatr Clwyd, focusing on the dynamics of spatial interplay between audience.</p>	

Research Strategy

All current research activity at the University is underpinned by the University's Vision and Strategy Statement (2020-2025), which positions the institution as an anchor point for the region with a distinctive applied focus and mission to inspire and enable economic, cultural, and social success. Practitioner experience informs learning and teaching at the University and is leveraged to meet the economic needs and enrich the communities that the University serves. The research ambition is that the University will engage in 'Research that Transforms.' In 2018, the University recognised the need to increase research capacity and adopted a recruitment policy stating that new staff must normally possess or be close to achieving a doctoral qualification.

Informed by the University's Vision and Strategy Statement (2020-2025), an Action Plan for research is developed on an annual basis by the Research Committee; the current Action Plan focuses on supporting less experienced staff develop their research capacity and experience:

- Research-informed and research-led teaching as core to its curriculum
- Develop research capacity and capability of the university by developing its staff
- Grow the post-graduate research community
- Increase the number of active industrial and academic research collaborations
- Grow outputs and income associated with research
- Increase the visibility, impact, and value of our research
- Achieve Research Degree Awarding Powers

Staff within UoA32 contribute to these priorities and operate within this strategic framework. The selection, development, support, and management of research staff is in line with the guidance set out in the Concordat to Support the Career Development of Researchers. At Faculty level, this translates to the following objectives:

1. To develop stronger links between PGR and PGT.

New taught masters' programmes in Arts in Health, Art and Design Interdisciplinary Practice, Creative Production, and Curating Opportunities for progression from taught to research programmes will grow a critical mass and ensure that progression to PhD is supported in the subject fields.

2. To build on expertise in strategically important emerging areas.

- a. Provocative Pedagogies: building on staff expertise, including Jones & Cooke's 'DOT DOT DASH' project that takes the concept of agonistic public space into the realm of the art school. **Shepley's** work explores the theme of 'Art Schools as Heterotopias'.
- b. Social Engagement and Resilience: building Jones' practice around 'Tiriogaeth y Ffin/Frontier Territory' and writing on 'Antagonistics: Identity, nationhood and territory.' Roscoe's PhD study, 'An investigation into the relationship between material thinking, social engagement and the creative process in fine art practice'. Work underpinned by GTAs' (Graduate Teaching Assistants) PhD studies includes Harding, 'An investigation into how digital display and engagement can influence audiences at a public art gallery'; Jackson, 'Training and Development in Arts in Health'; and Simpson, 'The Role of Visual Arts in the Creation of Social Space: How artists, art organisations and communities collaborate'.
- c. Collaboration/Interdisciplinary Research: furthering the work of Jones' exhibition/Artefact, 'Visualising the Anthropocene' was a set of dialogues between arts/science disciplines. **Heald's** In-between-ness project, a collaboration between artists and psychiatrists. **Liggett's** work on the role of exhibition in interdisciplinary collaboration. Work on environmental change in the Welsh uplands in collaboration with Environment Platform Wales, by **Liggett and Shepley**.

3. Expand and enhance understanding of the University's key subject areas and their social and cultural impact.

Pathways to Impact: Research in the field of arts and health is shaping policy and guidelines through the Wales Art, Health, and Wellbeing network, by developing training, and increasing positive health and wellbeing outcomes within health and social care. Practice-led research with local arts organisations has encouraged innovative approaches to business development within creative institutions and engaged the public with research processes in new ways through exhibition.

Pathways to impact are being developed with our '*Arts and...*' initiative. Areas for expansion are underpinned by staff research to (1) apply research-led 'arts and health' practices to further develop the arts in health ecosystem of North Wales' health and social care; (2) expand upon research into the emerging role of the exhibition as a tool to facilitate more effective interdisciplinary and multi-audience engagement, encouraging international partnerships and providing a test-bed for new creative practices; (3) to support the creative resilience of North Wales through cross-disciplinary research.

The Wellbeing of Future Generations Act Wales (2015) and the co-production of knowledge are at the heart of the University's Civic Engagement Strategy, with mutually beneficial engagement in research that promotes and embeds partnerships with community, industry, and government. This process is being assisted by the university bid writers, the Head of Public Policy Engagement, the newly appointed (late 2020) Impact Officer, growth in Knowledge Transfer Partnerships (KTPs), and GTAs.

The University holds the HR Excellence in Research Award and has recently submitted a new Action Plan. The UoA is supported by the University's Research Office, which manages Open Access issues across the institution, and all submitted staff are represented in the online repository, Glyndwr University Research Online. The University's Digital Enhancement Strategy aims 'to develop a digital research environment that will allow University staff to enhance their research capacity and capability in order to drive innovation and increase the visibility and impact of their research.' The University has a policy on Open Access to Research Data, and a strategy and action plan for enhancing implementation are in preparation. The Research Office supports staff in terms of research integrity, including compliance with concordats. The Research Office provides the operational support for the University's Research Ethics Sub-Committee (RESC, reporting to the Research Committee) which develops policy and guidance regarding research ethics, monitors policy implementation, and reviews applications for ethical approval in certain categories.

2. People

Staff

This submission includes one early career and three mid-career researchers working in the field of contemporary art practice. The research community includes staff, GTA postgraduate students, Visiting Researchers, and a Visiting Professor to encourage collaboration across the faculty. There are 10 full time members of staff: Jones (fine art), **Shepley** (fine art), **Heald** (film and photography), Roscoe (fine art), Jarvis (game art), Alonso (applied arts), King (film and photography), Thornton (Illustration), Phillips (illustration) and Pacheco and 5 fractional including **Liggett** (fine art), **Kenyon-Owen** (creative media technology), McClenaghan (fine art), Cooke (graphics), and Williams (illustration). There are 3 GTAs (Harding, Simpson, and Jackson) and their dual teaching/research role is seen as offering an early-stage academic career path. Four members of academic staff associated with UoA32 meet the criteria set out in the University's Code of Practice for inclusion in the REF submission (**Shepley, Liggett, Kenyon-Owen, and Heald**). Staffing has changed significantly since 2014, with 6 of the 12 staff being new appointments enabling us to re-focus and rejuvenate research within the department. Two full-time members of staff have PhD's (**Shepley** and **Heald**) plus 3 currently enrolled (Alonso, Cooke, Roscoe). Two of the 4 part time staff have PhD's (**Kenyon-Owen, Liggett**) who were supported to obtain doctoral qualifications during their tenure at Glyndwr University. They have been mentored and supported to the point of being eligible to act as Principal Supervisors. Staff

with less experience (Jones) are progressing to the point of being eligible to act as Principal Supervisors by performing the role of second supervisor.

There are 3 strategically appointed Visiting Researchers in the School of Creative Arts (Corcoran, Wyatt and Williams) to develop the field of arts and health, and Corcoran to develop interdisciplinary collaborations. Visiting Professors Osanlou and Earnshaw work across the Faculty to extend collaborations between art, science, engineering, and technology. They help create opportunities for writing for publication. Professor of Contemporary Art Practice, **Shepley**, was appointed Head of the School of Creative Arts in 2016 and after a re-structure in 2017/18, he became Dean of the Faculty of Arts, Science, and Technology. In Oct 2018, **Liggett**, Reader in Fine Art was appointed Associate Dean for Research for the Faculty (0.4 role). The university has set a requirement for all new academic staff to have a doctorate, complementing their professional experience, and academic staff are normally appointed on permanent Teaching and Research contracts of employment.

Staff Development

Staff development activities are a key component for new and existing staff, including supporting them to gain a PhD with a 50% fee waiver. The predominant focus is on supporting early career staff to gain doctoral qualifications and developing staff in posts towards holding significant responsibility for research. Staff included in this submission have, during the assessment period, taken on PGR supervisory roles and specific training for staff, including new supervisor training, current supervisor updates, internal examiner training, and how to chair a viva. There is support for staff to collaborate with other universities and present at conferences, with awards open to all staff and research students. **Jones** was supported to present at a conference in Riga, **Liggett & Shepley** presented at conferences in London in 2018/19, and **Kenyon-Owen** presented in Dubrovnik and Lisbon in 2015/14. There is a sabbatical policy to enable time for research, and formal mentoring arrangements available to encourage research. Glyndŵr University commits to acting in accordance with the principles of the national Concordat to Support the Career Development of Researchers (known as the 'Researcher Development Concordat'). The revised Concordat was published in 2019 and the University has updated its strategy to align more closely with and to reflect the focus on the Concordat itself, e.g., a focus on GTAs. Priority actions concern communications with staff regarding the Concordat and support for managers completing probationary reviews, with guidance provided to reviewing managers to include specific objectives around engaging with research activity and relevant training. Staff are also contributing to a study of 'what makes a good research environment?'. A pilot phase of the PGCert programme, 'The Confident Researcher', is to be launched in 2021, with at least one of the UoA32 submitted staff involved in this.

Annual Performance Development Review Process (PDR) aligns research and scholarship with strategic priorities and all academic staff complete and submit Personal Research Plans (PRP) to the Associate Dean for Research, who provides research oversight for the Faculty. The annual PDR process includes explicit reference to PRPs. PRPs include opportunities to comment on perceived barriers and requirements as well as providing a framework for outlining achievements and plans. The Work Allocation Model (WAM) also allocates time for research for every staff member. The University is a member of GuildHE Research, the research consortium for smaller and specialist higher education institutions. This organisation is a collegiate peer-to-peer network of 30 comparable institutions that supports its members to embed a positive research culture, develop robust research and innovation strategies, and establish appropriate infrastructure to drive forward their ambitions. It provides researchers of all stages with opportunities to network and collaborate with peers across the UK and from a broad range of disciplines, facilitating activities face-to-face and virtually, including an annual doctoral summer school, training events, and opportunities to forge new projects and communicate their research.

Research Students

There are a growing number of post-graduate research students, some of whom are Glyndŵr University graduates and others who have studied elsewhere. Most students are self-funded except for the 3 GTAs, who have their fees waived and are co-funded by Glyndŵr University and partnership organisations. The University of Chester is Glyndŵr University's awarding body for research degrees. In academic years 2016/17, 2017/18, and 2018/19, there was one PhD awarded per year; in 2019/20, there was one MPhil awarded. In 2013/14, 2015/16, and 2016/17, there was one enrolment onto a research degree per academic year, 2 in 2017/18, 3 in 2018/19, and 4 in 2019/20.

Research students are administered and tracked centrally by Student Administration and are allocated a supervision team from University Departments. Support for PGR students in terms of induction, training, facilities, mentoring, and supervisor support are provided at University level by the Research Development Tutor. The University's research and transferable skills training programme has been mapped against the Vitae Researcher Development Framework and supports students throughout their programme of study. There is a rolling programme of generic and subject-specific training events including: Intellectual Property, Identifying Questions & Testing Strategies, Effective Communications for Research, Research Ethics, How to Survive Your Viva, Writing for Publication, Qualitative Methodology, Visualising Research, Researchers do Radio, and The Art of Research (**Liggett**). The monthly 'Open House for Research' for staff and PGR students is a mini workshop/networking opportunity. There is a Visualising Research competition once a year with prizes for the best entries (**Liggett**). The most recent internal PGR student experience survey (2018/19) found that all respondents were satisfied with their research degree programme.

A joint faculty Research Seminar Series includes talks from researchers within and outside the University. There are two staff conferences a year, which have a strong research component, with contributions from staff within this UoA, for example: 'Overlapping species of spaces: exploiting ecotones in an urban setting and various attempts at increasing artistic biodiversity', (**Shepley**) and 'Training & development in Arts in Health: A North Wales perspective', (**Liggett**). The Faculty also has 'away days' annually to focus on the research/teaching nexus.

Evidence of how the submitting unit supports and promotes equality and diversity.

The University is committed to promoting Equality and Diversity, which is inherent within the Strategic Framework's emphasis on creating a community that welcomes students, staff, and visitors from all backgrounds, placing them at the heart of all we do, treating them with dignity and respect, and always providing equality of access. Glyndwr University operates a nationally agreed standard recruitment practice, which does not discriminate on the grounds of protected characteristics.

In 2019, Glyndwr was ranked first by the Times and Sunday Times for promoting social inclusion within the UK university sector. HESA data indicate that 39% of the University's PGR students are from low participation neighbourhoods. All University properties are accessible with adjustments based on individual needs considered and implemented where possible. Inclusivity in relation to disability is the responsibility of all staff, and of the Disability & Learning Support Team who provide guidance and support throughout a student's time at the University. The Assessment Centre provides a professional assessment, advice, and training service to students with disabilities. The University actively encourages staff and student applications from diverse national and ethnic backgrounds. The University's Welsh language policy commits the University to treating the Welsh and English language equally and in accordance with the Welsh Language Act, 1993. Sabbaticals and fellowships are available to staff in the University to pursue Welsh language training and awareness courses. Application forms received in Welsh can be processed in Welsh and any necessary interviews can be conducted in Welsh. Religious literature and faith-based support is available within the Learning Centre and Student Union. An inclusion and diversity event, including exhibitors and contributions from local organisations and charities takes place annually in November, with members of the Chaplaincy and Equality & Diversity Action Group working collaboratively.

The University achieved Stonewall Diversity Champion status in November 2016. The Stonewall index is used by the charity and the University to assess the progress the University is making towards LGBT+ inclusion. Since 2017, Wrexham Glyndŵr University has risen 60 places in the Stonewall Workplace Equality Index, bringing it up to 180th place out of 550 organisations. The University has a dedicated LGBT+ Staff Network and LGBT+ Student Society who work together to inform change, update policies, raise awareness, and strive to create a fully inclusive environment for all staff, students, and visitors. The University's Organisational Development & Diversity Manager oversees policy and practice to ensure the learning environment is more inclusive. Reasonable adjustments can be made for staff and students who would be unfairly disadvantaged by a particular form of work or assessment. Staff in the UoA have their own needs in relation to diversity and equality and these are met within the enabling framework of the University's diversity policies. Two members of staff in the Unit have taken part in the Advance HE Aurora Programme that supports women and their institutions to fulfil their leadership potential. Additional needs and those associated with the wellbeing of staff are addressed in regular workload related meetings with line managers.

3. Income, infrastructure and facilities

£22,000 has been earned by researchers since 2014 through UK-based charities open competitive process, UK central government bodies/local authorities, health and hospital authorities and UK industry, commerce, and public corporations. This was supplemented by non-HESA reported income in the form of in-kind from public venues, typically galleries because of the audience focused nature of the subject areas.

Infrastructure

The University's Enterprise Team support academic and operational colleagues to identify research, commercial and capacity building opportunities, and funded projects. These project managers (bid writers) work flexibly with colleagues responding to tenders, research calls, and building projects from scratch; providing resources including strategic and administrative support covering budget, compliance, business case development; and project managing the application process according to the needs of the principal investigator/project delivery lead. In January 2021, the University appointed a Research Impact Manager to provide dedicated encouragement and support to academic staff across the University, complementing the existing support from the Research Office, Enterprise Team, and the Associate Deans for Research.

The Associate Deans for research are responsible for implementing the Action Plan. A recent development is the recruitment of 'Research Strand Leads' to act as champions to encourage and co-ordinate research within and across disciplines. Overall responsibility for research-related matters rest with the University's Research Committee, which reports directly to the Academic Board. The committee is chaired by the Pro Vice-Chancellor for Research (Prof Richard Day). The committee's remit concerns the development of relevant policies and procedures; the identification and dissemination of good practice in research across the University; and oversight of research governance matters. The Head of Research Services provides governance and administrative support and leads on the development and delivery of a researcher development programme. The Head of Research Services also provides operational support to the Research Ethics Committee (REC), which provides oversight of and discharge functions related to ethical approval for research.

Facilities

In the School of Creative Arts 'Learning takes place through situated practice utilising 'The Dispensary' exhibition space in the foyer, 'Dazzle Cinema', Wales' smallest cinema and gallery, YSTAFELL 23. The practice-orientated nature of research in this UoA draws on the workshops and technical facilities based in the School of Creative Arts. Since 2014, the support for art and design research as part of the University's research strategy has resulted in University

investment in buildings and research facilities that support researchers, including PGRs. These include film, sound and TV studios that are also used by BBC Wales, digital media labs and editing suites, a photography suite, and specialist 3D workshops including wood, ceramics, metalwork, and printmaking, all supported by 7 FTE of specialist technical staff.

There has been investment in a library with research databases, dedicated art and design subject librarians are available for information surgeries, alongside an interlibrary loan system, and we have membership to specialist libraries. Wales Higher Education Libraries Forum (WHELF) reciprocal agreement provides journal articles from other Welsh libraries. There is also a scanning service for journal articles and book chapters and individual on-demand purchases of books for students and staff. There is a dedicated PGR space, including symposia and exhibition spaces, and all research students in Art and Design have work/studio spaces and access to all facilities and workshops within the Faculty. In addition, there is a PC common room on the main campus for all postgraduate research students across the Faculty.

Between 2009 and 2018, the University invested resources in the Oriel Sycharth Gallery, which provided a varied programme of group and solo exhibitions highlighting the work of local, national, and international artists curated by the then Head of School of Creative Arts, Professor Estelle Thompson, as well as invited curators. Public engagement with contemporary exhibitions and events was a focus for the space as well as its underpinning of teaching and research in the department until its closure in 2018. Staff exhibitions include: 'Pound Shop Logic' (Jones, 2017), 'White Lies' (Estelle Thompson, 2015), and Carbon Meets Silicon (**Liggett**, 2015/17). The gallery facilitated cross disciplinary research resulting in new collaborations, such as those emerging from the 'Carbon Meets Silicon' exhibitions (**Liggett** 2015&17). Past exhibitions include 'Social Fabric' by Lisa Milroy (2016), 'Heaven and Earth', Methodist Art Collection (2015), and 'Collaborate' (2015) with artists contributing to a public lecture series. Oriel Sycharth closed in 2018 and the space was transformed into a social collaborative learning space with opportunities for exhibits to be shared more broadly across the community. It was deemed unnecessary to house a public gallery within the university with the opening of Ty Pawb, a new public arts centre in the heart of Wrexham. **Shepley** and Jones were instrumental in the consultation events for the development of this new facility, which has two galleries, one that meets national standards for the display of exhibitions, performance spaces, and a learning and development space for all to use. Collaboration with Ty Pawb has replaced Oriel Sycharth in providing public artist talks, hosting research events, and fostering collaborations with local community to address key themes.

4. Collaboration and contribution to the research base, economy and society

Unique ways in which we work locally are disseminated nationally and globally via exhibitions, conference contributions, and invited speakers at major forums such as the National Association of Fine Art Education, the European League of Institute of the Arts (ELIA) events, and the PARADOX Fine Art European Forum.

There is collaborative activity on an individual level as well as within and beyond the University. External institutional links include collaborative research agreements with MOSTYN gallery, Betsi Cadwaladr University Health Board (BCUHB), and Wrexham based arts organisation/gallery, Ty Pawb. These partnerships take the form of co-funded PhD studentships between the organisation and the University. The MPhil/PhD is funded 80% FTE for 3 years, FT fees and 20% FTE GTA (1 day/week) salary are made available by the University and the partnership organisation. The MPhil/PhD studentship at MOSTYN is designed to investigate and identify existing digital content and design a methodology for construction of new platforms for the development and curation of future digital outputs. This research builds upon MOSTYN's existing digital footprint and the evidence currently available from its programme of activities to reshape perception and understanding. The MPhil/PhD studentship at BCUHB aims to firmly embed the arts within existing healthcare structures at BCUHB through the training of artists and health care practitioners. This research will lead to the development and delivery of accredited training packages that ensure that engagement in the arts at BCUHB is of the highest standard

nationally and internationally. The MPhil/PhD studentship at Ty Pawb aims to investigate and identify what it means for an arts organisation to be 'creatively resilient'. The research is exploring how, in uncertain times, arts organisations can develop creative, innovative, sustainable, and resilient business models that do not compromise but enhance their independence, their flexibility, and their artistic and social agendas.

Staff and students contribute to the evolving arts ecology in Wrexham with the support of East Street Arts and in partnership with THIS Project, a community of artists, arts organisations, creative individuals, and bodies that support the arts and culture in Wrexham through creative pop-up spaces, such as Undegun. These multi-purpose creative spaces encourage the Wrexham community to get involved with the arts. Through interventions in art, education, environment, public space, and regeneration, staff work towards securing better livelihoods for artists in Wrexham. The exhibition, 'Heterotopic Encounters' curated by **Shepley**, 2020, is one example of staff disseminating art practice as research.

Cooke was involved in a collaborative project called 'Advanced Learning and Inclusive EnvironMent' (ALIEN) and worked in partnership with Aalto University, SGH Warsaw School of Economics, Polish-Japanese Academy of Information Technology, University of the West of Scotland, and Technopolis City of Athens to develop engagement of Higher Educational Institutions (HEIs). This involved local and international migrant organizations and regional authorities to build bridges and share knowledge, good practices, and raise awareness of issues around migration. Cooke conducted Living Labs that worked as interactive think tanks, where issues and opinions of public concern related to migration were discussed and later formed his PhD question.

The Glyndwr University biennial Internet Technologies and Application conference (ITA) and exhibition 'Carbon Meets Silicon' 2015/17, led to collaborations between the computing department and the publishing of academic papers from the arts in computing journals and books, for example, 'Technology Design and the Arts –opportunities and challenges' (Springer, 2020), co-edited by **Liggett** with visiting Professor Earnshaw. This book includes invited chapters by artists from the UK, Europe, and the USA who contributed to this exhibition at Glyndwr University. Shepley collaborated with researchers to produce the book chapter, 'Idiosyncratic Spaces and Uncertain Practices: Drawing, Drifting and Sweeping Lines Through the Sand', Chapter (7) in Journeaux, J. & Gorrill, H. Drawing Conversations: Collective and Collaborative Drawing in Contemporary Practice, Cambridge Scholars Publishing 2018. **Heald** collaborated with Women's International Glass Workshop (WIGN) with film screenings 'Lumiere Visible' at La Grange aux Verrières, Saint-Hilaire en Lignières, and The Mission Gallery Swansea, 2016. **Heald** also collaborates with Assistant Professor Font from University of Silesia, Poland and contributed the book chapter, 'Dream films', Women's Time and Sleep'. In: Front, S. & Bemben, A. eds. Hours like Bright Sweets in a Jar – Time and Temporality in Literature and Culture, Cambridge, Cambridge Scholars Publishing 2014. **Heald & Liggett** were involved in a collaborative research project with a psychiatrist resulting in the book chapter 'Time and the chora: "Transitory strata" and "in-between-ness" within "dream films"'. In: Lewandowska-Tomaszczyk, B. ed. Time & Temporality in Language and Human Experience. Frankfurt am Main, Peter Lang, pp.401-409 2014.

Staff have been Invited Speakers at various events including the launch of the North Wales Concordat for Arts in Health and Wellbeing, alongside the Welsh Cabinet Secretary for Health and Social Care and the Chief Executive of Arts Council Wales 2019 (**Liggett**). *Creativity, Health and Well-being: Exploring art as a therapeutic tool* Symposium, Axis web at Oriel Mostyn 2014 (**Liggett, Heald**); 'Art Schools as Heterotopias', Keynote Speaker at the Hidden Curriculum Conference, National Association for Fine Art Education, University of East London, 2016 (**Shepley**).

Staff are involved in various research and professional networks, including membership of National Association of Fine Art Education (NAFAE; Jones, Roscoe, McCenaghan); East Midlands Visual Arts Network (EMVAN; **Shepley**); Royal Cambrian Academy (**Liggett**); Centre

for Mental Health & Society: a collaboration between Betsi Cadwaladr University Health Board and Bangor University (**Heald**); 'Teaching Painting', an organisation leading to a book containing the papers from this conference published by Black Dog in 2016 (McCleanghen); Fellow of Royal Society of the Arts (FRSA; **Shepley**); Wales Arts Health and Wellbeing Network Steering Committee (**Liggett**). The School of Creative Arts also has institutional membership of European League of Institutes of the Arts (ELIA).

Conference proceedings contributed to the discipline and research base. Notably, 'Cultural contouring: how visual arts practice can serve as a catalyst for social resilience in the North Wales Uplands' at 2nd International Conference on Arts And Cultures' (GKA Conference), Cadiz (**Liggett & Shepley**, 2020); 'Precarious Pedagogies' at Paradox Conference, Riga, (Jones & Cooke, 2019); 'Contemplating the notion of indefiniteness: self-parody, disengagement and the gesture of purposeful purposelessness', Royal Anthropological Institute Conference Art, Materiality and Representation at The British Museum & The School of Oriental and African Studies, London (**Shepley**, 2018); 'The Persistence of Escapology: The Relevance of Indeterminate Practices in Contemporary Art and Thinking through Unmaking', 11th International Conference on the Arts in Society: The Practice of Art in the Age of the Anthropocene, University of California, (**Shepley**, 2016); 'The potential of painting: unlocking Disenfranchised Grief for people living with dementia' and workshop 'Training and Development for Arts in Health in North Wales', European Association for Health Information and Libraries (EAHIL), Cardiff (**Liggett**, 2018); 'Disclosing ambivalence, Thinking Through Uncertainty and the Paradox of Escapology', Paradox European Forum, Poland (**Shepley** 2015); 'Stories surround us - adaptation, appropriation and engagement within installation art', Inter-disciplinary.net 7th Global Conference – Storytelling, Dubrovnik, Croatia (**Kenyon Owen** 2015); "'Broken, rusty, charismatic" – the Transmedial destiny of found objects in the artwork of Penny Hallas', Inter-disciplinary.net 6th Global Conference – Storytelling, Lisbon, Portugal, (**Kenyon-Owen** 2014).

Staff are on editorial boards for various journals including, Journal Article Reviewer for Austrian Science Fund, Program for Arts-based Research (**Shepley**); Associate Editor for The International Journal of Design Management and Professional Practice (Common Ground Publishing; **Shepley**); MDPI Arts Editorial Office (**Liggett**); Electronic Visualisation and the Arts (**Liggett**); program board member of the 9th International Conference on Culture and Computing, HCI international Washington DC2021 (**Liggett**); The Dovetail Journal: Phenomenology, Literature, Creative Arts and Media. Bangor, Dovetail: ILCAM (**Heald**). Staff act as external examiners for PhDs at The University of Wales (**Liggett**), University of Lincoln (**Shepley**), University of Wolverhampton (**Shepley**), Leeds Metropolitan University, and University of Chester (**Shepley**).