



# POLIS Strategic Plan

2021-2026

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## Executive Summary

### 1.1 Vision

The purpose of the POLIS strategic plan 2021-26 (POLIS SP 21-26) is to offer a national and international profile for the School at a time of change and opportunity. This purpose requires both long-term thinking and extensive coordination so that the School can be brought together as a global-reaching community of excellence in which all POLIS members consider themselves empowered to contribute. The SP 21-26 promotes Faculty strategy and aligns with the new University Academic Strategy (2020-2030).

In line with the university goal of addressing ‘global challenges’ and with the faculty goal of advancing social science, this Strategic Plan sets out a ten-year research and educational vision to investigate, understand, and help shape the **politics of global challenges**. By the ‘politics of global challenges’, it understands the inherently political processes through which global challenges - such as climate change, global health, insecurity and violence, under-development and democratic engagement - are created, understood, and mediated by the exercise and contestation of power in its various forms. POLIS’s vision presents, accordingly, a multi-faceted understanding of the political dimensions of an interdependent but highly differentiated world. This vision has three pillars to it:

1. Identify the School with the **politics of global challenges** in order to achieve a comprehensive set of pedagogical and research strategies and, through this set, a ‘world-class’ reputation with a vibrant and strategically focused undergraduate, post-graduate, and research community. To be bold, this profile aims to inform all areas of the School: research, teaching and impact.
2. Create an institutional and cultural mosaic of research and teaching commitments that works with, and transcends, the School’s quasi-compartmentalization into the three fields of Politics, International Relations and International Development and that facilitates dense interaction at School, Faculty and University levels (in line, for example, with the transdisciplinary landscape of the Sustainable Development Goals).

3. Constitute a pillar in the University of Leeds and beyond of social science advocacy and practice at a moment when the requirements of systemic societal change are large, challenging and open.

### 1.1.2 Goals

This vision contains the following four goals:

1. To achieve national and international recognition for research, general impact, and educational programmes under the canopy-vision of the **politics of global challenges**.
2. To create a continuum of engaged students from undergraduate to postgraduate research. To foster a postgraduate community that is aligned with the profile of the School and its research commitments, that is identified through a balance of domestic and international students, and that is both rooted in Leeds and works to the creative opportunities of in-person, hybrid and fully online education.
3. To advance interdisciplinary nodes of research and education across the Faculty and the University that advances social scientific insight and skillsets at a time of societal change and choice at scale (local, national, international, planetary).
4. In taking forward the School's profile of a global community, and in line with the University, Faculty and School's 'Equality, Diversity and Inclusion' agenda, our work will be founded on a culture where everyone can realise their full potential. This entails proactively creating gender balance and equality of opportunity among academic staff; with particular attention to increasing ethnic and social diversity among both POLIS students and staff.

## 1.2 Value Statement

The School upholds the following values, particular to a research-led educational institution and to an institution specifically rehearsing the politics of global challenges: academic integrity and freedom, creativity, pluralism, diversity, the importance of teamwork, common and individual welfare, and global responsibility and solidarity.

These values require working in alignment with current University and Faculty guidelines **and** creating a culture of community and ambition across the School. An achieved sense of community and ambition will enable the School to fulfil over the next decade a comprehensive, strategic, sustainable, values-based focus both within and outside the University of Leeds.

## 1.3 Research Strategy

POLIS maintains a well-established interdisciplinary profile beyond its core strengths of Political Science, International Relations and Development Studies pursuing its strategic mission: to deliver world-leading, impactful research that addresses the politics of global challenges by harnessing intellectual and methodological pluralism and engaging beyond standard disciplinary boundaries. Our success in achieving these will be founded on current and future abilities to:

- Shape intellectual agendas within and beyond our discipline;

- Increase our portfolio of funded research (see also 1.7. Resource and Income), including the leadership of interdisciplinary consortia;
- Continuously enhance the national and international recognition of our research excellence and show how it shapes international, national and local policy and practice to address global challenges.

In line with both its strategic profile and the new University strategy of 'Community, Culture and Impact', the School will achieve over the next five years the following goals:

- Achieve an assured research community and culture that is inclusive, well-mentored, and purposeful;
- Achieve a comprehensive research community and culture that reaches out successfully over academic staff and undergraduate as well as postgraduate students;
- Ensure an open research community and culture that has established research-education partnerships with other universities and sector-relevant institutions both in the North and South of the world.

The School's strategic ambition and sense of community will be predicated upon these terms of inclusion and outreach. This research strategy must be sustainable in its widest sense, and the School will outline the processes and practices needed to work towards the University's net zero commitments through the University Blueprint process.

To one side of relations between the Faculty's Pro-Dean of Research and Innovation and the School's Director of Research and Innovation (DoRi), the Research Strategy is overseen by the Head of School and taken forward by the DoRi, the Deputy Director of Research (DDoRi) and the (co-)directors of the School's Research Centres. The Research Centres are at the core of aligning the School's research, research culture and research community with the overall canopy vision, the politics of global challenges (see [mission statements](#)). The DoRi and DDoRi will promote *in a comprehensive set of strategies* an inclusive research culture, breadth of impact, excellent research publications, and advances in grant capture as well as in the Research Excellence Framework. These strategies will include the embedding and extending of ED&I monitoring, tailored support of international and interdisciplinary collaboration, outputs and impact, review of a more targeted academic leave scheme, active recruitment of post-doctoral applicants, and appropriate award schemes.

The School has five Research Centres and one research-led [Centre of Teaching Innovation and Scholarship](#) (CTIS), which bring together and coordinate, at appropriate scale, the strategic research and research-led activities of the School. All teaching and research staff should be members of at least two research centres; all School staff are members of CTIS. The Research Centres are [the Centre for Democratic Engagement](#), [the Centre for Global Development](#), [the Centre for Global Security Challenges](#), [the Centre for Contemporary Political Theory](#), and [The European Centre for the Responsibility to Protect](#). With critical mass and at scale, the School will contribute to the future formation of Faculty

Research Centres and to future university initiatives that are challenge-led, interdisciplinary and invite large-scale social scientific enquiry.

The School will continue its excellence in impact as measured by REF. However, impact matters in a wider sense to the School and will be thought across all teaching and research activities, through engagement with external partners in both teaching and research, and in ways that enable it both to equip students to meet the Challenges of the 21<sup>st</sup> Century and to enhance research practice.

In order to ensure its research and research-led strategies, the School will ensure 40% of a standard Teaching and Research (T&R) profile on research, impact and (catch-up) scholarship, with 30% earmarked specifically for research and impact and 10% for scholarship. In order to ensure a research education paradigm for the School as a whole, the School will ensure 20% of a standard Teaching and Scholarship (T&S) profile on research-led education/engagement initiatives, with a 10% allocation awarded to 'scholarship' requirements.

### 1.3.1 Postgraduate Research Strategy

The postgraduate research strategy will work fully within the above research strategy as a whole. It will aim to accomplish the following goals within a five-year timeframe:

- Grow the postgraduate research community to a maximum of 70-80 doctoral students in total over the next five years, including strategic, targeted acceptance of online PhD students.
- Align the research agendas of doctoral students with the School's overall strategic profile of the politics of global challenges' and use targeted scholarships to advance this profile at postgraduate research level.
- Integrate all research students into the School's research community and culture regarding both research and impact; and, to this end, promote active membership of, and contributions to the Research Centres (presentations, seminars, conferences, co-authored articles, blogs, School webpages, etc.).
- Promote a culture of doctoral completion in (maximum) four years' study and, with the Faculty Graduate School, outline and advance diverse career pathways for PhD candidates.
- Diversify the doctoral student base in line with ED&I priorities at university, faculty and school levels and contribute effectively to Faculty-based BAME graduate scholarships.
- Help expand the post-doctoral research community through increasing research fellowships tied to grant capture and integrate it with the research community of staff and PhD students.

To be owned successfully by the School, this strategy will be led by the two Postgraduate Directors working in close tandem with the Head of School, the Director of Research and Innovation, the Faculty Graduate School Director, and the Faculty Pro-Dean of Research and Innovation.

## 1.4 Teaching and Curriculum

The School has a very strong reputation in research-led teaching, as evidenced in recurrent Russell Group top-four NSS scores up to 2019/20 as well as in the annual evaluations of external examiners. The School aims to maintain this excellence in research-led teaching. The new strategic vision and goals of the School, the University agendas on decolonization, employability, internationalisation and digital transformation, the new university academic focus on ‘student-centred learning’, and the changes underway in Higher Education following COVID—all require, that said, a fresh, strategic look at the School’s curriculum at undergraduate and post-graduate levels. Before rehearsing strategic priorities at both levels, it is important to underline five general goals for POLIS SP 2021-26. These are to:

- Understand research, education and impact as working together within the School’s strategic orientation. Education in the School will be research-led and have general impact for students (acquired skillsets for 21C challenges).
- Bring together undergraduate and graduate curricula so that a broad, but consistent set of deliveries within the profile and timeline of the Strategic Plan is achieved.
- Align, simplify *and* distinguish undergraduate and graduate programmes so that clear choices, trajectories, and pathways are offered at both levels *and* between both levels.
- Seek greater flexibility in research and teaching allocations to address efficiency of workloads and target specific staff skillsets and expertise. To this end, the School aims to introduce from 21/22 a number of permanent 1FTE Lecturer roles to address recurrent teaching needs. These positions will be introduced in such a way that proper career development is embedded in them (e.g., promotion through a T&S profile).
- Introduce blended and fully online delivery of programmes where strategically pertinent and at scale. Blended and fully online pedagogical delivery will always be done with broad consent of the School to ensure ownership and strategic community.

These goals will be overseen by the Head of School and taken forward by the Director of Student Education and their deputy in close consultation with the Pro-Dean of Student Education. The Centre for Teaching Innovation and Scholarship will provide a School-wide intellectual hub for reflection on teaching practices (content, methods, types of delivery, etc. in line with the School profile), and the Curriculum Review Working Group will be convened when both careful preparation and systemic coordination of pedagogical innovation are required. The Director of Student Education, in coordination with the Head of School where necessary, will bring forward all programme innovation to the requisite committees.

### 1.4.1 Undergraduate

The review of the undergraduate curriculum is of necessity ongoing as it responds to both internal and external educational and societal circumstances. That said, with regard to the overall strategic profile of the School, and in alignment and interaction with Faculty and University prerogatives, POLIS aims to achieve the following undergraduate goals:

- Offer a Year One across the curriculum that is framed by the politics of global challenges.
- Ensure a coherent and consistent module offering in all programmes, building 'pathways' to help student's navigate module choice and underpin BA/MA trajectories.
- Work with the employability officer to upskill staff to highlight employability across the curriculum.
- Enhance skills' offering to create an empowered and highly employable community of learners.
- Pursue an active recruitment strategy in schools to diversify the undergraduate cohort (university LPN target of 10.9%) and increase a targeted international cohort to 10% of the entrance year.
- Expand within the curriculum the existing spaces of cooperation with practitioners both to enable students to have impact whilst on their degree and to open up and direct career paths.
- Strengthen the student voice in the School and create opportunities for student research, using existing assets of two undergraduate journals, student/staff fora, and student involvement in curriculum review.
- Further embed sustainability and climate change across the Undergraduate Curriculum, working through blueprint process to identify priorities.

#### 1.4.2 Postgraduate taught

The School's MA offering requires simplification, strong comprehensive profiling and prioritization in line with the School's strategic profile. The School will:

- Reduce MA programmes from sixteen to (circa) ten; withdraw those programmes consistently under-firing over a five-year period.
- Create a balanced cohort of home and international PG students (45%/55%) so that an integrated, ambitious PGT community, studying broadly around the politics of global challenges, is achieved.
- Set in place, with marketing and admissions, clear strategies of MA profile and MA recruitment.
- Rationalize the MA programmes so that each programme has adequate teaching and staff to secure a 'world-leading' position in the higher education market.
- Ensure that all MA programmes have two differentiating core modules and/or a full suite of focused modules to maintain academic and market integrity.
- Support UoL graduates and home students who wish to pursue MA studies with targeted scholarship opportunities.
- Offer programmes and modules that directly appeal to practitioners and that build the skillsets of practitioners of the future.
- Consider all future MA curriculum delivery in light of in-person, blended and fully online educational possibilities.
- Further embed sustainability and climate change across the Postgraduate Curriculum, working through blueprint process to identify priorities.

The table below details, from within POLIS, School, Faculty and University-wide MA/MSc offerings over the next five years. Other suggestions (withdrawals/proposals) may be made in due course.

■ School-Level	■ Faculty Collaborations	■ Univ Collaborations
MA Global Development	MA Global Development and Education (delivered with education)	MA African Studies and the African Diaspora
MA Global Political Economy	MA Social Political Thought (delivered with SSP)	MA Global Health
MA International Relations	MA Global Governance: Security, Conflict and Justice (delivered with Law and SSP)	MA/MSc Climate Change
MA Conflict, Development and Security	MA/LLM Global Governance: Politics and Law of Global Challenges	--
MA Security, Terrorism and Insurgency	MA Global Governance: Global Governance and Diplomacy	--
MSc Political Science/Political Analysis and Data Analytics	--	--
MA Politics of Gender	--	--

## 1.5 Admissions, International, Inclusion

Admissions, internationalization and inclusion are inter-related parts of one comprehensive strategy of recruitment (students and staff). Details particular to each part are carefully rehearsed in the [Strategic Plan](#). The recent block appointment of a Director of Admissions (DoA), a Director of International (Doint), to the School Management Team supports this strategy.

### 1.5.1 Admissions

After Y21/22, and for the following five years, the School aims to level its undergraduate intake (Y1) at circa 180 students, with an overall undergraduate cohort of 600 students (Y1-4). Of this 600, we expect 10% to be international students by 2026. The school will increase the postgraduate student cohort to circa 200 students, with a 45% home / 55% international student split. As mentioned above the School considers that this balance of domestic/international provides for a properly integrated and grounded postgraduate community, one from which a healthy and sustained postgraduate research community can be in turn recruited in line with the School's strategic profile.

The School's assumption of the **digital transformation agenda** may affect these numbers, but its delivery strategy (in-person, blended, fully online) will always work to the specifics of the MA/MSc programmes offered. For example, at this juncture (2021) the proposed Masters in Global Health (university collaboration) will recruit to scale, whereas a fully online delivery option in the MAs in Global Development, Global Political Economy or Global Development and Education will depend on the adjudged best balance between supply and demand in line with the School's profile. The School will:



- Work actively with colleagues across the university and faculty to explore opportunities for new initiatives ('blue skies thinking') in relation to changes in student demands.
- Work actively with partners across the university, faculty and local community to improve the School's visibility and student experience for those from LPN backgrounds. Ensure that LPN students are fully supported on their learning journey throughout their programme.
- To explore scholarship opportunities to actively build the student cohort in areas of strategic growth.
- To create differentiated prices structures/scholarship arrangements that underpins an ethical and political orientation around the profiling of the POLIS global student community. Above is critical for MA feeders into the PGR community. There will be trade-offs between strategic orientation and finance driven considerations.
- To sustain the feeders, which maintain excellence and provide opportunity for increasing both the standards and profile of the School.
- To strengthen our marketing and admissions based on these criteria.
- To ensure the MA programmes are determining excellence.

### 1.5.2 International

The School's 'internationalisation' strategy is behind those of the other Schools in the Faculty. The School will consider this lag as providing a positive opportunity over the next five years to diversify its international student body across several regions of the world and target this regional diversity with regard to programme specificity and to an expansion in partnership schemes. It is the aim of the School:

- To have a highly diverse, but highly integrated international postgraduate student community by 2026, one that translates at postgraduate level the strategic profile of the School, the politics of global challenges.
- To build on the recently established 'Transition to Leeds' programme to help ensure international student integration into the POLIS community and its standards as well as international student self-confidence and trust in the School.
- To ensure with Admissions that by 2026 10% of the undergraduate cohort is international and 55% of the postgraduate cohort is international.
- To build up our international cohorts, where possible with effective University partnerships.
- To ensure with both MA programs and the PGR recruitment that the school looks to fully online MA and PhD degrees where consistent with the School's vision.
- To tailor the provision of scholarships to effective University partnerships and POLIS programmes.

### 1.5.3 Inclusion

It is the aim of the School to have a supportive environment through which all staff can succeed, where we work to understand and address the barriers faced by women academics in particular and work through our recruitment policies and practices to address the Schools' lack of ethnic diversity (student and staff). To this end, the School has the following major goals:

- Address inequality through the school's recruitment strategy.
- Implement the Faculty ED&I strategy, and in particular the recommendations on recruitment processes.
- Execute a body of learning and reflection to help the School identify the priority areas for ED&I based on both the existing experiences of staff and data around recruitment, promotion and development processes.
- Stream-line meetings, processes and procedures to ensure efficient use of staff time and general welfare.
- Constitute a meaningful mentoring system in the School to support staff growth.
- Implement the carer and returner policy in full.
- Work with the Educational Engagement and Outreach Teams to increase the number of students from LPN backgrounds to put the school in the position to align with the 10.9% university target.
- Work closely with the Faculty Outreach team to secure pathways from school to university among local and regional schools with pupils from disadvantaged and ethnically diverse backgrounds.

## 1.6 Governance and Community

The School's governance structure is presented in full in section [2.61](#). It is, in general, in alignment with other Schools of the Faculty (FSS) and University. Its SMT structure is nevertheless larger and ensures a comprehensive approach to collective decision-making in the School, one supported by two deputy Heads of School in, respectively, research and education. The School's processes of decision-making need to be made clearer to all members of the School in the next strategic period of its development in order to ensure fair ownership of the strategic plan and its implementation. To that end the School will meet the following goals:

- Create an 'induction' for staff that makes the structure of the School, the processes, communication channels and means of redress clear.
- Ensure that the School as a whole is appropriately represented on SMT.
- Revisit the layout of the space in the Social Sciences building, so that it is a space where there is no division between postgraduate students and staff, where there is space for community events both formal and informal, in-person and online, and consider what greater degrees of work flexibility imply for individual and collective space.
- Continue to hold meetings online where appropriate for collective participation, or a mix of online and in person.
- Collaborate fully with SES in the shared endeavor to improve the high standards of the School's student experience, respecting carefully the separation of roles and responsibilities within overall School support and teamwork.

## 1.7 Resource and Finance

The School generates circa £12 million, producing a surplus of over £1m. The majority of costs are staff-costs with a running budget of £750K for non-staff costs. The finances of the School are healthy and relatively stable; that said, the following goals will help ensure the comprehensive success of the School's strategic profile.

- Improve **Student/Staff Ratio from 23 to 19** in order to enter the top half of the Russell Group of universities (the benchmark group).
- Redress the balance of the general income of the School (**96% teaching to 4% research**) and aim to achieve by 2026 a 90% to 10% ratio.
- To this end (2) increase grant costs, seek larger grants, and integrate more research fellowships into grant submissions to achieve a healthier research recovery.
- Increase the School's income base to be able to recruit further academic staff. The predominant route to finance this increase is through international student fees (giving the School the financial space to hire in strategic areas).
- Decrease staff costs: which means, in a growing School, recruiting at Grades 7 and 8, and, only exceptionally, at Grade 9 and Grade 10.
- Reduce non-strategic non-staff costs: for example, bursaries and/or scholarships that do not relate to the School's strategic profile.
- Resource teaching-focused appointments (Teaching Fellows on a pathway to T&S profile contracts) that address key gaps in pedagogical provision: core module provision, gaps in cross-school teaching provision, gaps in university pedagogical strategy, MA dissertation supervision, marking, personal tutoring, gaps in cross-school teaching provision, etc.
- Resource strategically focused appointments, working to the School's development of the key areas of research, education, and impact.
- Discussion and action on the School's use of office space.
- Create and share a clear sustainability strategy through the University Blueprint process.

## 1.8 Conclusion

The School has a good basis, ambitious and multiple initiatives, excellent research and teaching staff, and a strong sense of collegiality and solidarity. It lacks, however, a national and international profile. The POLIS Strategic Plan 2021-26 brings together past and present initiatives under the strategic profile of the **politics of global challenges**. In alignment with Faculty and University strategy and social change more broadly, this profile will advance the School both internally and externally, and most research, education and impact should be informed by it in some form or other. **It is this comprehensive and consistent realization of profile that constitutes the work of the next five years.**

This Strategic Plan should be viewed as a 'live' document. Its commitments and objectives will be strengthened to ensure that the School meets the values and goals identified through constant dialogue with the School, Faculty, and University.

## 2 Strategic Plan

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**The following sections consider in detail the School’s research, education, and general administration policies (admissions, international, inclusion, governance). The School’s comprehensive orientation will henceforth inform the School’s major decisions.**

## **2.1 Vision and Goals**

The purpose of the POLIS strategic plan 2021-26 (POLIS SP 21-26) is to offer a national and international profile for the School at a time of change and opportunity. This purpose requires both long-term thinking and extensive coordination so that the School can be brought together as a global-reaching community of excellence in which all POLIS members consider themselves empowered to contribute. The SP 21-26 promotes Faculty strategy and aligns with the new University academic strategy (2020-2030).

In line with the university goal of addressing ‘global challenges’ and with the faculty goal of advancing social science, this Strategic Plan sets out a ten-year research and educational vision to investigate, understand, and help shape the *politics of global challenges*. By the ‘politics of global challenges’, it understands the inherently political processes through which global challenges - such as climate change, global health, insecurity and violence, under-development and democratic engagement - are created, understood, and mediated by the exercise and contestation of power in its various forms. POLIS’s vision presents, accordingly, a multi-faceted understanding of the political dimensions of an interdependent but highly differentiated world. This vision has three pillars to it:

1. Identify the School with the *politics of global challenges* in order to achieve a comprehensive set of pedagogical and research strategies and, through this set, a 'world-class' reputation with a vibrant and strategically focused undergraduate, post-graduate, and research community. To be bold, this profile aims to inform all areas of the School: research, teaching and impact.
2. Create an institutional and cultural mosaic of research and teaching commitments that works with and transcends the School's quasi-compartmentalization into the three fields of Politics, International Relations and International Development and that facilitates dense interaction at School, Faculty and University levels (in line, for example, with the transdisciplinary landscape of the Sustainable Development Goals).
3. Constitute a pillar in the University of Leeds and beyond of social science advocacy and practice at a moment when the requirements of systemic societal change are large, challenging and open.

### 2.1.1 Goals

This vision contains the following four goals:

1. To achieve national and international recognition for our research, general impact, and educational programmes under the canopy-vision of the **politics of global challenges**.
2. To create a continuum of engaged students from undergraduate to postgraduate research. To foster a postgraduate community that is aligned with the profile of the School and its research commitments, that is identified through a balance of domestic and international students, and that is both rooted in Leeds and works to the creative opportunities of in-person, hybrid and fully online education.
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4. In taking forward the School's profile of a global community, and in line with the University, Faculty and School's 'Equality, Diversity and Inclusion' agenda, to create gender balance among the academic staff of the School and to increase ethnic and social diversity among both POLIS students and staff.

## 2.2 Value Statement

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These values require working in alignment with current University and Faculty guidelines **and** creating a culture of community and ambition across the School. An achieved sense of community and ambition will enable the School to fulfil over the next decade a comprehensive, strategic, sustainable, values-based focus both within and outside the University of Leeds.

### POLIS Basis for Strategic Growth

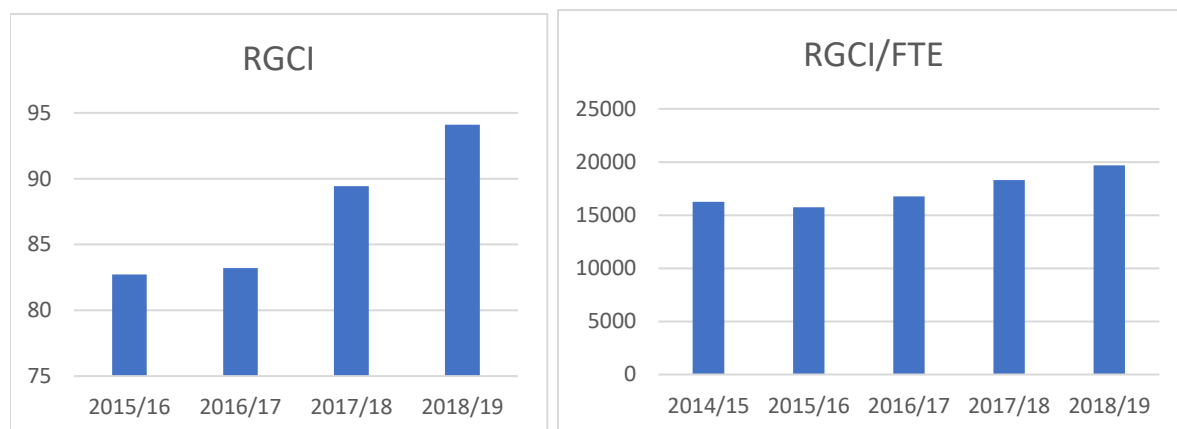
This section provides a short overview of the basis for growth as well as a narrative around direction of travel. It provides appropriate background to the Strategic Plan as a whole, emphasizing the context within which its ambition for the next ten years is set.

POLIS is a good School with world-leading researchers, very highly rated teaching delivered by committed and skilled staff, attractive undergraduate and postgraduate degree programmes, and an emerging vibrant PGR community. The School lacks, that said, a profile that fits the national and international challenges and opportunities of our times and puts the School 'on the map' (of the university, nationally and internationally), and from out of which a clearer student profile can also emerge. The School requires an ambitious, comprehensive strategy in order to achieve these profiles. The current bases for growth are detailed below. This particular section provides a short overview of the basis for growth as well as a narrative around direction of travel. It provides appropriate background to the Strategic Plan as a whole, emphasizing the context within which its ambition for the next ten years is set.

--Research: The School's research is on a clear upward trajectory, and the School is aiming for a very good result in the Research Excellence Framework 2021. The School is increasing its reputation through more exploratory and collective research agendas and bids and is strengthening multidisciplinary and interdisciplinary links across the School, Faculty and University in doing so. The School's Research Centres have been successfully placed at the heart of the School's research strategy and are emerging as creative hubs for research initiative, external partnerships, disciplinary leadership, research identity, and staff and postgraduate community.

#### --Research key figures:

RGCI in 18/19 was £712 000 giving Leeds a ranking of 14<sup>th</sup>, a considerable increase from 17/18 where the School placed 32<sup>nd</sup>, with an RGCI of £287 000. In the 2014 REF around 66% of POLIS research outputs rate at 3\* and 4\*, and 100% of our impact submissions were rated at 3\* and 4\*.



POLIS has research income of £15.2k per FTE which places us 16<sup>th</sup> out of the 23 Russell Group Universities. This metric both indicates progress and a need to increase our research income.

--Education: The School has an attractive suite of courses at undergraduate and postgraduate level that brings together, at undergraduate level, domestic, comparative and international politics and international development and, at graduate level, disciplinary degrees in political science and international relations and niche-degrees in domestic and international security, global development, global governance and global political economy.

--Key figures: POLIS has been in the top 10 in NSS scores over the past four years (2/23 2016; 4/23 2017; 7/23 2018; 1/21 2019). The 2020 figures (12/23) point to a temporary slip given complicated circumstances in the AY19/20. In the TEF pilot the School was awarded a silver/gold for teaching quality.

The School has high quality students at undergraduate and postgraduate levels who make huge contributions to the School. Following university guidelines the School has accommodated a larger intake of undergraduates in Y20/21 which will make up in part for the year's drop in international students. Pre-COVID our work on internationalisation was proving successful: in Y19/20 the School had our largest constituency of international students at taught MA level to date. The School will re-assume this trend for 21/22, necessarily attentive to academic standards, degree programme fit, and community/integration.

--Key figures in General:

--Admissions: The School's undergraduate intake this year is 230 students at level 1 (single honours and parented joint honours, up from the IPE goal of 178), the School parents 783 undergraduate students in total across all stages and programmes of their degree. In 2020/21 we have 158 taught postgraduate students (92 home, 52 international, 9 EU, 5 returning). Non-continuation rates are at 2.7% for 2018/9 (*awaiting 19/20 figures from EE*). Our Tariff score is 161. Our student staff ratio 18/19 is 19.5, which is poor, placing us at 20<sup>th</sup> in RG.

--International: In 19/20 the School had its most successful year in terms of internationalisation with 85 international students from 21 countries at taught postgraduate level. In 20/21 the number has declined to 61 international and EU students (a fall expected in covid circumstances). Study group in 20/21 has 27 students.

--Inclusion: In 20/21 the School had 4% of students from a low participation background, in 19/20 this figure was 6.4%

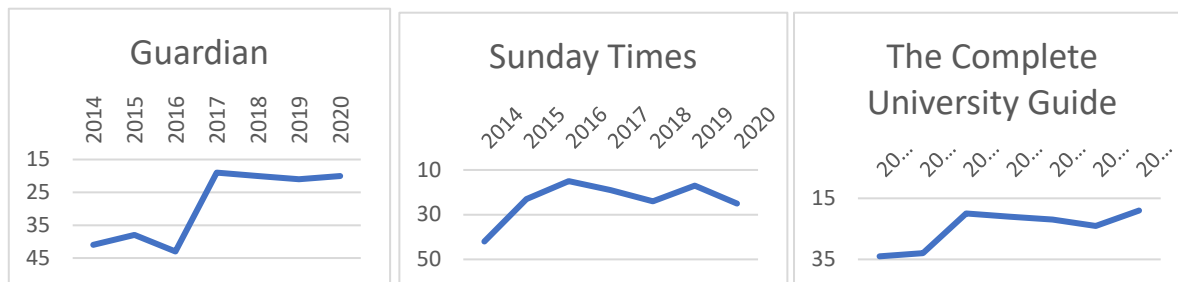
--Leadership: The School has several members that have assumed important leadership roles in the Faculty and University, both representing the strengths of the School at a post-School level and forging closer relations between the University, in general, and the School, in particular.

--Community: There is an appetite among both junior and senior staff to excel with, and through, the School. Collegiality and solidarity among School members--academic, management and support--are singular for such a large group of staff. These qualities provide a vital base for both the ownership and execution of an ambitious, coherent and consistently executed POLIS vision.

--League table performance: Though imperfect measures of performance, the School's improving performance in national league tables indicates the progress the School has made in recent years as well as providing a benchmark for the future success of the Strategic Plan.



At the National Level, on average, POLIS continues an upward trajectory:



While the School continue to perform well in International tables:

QS Subject World Rankings: 100-150

Times World University rankings: 150

Improvement in our REF score, a return to par in the National Student Survey, and attention to our student staff ratio can quickly impact our position in these tables, where there is considerable clustering at the top. The same is of course true of other Schools and Departments, so improvement in the metrics must align with our strategic profiling, not drive it (in line with the new University Academic Strategy in general).

## 2.3 Research

There has been considerable work over the last few years, with a strong push within the School, to increase its research performance and profile. This work has been successful, and the Research Centres are instrumental in taking the work forward to enable the School to develop further the quality, profile, and impact of its research.

In order to achieve appropriate profile in research terms, the School must rehearse a more comprehensive strategy of research delivery that, all the while safeguarding individual research initiative, takes forward the POLIS vision of a politics of global challenges and the research-education-impact opportunities afforded by the new strategy of the University, '[Universal Values, Global Change](#)'. These two strategies dovetail effectively and will be mutually reinforcing.

The School's study of the politics of global challenges presents at one and the same time an empirical goal and a normative vision and works effectively with a challenge-led, values-based university strategy. The School will work to the following priorities:

- Improving the overall research culture, which means respecting the importance of individual research interests whilst looking to collective bids that promote the political approach to global challenges.
- Encouraging interdisciplinary initiatives and promoting, through these initiatives, School, Faculty and University-wide research collaboration.
- Such collaboration will work increasingly to create and harbour research and research-education partnerships with other universities (in the South as well as the North).
- Integrating a lively postgraduate and postdoctoral research community that is aligned with the School's strategic vision.
- Delivering exciting, innovative and impactful research that addresses the politics of global challenges by harnessing intellectual and methodological pluralism and engaging beyond standard disciplinary boundaries.
- Ensuring our research is sustainable and that our practices and processes contribute to the University's Climate Action Plan. Identifying priorities and actions through the University's Blueprint process.

POLIS will focus on four types of collaboration: 1) maximize the added value of cross-Centre collaborations within the School; 2) convene collaborative interdisciplinary bids within the University; 3) look to faculty-wide research initiatives among common social science agendas; & 4) and seek research partnerships with other universities where strategically relevant. With regard to points 2) & 3), the growth of opportunity to lead with social science on global challenges, combined with the presence of senior School figures acknowledged as international leaders in these areas, allows the School to lead on, rather than simply contribute to, core UKRI and other funders' priorities.

Interdisciplinary work is to be encouraged and facilitated where this contributes to meaningful and productive research that understands, challenges and contributes to social transformation regarding global challenges. POLIS has key expertise and knowledge to further the University's research themes: *Climate Resilience, Improving Health, and Sustainable Living*. For example, the School's most recent hires have strengthened research expertise on climate change, and the School continues to build connections with the Priestly Centre. POLIS has emerged as a leading forum for the politics of global health, with further collaboration with the World Health Organisation and ties to the Nuffield Centre, and the School is seeking a university-wide agreement in this area. The School's work in development addresses the broad theme of Sustainable living focusing on food, poverty, water, gender within the remit of the Sustainable Development Goals. The School will also seek further collaboration with LSSI to promote the role of the Social Sciences both within and beyond the University.

The School's research strategy is closely aligned with the research priorities of the faculty, and it is working closely with the faculty to find ways that research can be supported, and connections facilitated across and among Schools. The School already has strong connections with the School of SSP around social and political theory and seeks equally strong connections with the School of Law on security, global governance and justice and with the School of Education on education as a means to development.

In line with both University and School strategies, we will also promote impact. The school was in the top 5 based on our 2014 REF impact scores, and we anticipate an equally high score in our recent submission. However, we do not only measure impact in research and through traditional methods but across the School's activities, resulting in social scientific enquiry that 1) broadens and deepens our understanding of the politics of global challenges, and 2), where pertinent, impacts on policy and practice.

Central to the vision is the full integration of a lively postgraduate and post-doctoral research community into the School's research culture. This integration requires membership of the Research Centres and better alignment between new PGRs and the School's profile and research strategy. It also requires a *postdoctoral* community, one in which POLIS students are encouraged to take up post-doctoral opportunities and post-doctoral positions are effectively built into research bids.

In line with both its strategic profile and the new University strategy of 'Community, Culture and Impact', the School will achieve over the next five years the following goals:

- Achieve an assured research community and culture that is inclusive, well-mentored, purposeful;
- Achieve a comprehensive research community and culture that reaches out successfully over academic staff and undergraduate as well as postgraduate students;
- Ensure an open research community and culture that has established research-education partnerships with other universities and sector-relevant institutions both in the North and South of the world.

The School's strategic ambition and sense of community will be predicated upon these terms of inclusion and outreach. This Research Strategy is overseen by the Head of School and taken forward by the Director of Research and Innovation (DoRi), the Deputy Director of Research (DDoRi) and the School's Research Centres. The Research Centres are at the core of aligning the School's research, research culture and research community with the overall canopy vision, the politics of global challenges (see [mission statements](#)). The DoRi and DDoRi promote *in a comprehensive set of strategies* an inclusive research culture, general impact, and advances in grant capture as well as in the Research Excellence Framework. Embedding of ED&I monitoring, support of international collaboration outputs and impact, review of a more targeted academic leave scheme, active recruitment of post-doctoral applicants, appropriate award schemes.

Research grant income has more than doubled over the last REF period from £1.23 million to £2.7 million. This progress will be taken forward so that the school can continue to increase the income generated for the school through research and see a continued upsurge in our research income per FTE. We aim to move from an income split in School of 96% teaching to 4% research to 90% teaching and 10% research by 2026.

In order to ensure its research and research-led strategies, the School will ensure 40% of a standard Teaching and Research (T&R) profile on research, impact and (catch-up) scholarship, with 30% earmarked specifically for research and impact and 10% for scholarship. In order to ensure a research education paradigm for the School as a whole, the School will ensure 20% of a standard Teaching and Scholarship (T&S) profile on research-led education/engagement initiatives, with a 10% allocation awarded to 'scholarship' requirements. Scholarship is here defined as work that keeps a scholar in line with, or ahead of, the field for research-led teaching/teaching purposes. These balances will be individually monitored each year in academic review, and, over the next five years, evidence-based performance may lead to individual re-allocation.

### 2.3.1 Research Centres

The School Research Centres are:

*The Centre for Contemporary Political Theory*

*The Centre for Democratic Engagement*

*The Centre for Global Development*

*The Centre for Global Security Challenges*

*The European Centre for the Responsibility to Protect*

*The Centre for Teaching Innovation and Scholarship* (the last provides a hub for research-led teaching).

Their Mission Statements are included in full below<sup>1</sup>.

Created to channel the main areas of research activity in the School, the Centres have now bedded in sufficiently to act, in line with its REF vision, as the home of staff research activity, and the drivers of research excellence in the School. The five Research Centres provide the optimal constellation of research groupings, in terms of critical mass, external clarity, and commonality of purpose, and they are vital to POLIS's outward-facing presence. As a core of Research Centre responsibility, a growing proportion of research income within the School will be allocated to the strategic responsibility of the Centres. The Centres have therefore become the primary catalysts of research activity and innovation in the School, serving as hubs for internal and external collaborations, events, and impact, building networks with external impact partners, and contributing to our peer-to-peer research support. While each Centre has its own specialist area of intellectual inquiry and impact, the five Centres are encouraged to collaborate with one another to bring together innovative constellations of researchers in cross-cutting areas. 19 staff are affiliated to more than one Centre, and several of our research projects on global challenges (e.g. in health and climate change) are supported by cross-Centre collaborations. It is to be noted that, in line with faculty strategy, future *faculty-level* Centres of research are envisaged at scale, and this development will work naturally when confirming an increasing density of interdisciplinary collaboration (e.g. in global governance).

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<sup>1</sup> Research co-directors job descriptions are included in the appendix

Working well within but also across the Research Centres is key to the success of a joined-up and School-wide strategy. All staff with T&R profiles and research students are encouraged to be members of at least two Centres.

In line with the primary strategic roles of the Research Centres, it is the aim of the School to fund each Centre at £5000 per annum to cover all its activities. The exact sum will depend on annual budgetary parameters.

The [Centre for Teaching and Innovation](#) sits amongst, but also apart from, the research centres *qua* a centre of excellence whose goals and activities relate to curriculum and teaching, with participation from all School members accordingly. As such its work and mission statement are included in full in the Curriculum section of the plan.

### **1. Centre for Democratic Engagement**

Our research seeks to analyse and understand current challenges to, and opportunities for, the cultivation of diverse forms of democratic engagement, participation and activism at local, national and global levels.

Amidst a moment of heightened nervousness and unease about the state of democratic politics, the Centre aims to bring rigour, interdisciplinarity and methodological pluralism to the study of the past, present and future of democratic politics. This includes charting the numerous threats and challenges that face democracy as a form of government, as well as emerging horizons of democratic renewal.

Rather than stopping at apocalyptic diagnoses of where democracy is going, the Centre examines how threats and challenges to democratic life exist alongside, and may even promote, democratic innovation and re-engagement. While researchers at the Centre study and comment on current democratic challenges such as growing political polarisation, incivility, populism and disinformation, we are also interested in potential opportunities and solutions, including new forms of citizen engagement, democratic reform of political parties, and innovative tools for online citizen engagement.

In short, the Centre hosts and facilitates research that analyses and interprets the complex and contradictory developments that currently shape the terrain of democratic politics.

**Aims:** In pursuit of our intellectual aims, CDE promotes collaboration and discussion among students and colleagues at the University of Leeds, and our external Associate Members, who share an interest in democratic participation and engagement. Within these parameters, CDE exists to:

- Consolidate capacity for rigorous research in the field of democratic engagement in POLIS and the wider university, by providing a scholarly infrastructure to support the sharing of ideas, and collaborative work on research ideas and projects. In the short term, we will prioritise collaborative bids for external funding among Centre members to consolidate such an infrastructure, including via the nurturing of early career scholars and new PhD students.
- Cultivate a community and site of intellectual exchange at the Centre through regular talks, events, meetings, discussions and reading groups.

- Host a vibrant postgraduate research community that furthers the academic development of postgraduate students working on democratic engagement, via regular talks, events, postgraduate workshops and exploration of shared interests and opportunities for collaboration.
- Provide an interface between academics who research democratic engagement and innovation and non-academics who practice it, including organisers of citizen participation events, politicians and a wide range of civil society partners. This includes the consolidation of existing collaborative links with Involve, Hope for the Future, the Hansard Society and a number of parliaments, including the UK parliament.
- Adopt a global approach to the problem of democratic engagement, fostering research on a wide range of contexts from local communities to international comparisons, to develop an informed and critical understanding of the challenges arising from different forms of democratic engagement.
- Create an inclusive scholarly environment in which historically marginalised perspectives (such as those concerned with race or gender) are supported, and in which students and scholars with diverse backgrounds and perspectives feel valued and welcomed. This will be done through, for instance, ensuring gender parity in our programme of speakers, and being attentive in our scholarly research to the ways in which race and gender hierarchies shape political engagement.

## **2. Centre for Global Development**

The Centre for Global Development was established in 1984 as an interdisciplinary network, integrating research and expertise across the University of Leeds, addressing the transformation of human societies in response to critical global challenges such as poverty, inequality and climate change.

We are now a hub for research and engagement on the politics of global development, rooted in the School of Politics and International Studies. We form one of the central pillars of our Schools aim to address the politics of global challenges. We engage with critical understandings of past, present and future global transformations from the local to the global scale. Intellectually we are unified by a commitment to understanding how politics and power produce and perpetuate multiple intersecting inequalities, as well as to exploring ideas and practices of ‘just’ transformations in human societies.

This work is rooted in a long history of critical development studies and the political economy of development. We are no longer specifically focused on ‘developing’ countries or the ‘Global South’: the interconnected challenges of poverty, inequality and climate change demand global understandings.

CGD has a long history of interdisciplinarity, and membership is open across the University of Leeds. Our core membership in the School of Politics and International Studies (POLIS) is rooted in the social sciences and in critical development studies, but the nature of development studies means that we rarely work in isolation. We actively seek collaboration between the natural and physical sciences, engineering, medical sciences and the humanities. Our researchers are actively involved in collaborations and partnerships with external agencies such as the UN, national governments, NGOs and civil society organisations.

## Our approach

Addressing global challenges requires explicit connection between development theory and practice, and our work is organised around these two main themes:

### 1. Politics of Global Development

A significant focus of our work is on the politics of doing global development. Our researchers are actively involved in collaborations and partnerships with external agencies such as the UN, national governments, and civil society organisations with a focus on governance and accountability; state capability, service delivery, inclusion and exclusion, and ‘whose knowledge counts’. We have strength and expertise in the areas of water, health, gender, food and land, education, energy, climate change and technology.

### 2. Critical Development Theory

This work is rooted in a long history of critical development studies and the political economy of development. We are no longer specifically focussed on ‘developing’ countries or the ‘Global South’. The interconnected challenges of poverty, inequality and climate change demand global understandings. Areas of interest include contemporary capitalism and neoliberalism; democracy, governance and accountability; trust and morality; power and agency – understanding and challenging power through the lenses of gender and intersectionality; global goals and measuring development; deconstructing north-south binaries, decolonising knowledge and evidence.

### 3. Centre for Global Security Challenges

The Centre for Global Security Challenges is a large, interdisciplinary research centre, hosted in the School of Politics and International Studies, at the University of Leeds. We possess world-leading, multi-method expertise in the study of security grouped into six cross-cutting themes: Environmental Security, Gender and Security, Global Reordering, Health Security, Peace and Conflict, Terrorism and Political Violence.

Research at the CGSC is conducted with the understanding that the complexity of contemporary issues of security and insecurity requires work that:

- Has a broad and inclusive understanding of the many forms of security and insecurity that includes but also goes beyond traditional state-based understandings of security studies.
- Engages with and advances the concepts of security and insecurity, producing theoretically informed and innovative research.
- Is cognisant of the multiple cross-cutting layers and locations of security challenges and so engages with how security/insecurity is understood and practiced from the inter-state to the local level, with the understanding that these levels are not separate areas of study.
- Recognises the value of multi-method and interdisciplinary research that can bring together multiple forms of knowledge to address complex questions of security and insecurity.

- Incorporates partnerships across the University of Leeds, in universities across the world and with local, UK, and global policymakers and practitioners.
- Is connected and answerable to the communities with whom we conduct research as well as our local Leeds community.

#### Our Aims

- To foster new interdisciplinary links across the university, around the theme of security as it relates to issues including climate change, global health, terrorism and political violence, International law, and disarmament, within the context of shifting global power structures and challenges to established political orders.
- To promote the CGSC and POLIS as a hub for the study of security through the hosting of the *European Journal of International Security* edited by Professor Ted Newman, Professor Jacqui True, and Professor Jason Ralph, the establishment of a high-profile Annual Lecture, workshops, an invited speaker series, and the disciplinary leadership of Centre members.
- To promote large-scale interdisciplinary grant bids that bring the expertise within the School together with University of Leeds and external partners, as well as encouraging colleagues at all stages of their career to develop appropriate funding applications that will support their career development.
- To impact policy, making a positive contribution to society, by working closely with policy makers and practitioners.
- To disseminate the findings of security research and shape public debates, through media outreach and public engagement activities.
- To attract top, funded doctoral candidates and postdoctoral researchers, working on the centre's core themes, and to engage them in the work of the Centre.
- To engage the undergraduate community in the work of the CGSC through talks by invited speakers, guest teaching by CGSC practitioner partners, and POLIS and CGSC community events as well as through incorporating undergraduates as research partners.
- To place issues of equality, diversity and inclusivity at the core of our research and teaching practices and to support in particular the work of underrepresented scholars and early career researchers.

#### **4. Centre for Contemporary Political Theory**

The Centre for Contemporary Political Theory (CCPT)'s core mission is the pursuit of excellence in research, teaching, and wider leadership in the field of political theory. We hold that conceptual analysis and theoretical reflection are central pillars of all social science scholarship and are fully committed to equality, diversity and inclusion (ED&I) in all areas of the Centre's activity. CCPT is committed to a plurality of methods and foci and views this, along with the collegiality of its members, to be its core strength. A strong and supportive community of theoretically informed scholarship and research is an essential ingredient for the successful pursuit of the central thematic of the strategic plan: the politics of global challenges (PGC).



## Intellectual Mission

1. CCPT responds to the politics of global challenges by recognising the emphasis on the *politics* of global challenges, not simply the challenges themselves.
2. CCPT seeks to understand and contribute to formulating the conceptual frameworks through which these challenges are articulated, negotiated and contested.
3. CCPT challenges the ways in which questions, challenges and ‘problems’ become articulated as such.

## Ethos

1. CCPT provides an inclusive and nurturing space for rigorous scholarship in political theory with a deep commitment to student education, and researcher training and development.
2. CCPT places ED&I issues at the heart of its cultures and activities.
3. ED&I is also reflected in the methodological approaches, political perspectives, and foci of CCPT.
4. CCPT respects and encourages the diverse research, methodologies, and ideas of its members.
5. CCPT’s overarching commitment is to explore the possibilities for maintaining a coherent sense of political togetherness in a world marked by transformation and diversity.

## Key objectives

1. To initiate and shape key international debates around these themes across our research and student education activities.
2. To contribute a rigorous theoretical dimension to interdisciplinary projects within and beyond POLIS. This entails not simply adding a theoretical dimension to the projects and research of others, but also defining and leading projects.
3. To make our activity accessible to wider audiences (beyond academia), through outward-facing, profile-raising engagement.

## **5. The European Centre for the Responsibility to Protect**

### ECR2P Aims

The European Centre for the Responsibility to Protect (ECR2P)’s central mission focuses on the pressing global challenge of understanding why mass atrocities occur and how different actors can work toward their prevention or, if prevention fails, protection from atrocities. ECR2P is dedicated to advancing the

Responsibility to Protect (R2P) and the prevention of atrocities through world-leading research, education, training, and policy engagement, so that those committed to R2P can better serve its purpose, which is to prevent humanity's worst crimes and protect the world's most vulnerable populations. Since the turn of the century, mass atrocity crimes (genocide, war crimes, crimes against humanity, and ethnic cleansing) have taken place in over twenty-five countries world-wide. These have seen millions of people killed, millions more displaced, and tens of thousands of people raped. Furthermore, the long-term implications of these atrocities are multi-generational with cycles of violence preventing sustainable development goals. Our main goal is to boost research excellence to tackle atrocity prevention as one of the most urgent and demanding global challenges of our times.

ECR2P is a cutting-edge research-led environment which sets out to fulfil the following objectives:

1. Work towards attaining international visibility and recognition through our research, training, teaching, policy dialogue and impact.
2. Produce world leading disciplinary research that shapes academic debates and has real world policy impact. The leading international journal *Global Responsibility to Protect*, the only top-ranked journal dedicated exclusively to the R2P, is linked to ECR2P through its editorial team, further denoting disciplinary leadership.
3. Organise high-profile conferences on R2P and ECR2P Annual Lectures, with participation from world-leading experts and high-calibre international speakers to position ECR2P at the centre of international, interdisciplinary debates on the topic and to enhance ECR2P's global visibility.
4. Build global, regional and national networks through convening The European Centre for the R2P convenes *the Global Women Network on R2P, Peace and Security*, an international network of female academics, researchers, diplomats, lawyers, policy makers, practitioners and civil society representatives, ranging from experts to ECRs and PGRs. Co-ordinating *the European Network of R2P scholars*. Since its inception, the ECR2P has worked closely with the other two centres on the R2P in the world, namely the Asia-Pacific Centre for R2P at the University of Queensland and the Global Centre for R2P based in New York. Leading *the UK Atrocity Prevention Work Group*, a network of some 25 NGOs, research institutions and experts that coordinate and collaborate on related issues.
5. Generate impact through innovative research-to-policy partnerships: We will shape the UN agenda on R2P and atrocity prevention through formal partnership agreements and consultancies to the UN Office on Genocide Prevention and R2P. Contribute to policy debates in response to specific crises such as Myanmar, Xinjiang, or Central African Republic, and thematic analysis related to foreign policy, R2P and atrocity prevention. Provide oral and written evidence to Parliament.
6. Cultivate a university and POLIS-level community of intellectual exchanges and interdisciplinary discussions on issues around human protection and mass atrocity prevention through regular talks, events, meetings, and discussions.

7. Provide outstanding research-led teaching and foster student engagement. Through the delivery of outstanding undergraduate modules. The continued support of the R2P Student Society the R2P Student Journal which releases two issues per year and our contribution to the The Atrocity Prevention Summer School.
8. Create a vibrant and inclusive postgraduate research environment that furthers the academic development of University of Leeds postgraduate students working on mass atrocity prevention via regular talks, events, co-authoring with ECR2P executive team members, presenting their work at ECR2P seminar series, and postgraduate workshops.

### 2.3.2 Postgraduate Research

A key objective of POLIS is to increase the number and quality of our postgraduate research cohort and environment and to integrate fully PGRs into the overall research profile of the School. Since 2014 the School has significantly increased the scale of its postgraduate research activity. The increase has been achieved by attracting more high-quality PGRs through a step change in the scale and diversity of PhD funding. This growth will be consolidated by further increasing the number of doctoral researchers, including a target to double the number of funded studentships and by continuing to diversify our sources of research income.

The School has established a “Politics of Global Challenges” PhD scholarship to be awarded annually for a research project that complements its strategic themes, with particular emphasis on applications from the Global South. The School will be strategic in its approach to PGR recruitment and integration: encouraging each Research Centre to pursue scholarships tied to the Centre; building studentships into funding applications; and recruiting more students on interdisciplinary projects and on themes co-supervised with other Schools.

To ensure integration of postgraduate research activity, the School will:

- Integrate PGRs into the Research Centres.
- Provide multiple spaces for presenting PhD work.
- Include PGRs in the impact activities of the School.
- Co-publish with Centre staff.
- Provide career development for PGRs, both for academic posts and careers outside academia.

### 2.3.3 Impact

Our focus on the politics of global challenges necessitates a strong emphasis on research that produces pragmatic, practical interventions that are policy-relevant with impact. Research that gives social scientific insight in ways that can broaden and deepen our understanding of the politics of global challenges, impacts on policy and practices, and enables a bridge of communication between these two aims. To this end, all research staff are allocated 200 workload hours per year to conduct impact

activities, while those who engage in close collaborations – including those involved in future impact case studies – are awarded an additional 300 hours per year. All staff impact work is supported through a dedicated Impact Lead in School, annual impact training workshops within the Faculty, two faculty impact champions, University training sessions, a dedicated School impact acceleration fund for strategic use, and ongoing review of impact activity and support needs within POLIS. Furthermore, all impact activities are supported through the Research Centres which deepen partnerships with research users by giving them affiliate status and inviting them to participate in Centre activities, including the co-design of research funding applications.

### 2.3.4 Research Integrity and Open Research

The School is committed to research integrity and equal opportunity, maintaining a recognized support structure that ensures a culture of conducting research according to appropriate ethical and legal obligations and standards. All research is supported by the institution's Concordat to Support Research Integrity which promotes the principles of "honesty, rigour, transparency and open communication, and care and respect for all participants in research.". POLIS prides itself on being an open research environment. Although not all social science research can be made completely 'open', staff in POLIS have engaged directly with important international initiatives on open research and encourage reproducibility. To ensure the future sustainability of such initiatives, our strategy includes the dedicated provision of research time to all staff who propose to lead projects promoting both disciplinary and interdisciplinary open research initiatives.

## 2.4 Teaching and curriculum

The strategy will build on the success and strengths of the School in research-led teaching, bringing a consistent and coherent offering organized around the politics of global challenges that works to give the School a clear profile, foster linkages across the School, Faculty and University, speaks to the University agendas on curriculum and the changing landscape of HE, and builds a global-reaching community of learning that integrates domestic and international students and more marginalized sectors of society.

The first strategic priority is to ensure greater coherence and consistency across the degree programmes at, and between, undergraduate and postgraduate levels, organised around the profile of the politics of global challenges. We aim to:

- Create a bold profile for the School that demonstrates the strengths and expertise of POLIS.
- Give students clear pathways throughout their degree and attractive postgraduate offerings for excellent students.
- Better identify and make strategic links between and across programmes in order to help staff and students make the most of what our collective understanding offers in terms of the politics of global challenges.

- Contribute to and offer leadership on key transformations in Higher Education in alignment with university agendas on decolonization, employability and assessment.
- Strengthen the student voice in the curriculum.
- Reflect upon and implement a strategy on online pedagogical delivery.

These aims are fleshed out in more detail below in terms of how they relate to undergraduate and postgraduate teaching. These aims will be delivered through the DSE and Deputy DSE (working with the HoS), the Curriculum Review Working Group (that includes the programme directors), with advisory input from CTIS in order to implement a School-wide process of strategic curriculum development. To achieve its projected profile, the School must plan *collectively* and *comprehensively* an ambitious, innovative and convincing undergraduate and graduate curriculum by 2026<sup>2</sup>. This activity works with simultaneous efforts to decolonize the curricula that are being led by the CRWG and discussions deepened through CTIS.

#### 2.4.1 The Centre of Teaching Innovation and Scholarship (CTIS)

Just as the Research Centres are taking up the strategic direction of the research centres the Centre for Teaching Innovation and Scholarship will facilitate and continue to shape the implementation of the strategy in teaching and curriculum. CTIS does not have a direct role in the delivery of POLIS teaching, but acts as a reflective base for the School as a whole in order to assist in the innovative and effective delivery of pedagogical change in response to global challenges. In this sense CTIS will perform the function of a works council in the POLIS governance system, acting as a conduit between teaching staff and management by gathering and representing colleagues views in response to the university's agenda for pedagogic change. Where possible we will aim to present productive solutions to problems but with a clear focus on maintaining the wellbeing and working conditions of colleagues and students.

The School also aims to be at the front of the University's drive for blended learning. CTIS will play a key and critical role in two ways. First it will lead the School to think strategically about how the digital can strengthen its offerings and where more online teaching can support the emergence of 'global community of learners'. There is large opportunity here if the School proceeds carefully and consistently and CTIS can enable this to be done in way that is consistent with pedagogical best practice. Secondly CTIS will present critical views of blended learning, identifying concerns of colleagues where they apply, and ensuring that the distributional costs of the implementation of blended learning are kept in sight. This includes for example, ensuring that the strategic implications of designing evaluation through metrics and other forms of key indicators are related to student and staff real world experiences.

#### Mission Statement

As stated above, CTIS' role will be to provide support in conjunction with the needs identified by colleagues and School management in line with the objectives beneath:

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<sup>2</sup> See the project plan at the end of the document and the curriculum working group's terms of reference in the Appendix.

- Create a profile for the School that demonstrates the strengths and excellence of POLIS
  - Give students clear pathways throughout their degree and attractive postgraduate offerings for dedicated students.
  - Better identify and make strategic links between and across programmes, to help staff and students make the most of and make sense of what our collective understanding offers in terms of the politics of global challenges.
  - Contribute to and offer leadership on key transformations in Higher Education in alignment with university agendas on decolonization, employability and assessment.
  - Strengthen the student voice in the curriculum.
  - Reflect upon and implement a strategy on online pedagogical delivery.
1. We will highlight the achievements of POLIS as a teaching and learning community, by capturing our innovative teaching and learning techniques. We will also help bring good practice into new modules, programs and support interdisciplinary activities. This ambition will extend beyond FSS to other faculties in the University of Leeds as we seek to deepen collaboration with sciences, arts and engineering and to link political analysis to the broader challenges studied in those Schools and the broader academic community. Drawing on experiences in modules such as the *Engaging the Modern City* PGT module, we will build programme links and synergies with faculties across the University of Leeds to facilitate collaborative discussions and offer students practical experience in interdisciplinary collaborations to address defined problems around global challenges.
  2. CTIS aims to develop academic and practical skills both to embed them within the curriculum and to enable articulation of those skills by students and staff. The CTIS Summer Sessions created a space for colleagues to discuss the transition online in preparation for semester 1 2020/21. We will continue offering open platforms for discussing teaching at practical levels (as in the CTIS reading group from January 2021) and hold specific events highlighting important intellectual frameworks around teaching (e.g.: discussion of deliberative pedagogy in Feb 2021). From summer 2021 we will focus more on understanding the potential for practitioner engagement opportunities for students and the best ways to link these to module and program goals. POLIS modules, such as PGT Partnership Dissertations and Britain and the EU reports, deliver these opportunities already demonstrating the opportunity to build POLIS' existing links (alumni, sustainability, employability) into a community of learning. We will identify shared forms of communication, memoranda of understanding and assessment types that will normalize experiential learning during the course of students learning across POLIS and the University of Leeds.
  3. CTIS will explore and support the needs of staff and students as we adapt to an increasingly transformed HE environment. We will place special focus on ED&I and student access in this regard. In particular, we want to ensure that any transition to blended learning is work-loaded effectively and that we improve awareness of the risks and rewards this involves for both teachers and learners. In the medium term this means exploring how the challenges of internationalisation can be managed and embraced, how academic careers can be more inclusive, and how UK HEIs can engage with

global partners with mutual respect and in full sight of ethical guidelines. In conjunction with new programmes, like the MA GPE, and in collaboration with directors of admission and inclusion, CTIS aims to improve the opportunities for excluded groups to study at POLIS as an inclusive response to global challenges.

CTIS will work where possible within POLIS' Research Centre structure, to enable students to participate in faculty-led research projects. CTIS will encourage the use of UG assessments to undertake systematic literature reviews, replicate key studies, gather and analyse data as a way of offering student insights into the research process and as support for MA and PGR pathways into both the profession and research as a career outside of academia. POLIS will increasingly see research and teaching as integral to each other. Research funding streams will be more stable and taught and research-based postgraduate studies will bring more value as collaborative opportunities for research than simply as markets for PGTs.

#### 2.4.2 Teaching and Curriculum

The School has a very strong reputation in research-led teaching, as evidenced in recurrent Russell Group top-four NSS scores up to 2019/20 as well as in the annual evaluations of external examiners. The School aims to maintain this excellence in research-led teaching. The new strategic vision and goals of the School, the University agendas on decolonization, employability, internationalisation and digital transformation, the new university academic focus on 'student-centred learning', and the changes underway in Higher Education following COVID—all require, that said, a fresh, strategic look at the School's curriculum at undergraduate and post-graduate levels. Before rehearsing strategic priorities at both levels, it is important to underline five general goals for POLIS SP 2021-26. These are to:

- Understand research, education and impact as working together within the School's strategic orientation. Education in the School will be research-led and have general impact for students (acquired skillsets for 21C challenges).
- Bring together undergraduate and graduate curricula so that a broad, but consistent set of deliveries within the profile and timeline of the Strategic Plan is achieved.
- Align, simplify *and* distinguish undergraduate and graduate programmes so that clear choices, trajectories, and pathways are offered at both levels *and* between both levels.
- Seek greater flexibility in research and teaching allocations to address efficiency of workloads and target specific staff skill sets and expertise. To this end introduce permanent Teaching Fellows to address recurrent teaching needs.
- Introduce blended and fully online delivery of programmes where strategically pertinent and at scale. This will always be done with broad consent of the School to ensure ownership and strategic community.

### 2.4.3 Undergraduate

Coherence and consistency around the politics of global challenges entails a review of the undergraduate offering as a collective. Each module and its place in the curriculum needs, consequently, to be conceived in terms of how it fits with the programme as a whole and of the pathways that students can take across their three years in POLIS. Core modules need to have a depth of teaching expertise and cannot rely on one staff member alone for delivery. Also, increasing the number of optional modules which can be taught by different staff in different years (or which can be team taught) can aid sustainability and stability in our offering.

The strategic priorities at undergraduate level are to:

- Ensure that teaching activities are understood as part of a wider collective (the School profile and community) in ways that are empowering and inspiring.
- Approach curriculum innovation in terms of ensuring it builds the skillsets that responds to the needs of the current challenges of contemporary politics and which equip students with the social scientific knowledge to address these challenges and for success post-degree.
- Provide a voice for students in the curriculum.
- Ensure that students enter into activities centered around the profile of the School at the outset.
- Continue efforts to decolonise the curriculum. Acknowledging the work that has been done and providing a way to communicate these efforts between staff and with students.
- Facilitate strategic links between and across programmes and modules to emphasize the collective offering of a large and multi-disciplinary School.

These priorities will be enacted through specific changes to the undergraduate programmes, spearheaded by the Curriculum Review Working Group (CRWG).

Across degree programmes:

- Constitute particular 'pathways' across years on particular topics or approaches that help students navigate module options and signpost module constellations that build toward particular MA programs.
- Cross-list more modules from within and beyond the faculty within financial and governance parameters.
- Identify how decolonization is understood for the School (e.g.: curriculum/representation and diversity/structural knowledge agendas) and set out a comprehensive, articulated plan of implementation.
- Further embed teaching on sustainability and climate change across the curriculum, in line with the University's climate commitments.



### 2.4.3.1 Year One

Skills module: there is a need to better include skills training at level one to help with the transition to university, to respond to changing delivery and teaching of A levels, to promote the employability agenda, and to give students skills that they need to succeed from their degree. There is also the potential through this module to offer political literacy and academic integrity training for students. This module will respond to student frustrations over narrowly defined skill-sessions and link with practitioners and other actors to address ‘real world’ problems (global challenges). It will be important to thread these objectives through the intellectual content of the School profile so that skills and issues are intertwined both substantively and pedagogically.

Politics of global challenges enhancement sessions: building on the framework of enhancement sessions in response to COVID, we aim to provide a deliberative space that pools for students the School’s political analysis of the most pressing contemporary challenges.

### 2.4.3.2 Year Two

Skills training: Further consideration of skillsets for Y2 from Y1.

Q Step: this programme has been successful and recruits well from across all three degree programmes. There is potential for this offering to be strengthened and developed through training staff in additional programmes/ programming languages (e.g. R and python).

Optional modules: the relationship between core and optional modules needs further consideration in programme teams so that disciplinary specificity is delivered to students.

New modules: new modules on Climate change, R2P and International law are immediately countenanced to reflect particular research ‘pathways’.

### 2.4.3.3 Year Three

“Empty basket module”: The School, under the remit of politics of global challenges, must be able to build in spaces in the curriculum for immediate response to the pressing challenges of the moment. This already takes place within particular modules but dedicating a specific rotating module to a contemporary concern can institutionalize this need.

Optional modules: Choice has been emphasized as a strength of the School, but there is a need to consider the progression that students are taking on in their degree, and how this progression feeds into the taught Masters programmes. To ensure a consistency of offering, the modules cannot rely on the expertise or research agenda of any one member of staff in this context. The school will look for opportunities to increase the proportion of optional modules that can be taught by different staff in different years (or can be team taught) to aid stability in the list of choices for students.

### 2.4.4 Postgraduate

The strategic priorities at postgraduate are to:

- Profile research-led teaching that allows specialism on MA programmes.

- Create MA feeders into our postgraduate research community (increasingly on campus and online).
- Capture our research excellence and feed into the Research Centres.
- Rationalise the offering so that every Masters has a depth of teaching and staff to provide world-leading programme, so that every Masters has at least two differentiating modules, or a full suite of focused modules.
- Create and signpost clear pathways between undergraduate and graduate programmes
- Pre-sessional and in-sessional courses to support international cohorts and high standards.
- Aim to deliver, according to MA specificity, mixes of online, blended, and face-to-face course delivery where this serves pedagogical, international and sustainability ambitions.
- Provide opportunities for networking and practitioner involvement in curriculum to give students skills to succeed outside of academia.
- Build opportunities to pursue Post Graduate Research opportunities and partnerships.
- Create a POLIS graduate community across MAs, PGRS and Post-docs.
- Request from faculty and university to structure differentiated pricing or a programme of scholarships for international constituencies within the pedagogical delivery mix.
- Proper marketing of MA offerings at University and School level.

The above means development of our current programme offering:

*Current and Sustained Offers*

MA Global Political Economy (relaunched 21/22)

MA International Relations

MA Conflict, Development and Security

MA Security, Terrorism and Insurgency

MA Global Development

MA Social Political Thought (parented by SSP) (relaunched 19/20)

MA Security, Conflict and Justice (parented by Law)

*Withdrawn programmes/simplification:*

It is worth noting that the removal of programmes in these areas does not mean the removal of teaching in these areas, instead a rationalisation into the portfolio as explored below):

Global Development and Africa

Global Development and Gender

Global Development and International Political Economy

International Relations and The Politics of the Middle East

All part-time variants of MA degrees are also being withdrawn to bring the School in line with the Faculty and the University. The School is asking the University and Faculty to offer PT guidelines for future PT delivery (especially in the contexts of ED&I and digital transformation agendas).

### 2.4.4.1 Strategic Development of Existing Masters

#### Global Governance and Diplomacy

The MA Global Governance & Diplomacy enables students to develop an overview of the multi-level and interconnected governance architecture of global governance and some of the major global and planetary challenges of our time. The programme is research-driven and practice-oriented, aiming to prepare the next generation of practitioners in global governance. The next five years' strategy is to build on its successful start and its gaining traction among students both in the UK and worldwide. POLIS will be established as a place nationally and internationally recognised for research and teaching in global governance. The growing expertise of POLIS in various areas of global governance, intensified connections with practitioners from a broad range of global governance actors and the MA programme director's new MA textbook on "Global Governance in the Anthropocene" (to be published in late 2021/early 2022) will contribute to this goal. To further develop the programme's existing strengths (mix of theoretical and practice-oriented assignments, practice-oriented teaching delivered by academics and practitioners, and F2F-teaching complemented by online teaching), this module will strengthen hybrid teaching delivery, complementing F2F-teaching with components of online teaching. For the School this programme can act as a spearhead for efforts in digital transformations, to best exploit the unique strengths POLIS offers to a global constituency of students and practitioners.

N.B.: With further collaboration with the School of Law, this programme may be best situated as one pathway among three in a canopy graduate programme on 'Global Governance' between the two Schools. See faculty and cross-university offering below.

#### Global Development and Education

There is no rename or change to the programme, but an urgent need to build at greater interdisciplinary breadth and depth given that this MA can operate at scale with appropriate reach and staffing. There is ongoing work from Prof Caroline Dyer, the HoS, and the Dean and Pro-Dean SE of FSS to find ways to work with both the School of Education and Faculty of Environment to do this. There is also work with POLIS DoA and DoInt (and associated service teams) to ensure that this programme is marketed to the appropriate cohort of students (international and domestic). Work on this programme is a high priority for the School.

### 2.4.4.2 Strategic Program Development

#### 2.4.4.2.1 In-School

##### The Politics of Gender

There is a critical mass of scholars within the School whose research addresses gender across a range of issues, locations, experiences and understanding. There is potential in offering a Masters programme that interrogates the politics of gender across a range of subjects (global development and gender, political violence and gender, R2P and gender, nuclear studies and gender, parliamentary studies and gender, etc.). Again, this program aligns to the School's research focus, it also matters to the School's

profile, signaling a commitment to the work of gender scholars in the School and the importance of gender approaches to understanding and addressing the politics of global challenges.

### Global Security Challenges

In the first phase of programme development the Centre for Global Security Challenges sees its research themes well met through both existing programmes and those programmes in development. In this space the diversity of programmes in the IR and Security studies space can speak to the diversity of research strengths (after the rationalisation of underperforming courses). However, there are ongoing discussions amongst the teaching and research group about the potential for a global security challenges programme, aligned with the Research-Centre and the School and University strategies. The group also identifies where blended learning could be used to enhance their Masters' offering.

### Political Science and data analytics

There is potential for the Political Science MA to be developed to include a data analytics element. There is potential to explore a relationship with LIDA in the delivery of some modules.

### Future Part time offering

There are concerns in the School about equality, diversity, and inclusion issues around the removal of part time MAs. Where some of this can be met through the move to **hybrid** and **fully online** deliveries at MA level, there is a need for the School, with the Faculty, to consider the potential and the rationale for creating a part-time offering in terms of providing an accessible curriculum and how best to do this. This is being discussed with the FSS Pro-Dean of Student Education.

#### 2.4.4.2.2 Faculty and Cross-University offering

The School sees great potential for collaborative teaching across the University to create world-leading programmes that draw on and further enhance our research expertise and thought leadership across priority areas. The School will assume this moment of opportunity provided by the University's increasing support for collaboration within (and beyond) the university and the potential of digital transformation. Therefore, it is an important part of the School's strategy to contribute to, and lead on, programmes that can 1) work to scale and 2) can embrace the digital so that this can be done effectively and imaginatively beyond the north/south divide.

The scale of the School's ambitions (as detailed below) means that for our strategic plan to be fully realised these efforts will need to work closely with, and be supported by, both the Faculty and the University. To this end, the Strategic Plan 21-26 is clearly aligned with the ambitions of the "Universal Values, Global Change" University Strategy.

### Global Governance Canopy Degree

One pathway degree: Politics and Law Global Challenges LLM/MA

The School will work collaboratively with the School of Law to make the most of our shared research and teaching expertise on global governance concerns. A canopy degree in *Global Governance* with a pathway Masters as above aims to bring together International Relations and International Law in an interdisciplinary offering on School, Faculty and University priority areas. The *Global Governance and Diplomacy* MA would be the second pathway of the canopy programme (as above); the *Security, Conflict and Justice* MSc, parented by the School of Law, would be a third. This programme would replace the Law School offering LLM International Law and Governance.

### **Global Health**

POLIS has a discipline leading and a singular profile on global health given a unique concentration of expertise in the department, the institution of a World Health Organisation Centre for collaboration, supported by a robust wider ecology of global health and international public health expertise across the university. The School can deliver a politics of Global Health offering that offers something much needed in this space: the political analysis and understanding of global health. This area will be developed in ways that build on the strengths of the School while fully collaborating with the Faculty of Medicine and meeting university objectives. Discussions with the university, led by Garrett Brown, are ongoing, and movement to a tailored degree and certificate at scale is of interest to all.

### **Climate Change**

Within the School climate research is growing through new hires with greater articulation of this research stream across the Research Centres. Members of the School are now working actively with the Faculty of Environment and the PGT Climate Change Working Group (members Richard Beardworth and Olaf Corry) to design an MA/MSc programme that 1) places the social sciences and the politics of climate change within a wider collaborative offering, at scale, that 2) captures Leeds University's leadership on this issue and 3) furthers interdisciplinary initiatives among the climate sciences, social science and the humanities.

### **African Studies and the African Diaspora, LUCAS**

This is a third area that maps directly onto the University's research priority area, where the School intends to act as a spearhead through the Leeds University Centre for African Studies (LUCAS, parented by POLIS) to constitute an innovative and collaborative Masters programme. Here the potential for this to grow our relationship with partner institutions across the global south is immeasurable, so too the opportunity to attract a global constituency of students that can be equipped with inter and cross disciplinary knowledges and skills to tackle global challenges. It also speaks to the decolonization agenda that the University aims to address in teaching, scholarship and research, signaling a commitment from the School and University to do more in this region. The intellectual vision for this course involves both the study of Africa and the study of African diaspora and, in so doing, it engages with contemporary social and political issues of black identities in Europe, American and elsewhere.

### 2.4.4.3 Total offering implemented by end of 2026

■ School-Level	■ Faculty Collaborations	■ Univ. Collaborations
MA Global Development	MA Global Development and Education (delivered with education)	MA African Studies and the African Diaspora
MA Global Political Economy	MA Social Political Thought (delivered with SSP)	MA Global Health
MA International Relations	MA Global Governance: Security, Conflict and Justice (delivered with Law and SSP)	MA/MSc Climate Change
MA Conflict, Development and Security	MA/LLM Global Governance: Politics and Law of Global Challenges	--
MA Security, Terrorism and Insurgency	MA Global Governance: Global Governance and Diplomacy	--
MSc Political Science/Political Analysis and Data Analytics	--	--
MA Politics of Gender	--	--

### 2.4.5 Employability

Equipping students with the skills to understand, challenge and tackle the politics of global challenges is a key element of the curriculum. The School will maintain our position within the top ten of RG in terms of graduate prospects.

This element is simultaneously aligned with the university-driven aims of the employability officer, which are:

- To embed employability throughout the curriculum in hand with skills training more generally.
- To consider how employability skills are surfaced for students throughout their degree.
- To support academics to deliver on the employability strategy.
- To create and develop the links with the alumni network.
- To design employability in hand with widening participation efforts.
- To connect the work of the employability officer with tutors.
- To work to surface skills built through student's reflecting on their skills, building on the reflective recordings scheme initiated through the employability officer.

### 2.4.6 Student Experience

To one side of the curriculum and teaching, POLIS will promote student experience, foregrounding online and physical communities and integrating the student voice into the School's movement

forwards. This is in an area in which the School's overall management has made a lot of progress recently, working closely with the Student Education Services to empower the student community as well as working with academic staff to bring the student voice into the curriculum. The School has tutors for each level, a robust personal tutoring system and several student/academic staff/SES staff fora that serve as platforms for our support of the student experience. There is student involvement in the Curriculum Review Working Group and input into strategic development. Our low non-continuation rates (2.7% in 2018-19) reflect the hard work the School and SESM have put into this area that will continue. There has been a raft of SESM-led initiatives to increase student voice and offer wider support for students. The School has performed consistently well in the NSS, and the aim is a return to form at the top of the Russell Group through this combined strategic focus on teaching, curriculum, and student experience. Students are the POLIS community. The School will:

- Integrate the student voice more into School structures and community.
- Introduce a more monitoring and mentoring, to enable us to better use and data to enhance our understanding of the student experience (in line with the work of Student Success Officer at faculty) and apply this knowledge to the support systems in School.
- Construct an alumni network that is well integrated into the POLIS community.
- Build bridges between first, second year and third years to engender a collective undergraduate community. Ensure there is ongoing communication between years, in induction week.
- Ramp up the standard of open days and inductions and visiting days to better communicate with potential students.
- Extend inductions for students at key moments in their calendar.
- Continue to offer bolstered student support, and training for staff on student support.
- Support students to build their own community events in inclusive ways.
- Continue to promote engagement with the personal tutorial system.

#### **2.4.7 Student Education Service**

The success of our programmes and the satisfaction of students depend on the work of the SES team as well as the good relationship between this team and academics in the School. Therefore, it is important that the School ensures: cooperation between Student Education Team and academics; clear channels of communication; sensible division and ownership of key tasks; efficient processes; reciprocal respect of the two functions. In the coming years strategic thinking decisions are at the faculty and university levels. The SES team are leading on a set of activities to further enhance student experience in the School, as detailed above.

### **2.5 Admissions, The International and Inclusion**

Our vision is to create an inclusive environment that attracts, develops and retains the best students and staff from all backgrounds across the world and to support all staff and students in realising their ambitions whilst contributing to our strategic aims.

These three areas are brought together in the Schools strategic plan as it is important that they work together to create and support the top-tier student cohort that help us to advance our visions around the politics of global challenges.

### 2.5.1 Admissions

Fundamental to the role of DoA is the need to steady growth in student numbers (as appropriate) whilst maintaining the quality and diversity of that cohort. This is a challenging position (not least due to the growth of Politics, IR and ID programmes across the sector at both UG and PGT levels) but one which POLIS has shown very strong capacity to respond to historically. In terms of undergraduates, in the short-term (in response to university financial imperatives), POLIS will increase UG cohort numbers to 200. In relation to PGT numbers, the plan is for gradual and sustainable growth to 180 students (45% domestic; 55% international), with a strong focus on maintaining excellence, providing a global community, and delivering for the School financial buoyancy and a profile at a global level. This will ensure that the School has the right balance of numbers between undergraduate and postgraduate students. Overall, admissions have historically been seen as primarily a reactive role, but with the creation of the role of DoA the School seeks to bring a more forward-facing strategic planning role to admissions in relation to understanding how student demands are changing and building strategies for the future to aid student recruitment but also to ensure that students are fully supported throughout their learning journey.

Key figures Y20/21: Our undergraduate intake this year is at 230, up from the previous IPE forecast of 178. There are 151 MA students against the IPE target of 190 (with 53 international students). In 2019/20 POLIS had 6.4% of students from a low participation background, this fell to 4% in 20/21, albeit this does not mark a decline in actual numbers which in 2021/1 were 9 (against a target of 12) but is instead reflexive of the rise in total student intake, itself a product of changes to A-level calibrations in regard to COVID-19. Non-continuation rates fell to 2.7% 2018/9. Our Tariff score is 161.

#### 2.5.1.1 Undergraduate

At undergraduate level the School can expect to maintain the increase in numbers in the near future, in order to meet the increase in surplus whilst preparing, by 22/23, for the appropriate balance between domestic and international students and undergraduate and graduate (an entrance year of 200 at u/g level). It is important that there is a mix of national and international students and that the School addresses widening participation whilst maintaining the excellence of our student cohort. The School will also expand international at undergraduate (a continuation of existing trends) through the maintenance and diversification of the existing streams of entry for international students. To achieve this the School will:

- Maintain a commitment to excellence in our students, with an ongoing review of the appropriate tariff for our intake.
- Work actively with colleagues across the university and faculty to explore opportunities for new initiatives ('blue skies thinking') in relation to changes in student demands.



- Work actively with the partners across the university, faculty and regional school community to improve the School's visibility and intake for those from LPN backgrounds. Active work required on outreach.
- Ensure that LPN students are fully supported on their learning journey/student experience throughout their programme.
- Maintain (and as appropriate improve) the high quality of our existing open day provision; work actively with the marketing teams to improve the website to best communicate the unique offering within our courses.
- Incorporate Admissions within a 'cradle to the grave ethos' so that the role seeks to gain better understanding of the student journey (i.e., from admissions, via pupil tracking and monitor outcomes, and ultimately employability) working with SES Business Insights. To ensure better that students are supported (support based on specifics of their prior experiences).
- Maintain strategic oversight of national and university policy developments (e.g., T-Levels) which may well change the climate for our courses.
- Explore and operationalize new scholarships and fee waivers, with regard to home/international recruitment, to support actively our strategic imperatives: for example, explore the possibility of offering enhanced support for former Leeds UG students, opening up thereby the possibility of a 3+1 degree scheme with an 'integrated masters' in POLIS.

#### 2.5.1.2 Postgraduate Taught

In the postgraduate space the School aims to achieve a diverse global community within a balanced domestic/international constituency; to achieve a 45% domestic/55% international split. The School will aim for a constituency of circa 200 PGT by 2025. This mix enables the School to be identified immediately with a strong global student community. It follows finance driven imperatives but aims to be substantive and tailored to the intellectual integrity of the degree programmes. Our strategic priorities here are:

- Work actively with colleagues across the university and faculty to explore opportunities for new initiatives ('blue skies thinking') in relation to changes in student demands.
- Work actively with partners across the university, faculty and local community to improve our visibility and student experience for those from LPN backgrounds. Ensure that LPN students are fully supported on their learning journey throughout their programme.
- To explore scholarship opportunities to actively build our student cohort in areas of strategic growth.
- To create differentiated prices structures/scholarship arrangements that underpins an ethical and political orientation around the profiling of our global student community. Above is critical for MA feeders into the PGR community. There will be trade-offs between strategic orientation and finance driven considerations.
- To sustain the feeders, which maintain excellence and provide opportunity for increasing both our standards and profile.
- To strengthen our marketing of our admissions based on these criteria.

- To ensure our programmes are determining excellence.

### 2.5.1.3 Postgraduate Research

At postgraduate, the School is looking to increase numbers, to achieve an intake of ten per year, but to ensure high calibre and successful candidates whose work aligns with our research vision and that constitute and contribute to a global community of learning. To achieve this the School must:

- Address the mechanism through which we retain high achieving taught postgraduate students and thinking our Masters programmes as feeders into PGR.
- Ensure that PGR aligned with research agendas and activities of the Research Centres.
- Recruit more research fellows and post-doctoral researchers to be brought into the School through research bids that build them in.
- Undertake more co-supervising with other Schools and faculties to get more interdisciplinary PhDs. Broaden our research culture and its expectations of the careers post-PhD given that many graduates will leave academia.
- Look to distant PGR supervision within our global/regionalization strategy.

### 2.5.2 International

The School seeks to enhance teaching, research, and impact through international collaboration. This is done in part by attracting high-quality students from diverse backgrounds. Partnership is a key aspect of the POLIS strategy. The School will develop existing international partnerships and create new ones where there are mutual gains to be made. The intellectual rationale is that collaboration in the social sciences enables colleagues to promote and share perspectives on global challenges.

The School has an International Committee chaired by the International Director that meets regularly to discuss international strategy. The prevailing view is that the international dimension of higher education is as a process of reciprocal exchange of cultures, ideas and values between students, academics, and practitioners. The School operates in a competitive sector and should balance market-oriented and principled delivery of innovative teaching, learning, and research. This balance requires acute positional awareness, with the need to secure a strong market position based on high-quality programmes, research impact, and international partnerships. The international strategy is embedded in the core values of the university, including diversity and inclusion, knowledge creation and opportunity, world class research, meaningful partnerships with universities and the third sector, and the international mobility of staff and students.

Student recruitment is shaped by demand in the market and opportunities created through partnerships. Care is taken to ensure Inbound students are integrated into the School and wider university community. The School also values reciprocity and encourages outbound students to explore study abroad and double degree opportunities with established and emerging partners overseas.

The School will run an annual Transition to Leeds programme to help with conversion and pre-sessional activities. On arrival registered international students will be supported and integrated according to the

high standards of the School. They will be given every chance to succeed and enrich the School through their presence, which is going to be critical in the coming years. The strategic plan sets out the community of domestic and international students to which the School aspires. The careful offer of scholarships and, ultimately, differential pricing of postgraduate degrees must be considered within the School's overall strategy.

Given UKHE circumstances, 'internationalisation' has been a finance strategy, driven from the university centre, with positive marginal effects (for example, partnerships with specific universities). The School seeks to embed this finance-driven strategy in a substantive one: one that, on the back of ongoing geopolitical re-ordering, partial digitization of education, and global challenges, looks to a global community of learners tied to specific niche MA programmes and to our educational and research profile in general ('the politics of global challenges'). This strategy dovetails well with the new University Academic Strategy (2020-2030).

Online pedagogical delivery will be a crucial element of the international and wider School strategy, to reach students and/or practitioners who are unable (for various reasons) to come to the Leeds campus. Again, this delivery must be carefully dovetailed with F2F delivery to prevent digital autonomization ('the digital cash-cow'). The way this mix of deliveries is set up (within one MA programme, across programmes, set within university partnerships/consortia with joint programmes), requires careful reflection, staffing, and university support. It will be a major priority for strategic planning in the next two to three years and aligns with new university objectives. The design of this digital strategy will necessitate a rethink of how the School constitutes, counts, and supports our international cohort.

Key figures: In 19/20 the School had its most successful year in terms of internationalisation with 85 international students from 21 countries at taught postgraduate level. In 17/18 29% of international students at taught postgraduate level were international, in 2018/19 this figure was 30% in 2019/20 this figure was 49%, showing considerable upward trend. This year the mix is 60 international students to 92 home students, this reduction in our international was expected given Covid circumstances. Study group in 20/21 has 27 students and will remain at 20 students going forward. Of the 72 (up from 53 in 2018-9) students surveyed in 2018 92% (up from 90% in 2018-9) said they were satisfied with all aspects of their experience at the institution. Particular areas for improvement are advice and guidance on long-term job opportunities and careers from academic staff (73%). There has been clear improvement from 2018-9, but, with new influxes of international students, integrative student experience must be enhanced for sustainable results.

### 2.5.2.1 Undergraduate

- Set undergraduate admissions policy for international at undergraduate level, working towards 10% of UG comprised of international students.
- Build a robust framework at School and university level to support small but growing numbers of international students.

- Explore diversification of programmes and streams for international undergraduates that can build on the successes of the recent study group and which can provide routes for a more diverse mix of international students that builds on the success of the growth in the Chinese market.
- Ensure internationalisation efforts are met by high quality of delivery from the organisations with which the School partners and adequate support for students when they are enrolled on the course.
- Make sure that international students are given every chance of success in the undergraduate programmes and that they are fully integrated into the POLIS community particularly where they are being taught online.

#### **2.5.2.2 Postgraduate Taught**

- Build partnerships with the Chinese universities to get the kind of student appropriate for the School's programmes all the while ensuring educational duties.
- Achieve a judicious balance between national and international cohorts and the proper integration of international students to profile ourselves and our global student community (45% domestic/55% international).
- Explore partnerships at graduate level to this end.
- Identify regions, partnerships, and strategies accordingly.

#### **2.5.2.3 Postgraduate Research**

- Grow our PGR community globally.
- Ensure global excellence.
- Set KPIs to monitor this growth.
- Develop digital PhD offerings where appropriate to enable global reach.

### **2.5.3 Inclusion**

The School understands the value of inclusion and as such is committed to improvements. The School will work to align with university and faculty strategy and develop these strategies in the specific context of POLIS and its vision. In relation to equality this includes: the ED&I Vision for the Faculty of Social Sciences, University Values, Equality & Inclusion Framework 2020-25, Race Equality Framework and action plan, Race at Work Charter, Athena Swan, Faculty of Social Sciences Equality and Inclusion Action Plan. In relation to Widening Participation this includes: Access and Student Success strategy implementation roadmap and Education Engagement Faculty strategy.

There are two key strands of activity that must be implemented to achieve material progress in these areas to realise the vision and values of the School. The first is to implement the policies and recommendations contained within existing university, faculty and School policies. The second is to undertake a more thorough process of reflection through which management can capture the experiences of staff in the School, establish short and midterm strategies that can be implemented to

redress effectively the imbalances in the School, and collect and analyse data on where POLIS stands to set clear targets against which to measure progress.

Key figures:

In widening participation: In 2021 the School's target for students from LPN was 7.7% it achieved 4%. Going forward the Educational Engagement team works to the target of 7.7% aiming to align the school to the University's LPN of 10.9% over time.

In ED&I: With regard to gender at staff level, the 2019 Athena Swan process found that while female academics make up the majority of lecturers (53 %) at a higher level, they tend to be underrepresented as senior lecturers/associate professors (11%) and professors (20%). There has been measured improvement since these 2019 figures, with female academics in 29% of Associate Professor and 31% of Professor roles. The distribution of female academics across the School's key disciplinary areas is also uneven with some areas having higher concentration of female staff than others. Data collection in relation to protected characteristics is challenging and the School does not have a clear idea of these in relation to staff.

### **2.5.3.1 Staff and the working environment**

There is a need to continue addressing low levels of staff diversity and an important gender imbalance within the overarching aim of research and teaching excellence. The School aims to be diverse across multiple measures, all the while recognising that existing structures make this difficult to achieve in the short term. During a period of necessary transition, the full membership of the School should be consciously reflective of its own biases in shaping its research, teaching and public engagement and should always be willing to question and challenge School leadership and staff on the terms of this transition. As the Faculty ED&I strategy states; "addressing equality deficits in our structures is not the job of under-represented minorities. It is the responsibility of the University and Faculty leadership."

Attention to diversity is a strategic priority for the School, but this attention to issues of class, gender, race, disability and LGBT+, together with their intersectionalities, require specific strategies that speak both to university goals and particular priorities.

The School aims to address the following:

- Pay attention to processes of career development, promotion and seniority roles within the School that continue to redress gender imbalance.
- Address inequality through the school's recruitment strategy.
- Implement the Faculty ED&I strategy, and in particular the recommendations on recruitment processes.
- Execute a body of learning and reflection to help the School identify the priority areas for ED&I based on both the existing experiences of staff and data around recruitment, promotion and development processes.

- Provide appropriate opportunity for women and all minority identities to succeed in the School and achieve their career goals through attention to structural barriers that exist.
- Collect and analyse data on diversity across a wider range of measures as a basis for targeted strategies on race, disability, class, and sexuality, with attention to intersectionality.
- Take work/life balance seriously and set up a transformative environment where the value of this matters and the obstacles that exist are shared. This means implementing the carer and returner policy in full (see [appendix](#)). And ensuring strong awareness within leadership roles of the importance of professional standards alongside recognition of caring and personal responsibilities people have in their lives outside of work.
- Make real our commitment to the social model of disability (in which it is the environments and structures that are disabling) through active attention to infrastructures and access models.
- Work within the Faculty of Social Sciences Equality, Diversity and Inclusion (ED&I) vision (2020) ([see appendix](#)).

### 2.5.3.2 Students

There needs to be specific attention paid to students to respect, promote and support diversity within the student cohort and their learning experience. Recently established Equality and Inclusion representative positions at undergraduate and postgraduate level, and the inclusion of the PGR ED&I representative on the School's ED&I committee have been important steps in improving the channels of communication and ensuring students can contribute to the School's strategy on inclusion. Further work in this area will be led by the Director of Inclusion working closely with the Educational Engagement team, Leeds Plus programme and the Student Success officer.

- Ensure our WP strategy works to achieve a better representation of population, particularly in the Leeds area. Target secondary schools to create outreach and feeders.
- Closely align to the work of the Educational Engagement team and the Access and Student Success Strategy 2025.
- Pay attention to the 'leaky pipeline' where the diversity of the student cohort is lost at each moment of transition (undergraduate to Master, and Master to taught postgraduate, and taught postgraduate to PhD) and address through curriculum and support systems in School.
- Expand our support and strategic thinking into LPN students so that those from such backgrounds are actively empowered into postgraduate study.
- Recognise the need for positive role models within the School.
- Write all postgraduate recruitment, scholarship and post-doctoral opportunities materials in a way that emphasizes the School's desire to support candidates from BAME backgrounds and other minority identities.
- Be more insistent with domestic and international students on how they can be respectful and inclusive of one another. Aim: a fully integrated community in political studies.

### 2.5.3.3 Culture and behavior

The institution of Director of Inclusion in the School signals our commitment to a more coordinated and strategic effort around Equality Diversity and Inclusion issues in the School. A priority area is to understand and facilitate change around the cultures and behaviours within the School. This involves a group of activities taking place with regard to sustaining supportive work environments and an inclusive research culture (see Research Strategy).

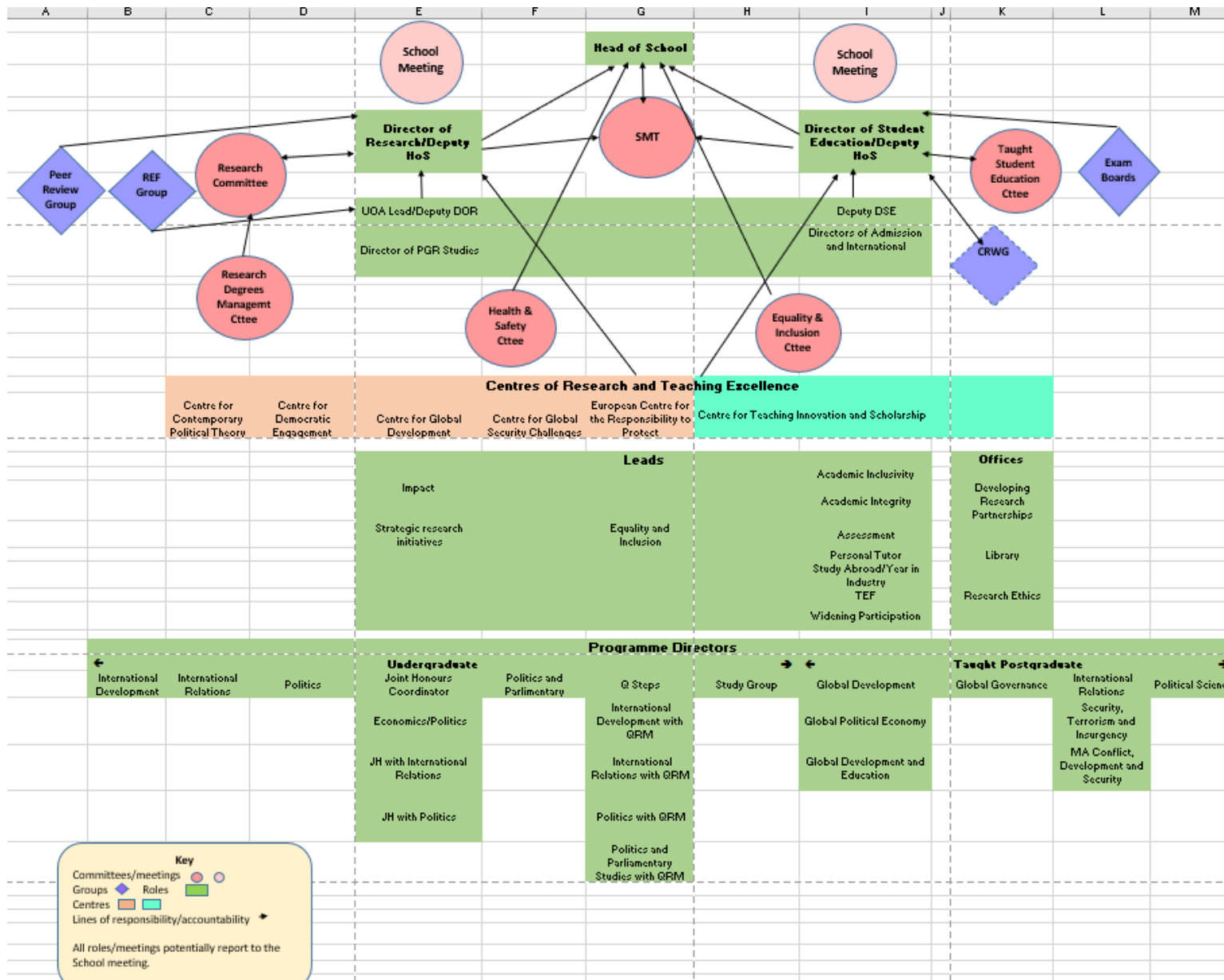
- Run with FSS a staff/PGR survey regularly, ensuring that the issues are adequately discussed and addressed.
- One to one consultation with Staff on ED&I issues (as appropriate).
- Promoting an environment of dignity and respect in line with the University of Leeds Policy on dignity and mutual respect through appropriate induction and training of staff.
- Study the impact of COVID on research careers and consider strategies whereby relief is offered to those colleagues who have suffered disproportionately as a result of Covid and care-related issues. The study will lead to evidence-based support, offered confidentially and in cooperation with HR.
- Stream-line meetings, processes and procedures to ensure efficient use of staff time and general welfare.
- Explore ED&I issues in relation to the REF process and consider strategies to ameliorate these where understood.
- Aim to develop our understanding of grant capture in relation to ED&I (in terms of protected characteristics, gender career stage, etc.).

## 2.6 Governance and Community

Governance and community are brought together in this strategy to signal the importance of both for the successful pursuit of strategic goals.

### 2.6.1 Governance

The success of the strategy is underpinned by a clear and efficient governance structure. The department has undergone a recent restructure to embolden the Research Centre directors, to create Director of International, Director of Admission and Director of Inclusion positions to ensure that there are strong managerial leads on key activities and strategies. There has been the recent addition of a Deputy DSE and Deputy DoRi, which increase the capacity and effectiveness of the management of both teaching and the curriculum and research activities. The movement away from Academic Group Leads to Research Centre directors and Programme Leads has been made to enable greater interaction among the sub-fields of the School and greater transparency and communications between research and the curriculum. The Research Centre Directors positions will enable greater ownership and community for research. There has also been a rework of the constitution of SMT with one elected School representative who will participate without a management portfolio to provide further representation of the School as a whole at management level. The governance structure is mapped below.





### 2.6.2 Community

The strategy works to foster a supportive community within and across the School as a whole. POLIS is a friendly School with principles of honesty, openness and solidarity. Recent experience of coronavirus has further emphasized the importance of formal and informal interactions between the members of the School. The notion of community is relevant to all areas of the School's strategy.

- In research, community is about implementing an ambitious and supportive research environment that is inclusive.
- In curriculum, community is about recognition of the learning environment and communities of knowledge for which the School is responsible.
- In Admissions and International, community is about establishing and supporting a global community of learners. It is vital that the School addresses not just the formal mechanisms of HR or staffing but also pays attention to how the School establishes a culture that fosters accomplishment, community, and diversity.

To achieve the above the School will:

- Recognise the need for both formal and informal places and spaces for discussion, peer support and collegiality.
- Constitute a meaningful mentoring system in the School alongside the University's people's potential and to support their growth.
- Use the strengths of CTIS as a place to build community around teaching and pedagogic practice.
- Ensure that success in the School is celebrated and shared.
- Rethink how the physical space in the building can be best used to better integrate PGRs and provide informal spaces for staff.
- Continue the positive community building activities afforded by the move online in conjunction with face-to-face events when safe and possible.
- Make sure our reading groups, seminars and events are inclusive of early career researchers and underrepresented groups.

### 2.7 Resource and Finance

The School has been in a strong position financially in recent years, always meeting if not exceeding its surplus requirements from the University. The faculty surplus average is presently 11%, and School allocation will be calculated annually by the Executive Dean in consultation with the Heads of Schools.

School income is dominated by our teaching income: 96% teaching: 4% Research. This ratio does not reflect the research-intense nature of the School and its ambitions, but it highlights the present nature of income streams within the social sciences. The School will strive to achieve a balance of 90%/10%.

For teaching income the School strives to increase its international cohorts at both undergraduate and graduate levels, following the internationalisation strategy of the University, but it seeks equally to

maintain a healthy balance between domestic and international students within an integrated globally minded community that is working at local, national, regional, and international scale.

Our Staff Student Ratio (SSR) is calculated by the ratio between FTE students on all modules and academic and academic-related staff numbers. The School's present SSR is 23.09 (academic year 20/21). To attain a competitive place among the Russell Group, this ratio must be reduced by 4 or 5 points: 19 would take the School into the top ten of the RG, *ceteris paribus*; 20 would take it into the first half of the RG. To reduce this ratio, whilst maintaining a balanced budget with agreed surplus to the University, the School will:

- (1) Increase our income and thereby be able to recruit further academic staff. The route to finance this increase is through international student fees, which gives the School the financial space to hire in strategic areas.
- (2) Decrease staff costs: which means, in a growing School, recruiting at Grades 7 and 8 primarily.
- (3) Reduce non-strategic non-staff costs: for example, bursaries and/or scholarships that do not relate to the School's strategic profile.

With the School's projected increase at undergraduate and graduate levels (by 2026 circa 600 undergraduates; 200 taught postgraduates; and a postgraduate research community of 70-80), individual workloads must be carefully managed so that a productive balance among research, teaching, scholarship, and administrative duties is maintained.

To ensure this balance the School will make teaching-focused appointments that address emerging gaps in pedagogical provision in addition to standard teaching needs, MA dissertation supervision, marking, personal tutoring, and so forth. These appointments will replace an *ad hoc* system of adjustment to fluctuating teaching demand. These will be permanent 1 FTE positions with career development built into them.

The PGT student numbers require that all MA programmes recruit on average above 20. Those programmes already at this numbers are encouraged to recruit at 30. Individual programmes that can recruit at scale, either within the School's digital strategy, or to one side of it, will be resourced appropriately from the School's financial base.

The School needs to discuss ways of working both within the building and at home to look for more efficient and effective uses of on-campus space for a growing School.

At the same time, the School will embark upon the Blueprint process, to produce a sustainability strategy.

### 3 Action Plan

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
			Start Date	End Date			
<b>2.1 Vision, Goals and Values</b>							
<a href="#">2.1.1</a>	G1-4: Oversight of implementation of strategy.	Identify School in the politics of global challenges	Ongoing		SOO, HoS	Peer Recognition / League table performance of school	<b>A</b>
		Hold Staff away day/ event for input	05/22	02/23	SOO		<b>B</b>
		Disseminate strategic plan and embed strategy in inward and outward facing material of School	Ongoing	01/22	SOO, Marketing	Uptake of all action pointed initiatives.	<b>A</b>
		Develop strategic plan through continued input of entire school membership	Ongoing	10/26	SOO	Continued School buy in and involvement.	<b>A</b>
		Establish workstreams to take up key activities in line with action plan and broken down timetables.	Ongoing	10/26	SOO		<b>A</b>
		Continual review of progress against targets	Ongoing	10/26	SOO, SMT, HoS		<b>A</b>

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
<b>2.3 Research</b>							
<a href="#">2.3.1</a>	G1&G3: Embed research Centre Structure	Update Research Centre Website pages, GC Strategy and Mission Statements.	Ongoing	04/21	DDoR and DRCs,	All staff and PGRS members of at least two research centres (to include CTIS)	<b>A</b>
		Job Descriptions and place in governance structure agreed by all RCDs.	Ongoing	04/21	HoS , School Manager, SMT and DRCs		<b>A</b>
	Empower RCDs to contribute to Research planning, IPE.	01/22	04/22	RCDs, DoRi	<b>B</b>		
<a href="#">2.3.2</a>	G2: Integrate PGRs with school profile.	Add all PGRS to RC mailings and research events.	Completed		DRCs	Goal of PGR cohort of 80, with clear PofGC profile.  Community of DL PGTs	<b>B</b>
		Implement “Politics of Global Challenges” Scholarship.	Completed		DoPGR		<b>A</b>
		Update PGR page on website to reflect strategy and give greater steer on centre webpages.	05/21	07/21	DoPGR, DDoPGR		<b>B</b>
		Design potential trial DL PhD supervision: Centre Global Development to Lead.	06/21	09/22	CGD, DDoPGR, DoPGR, DSE, DDSE DoInt		<b>B</b>
		Research Centres create annual PGR ambassador awards.	11/21	03/22	RCDs		PGR activity within Centre profile

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
<a href="#">2.3.3</a>	G1: Increase Impact activities	Bring in Research Users to Research Centres (affiliate status).	Ongoing	09/25	Research Staff (All)	Continued top five REF Score	<b>C</b>
		Deepen and further practitioner involvement in curriculum and find ways to make sustainable.	Ongoing	09/26	CTIS	Practitioner involvement across all BA and MA offerings	<b>B</b>
<a href="#">2.3.4</a>	G1: Lead in Open Research	Allocate workload hours to staff leading Open Research initiatives.	Ongoing	09/25	HoS, DoRi , SM	Mainstreamed into next research environment statements	<b>C</b>
<a href="#">2.3.1</a>	G1: Research culture and support	Create POLIS Virtual Visiting Fellowship.	06/21	09/21	DoRi	International collaboration producing outputs, impact	<b>B</b>
		REF reading group to advise on pre-submission papers.	08/21	10/26	DDoRi, Reading Group	Improved journal targeting, acceptance rate; [long term] REF GPA, citation tracking	<b>A</b>
		Prioritise active recruitment of post-doctoral applicants (ESRC, Leverhulme, BA ECR).	Ongoing	10/26	DoRi, DoPGR	Post-doctoral success rate	<b>A</b>
		Review of SRIF fund allocation.	05/21	10/26	DoRi	Success in funded activities using KPIs	<b>B</b>
		Workload relief for large-grant applications (> £500k).	Ongoing	10/21	HoS	Improved success in grant capture	<b>A</b>

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
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## 2.4 Teaching and Curriculum

<a href="#">2.4.2</a>	G2: Streamline modules around strategic orientation	Review modules for consistency and coherency.	Ongoing	09/22	CRWG, DDSE, DSE, SES	Return to top 5RG in NSS scores	<b>A</b>
<a href="#">2.4.2.1</a>		Improve skills offering.	Ongoing	09/22	Skills module subgroup, CRWG		
<a href="#">2.4.2.2</a>		Increased student voice in curriculum.	Ongoing	10/22	CRWG, SES, Student reps, Staff-student forum, manifest in delivery e.g. skills module.		
<a href="#">2.4.2.3</a>		Create pilot modules that are delivered through blended learning.	01/22	09/23	DSE, DDSE, Volunteer module leaders	Blended modules in curriculum	<b>B</b>
<a href="#">2.4.3</a>	G2: Align MA portfolio around PofGC	Consolidate MA offering .	Completed		HoS, DSE, Programme leads	Expanded student cohort circa 650 end of plan	<b>A</b>
<a href="#">2.4.3.1</a>		Implement new MA programmes: Global Health, Climate Change, Politics and Law of Global Challenges, African and African Diaspora.	Ongoing	09/23	Programme leads specific to each MA, DoE, DDSE Faculty support, University support		

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
<a href="#">2.4.3.2</a>		Rework existing MA offering to offer quality, sustainability at scale (Global Governance, Global Development and Education).	Ongoing	09/23	Programme leads, DSE Faculty support needed	Higher conversion BA->MA->PhD  Emerging cohort of off-campus PGT students	
		Work streams begun to redesign and relaunch new Masters programme: World Politics of Gender.	05/21	09/23	Working groups to be convened, DSE		<b>B</b>
		Blended learning on pilot programmes: Global Governance and all new programmes.	01/22	10/22	Programme leads, DDSE, DSE		
		Feasibility study of potential fully DL programmes: for off campus student.	06/21	12/21	SOO, Programme leads, DDSE, DSE		<b>B</b>
		identify global institutions for partnership teaching on existing MAS all new MAS GPE lead.	Ongoing	10/25	Programme leads, DDSE, DSE, DoInt		<b>B</b>
<a href="#">2.4.4</a>	G2: Employability	Embed employability and skills surfacing undergrad link to skills.	Ongoing	09/22	DDSE, CRWG, Employability Officer	Career readiness survey	<b>A</b>
		Further develop alumni network.	Ongoing	05/24	EO		<b>B</b>

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
<a href="#">2.4.5</a>  <a href="#">2.4.1</a>	G3: Pedagogy strategy and delivery	Run a series of events on strategic issues in teaching and scholarship (e.g. digital transformations, access).	Ongoing		CTIS, SESM	Staff ownership of plan and thought leadership on key issues in pedagogy	<b>A</b>
<a href="#">2.4.6</a>	Student Support and Success	<p>Student success meetings (not to be confused with the Faculty Student Success Officer role).</p> <p>Extended induction initiatives aimed at delivering key training and guidance/support to students at the relevant time.</p> <p>Regular, weekly online support to students both in drop in and one-to-one versions.</p> <p>Student Voice initiatives: SES play a key role in supporting students with running School focussed events aimed at developing a sense of community and creating space for sharing views and experience.</p>	Ongoing	01/22	SES, SESM	<p>Increased attainment</p> <p>Higher continuation rates</p>	<b>A</b>
<b>2.5 Admissions, International and Inclusion</b>							



Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
Admissions <a href="#">2.5.1</a>	G1, G2	Constitute marketing liasons group.	Complete		DoA, DoInt, DoPGR	Consistent admissions approach	A
		Manage interactions between school and admissions to ensure consistency of approach.	Ongoing	10/26	DoA		A
<a href="#">2.5.1.1</a>	G2: UG cohort	Explore and contribute to new initiatives in relation to changes in student demands e.g. T levels.	10/22	10/23	DoA, with FSS Student Success Officer, FSS, SES	Increased diversity and attainment on course	C
		Ensure support of students aligned with Plus programme.	Ongoing	10/26	DoA		
<a href="#">2.5.1.2</a>	G4: Continuum of engaged students aligned with school profile	Improve website material for PGT courses, adding video.	Ongoing	10/22	DoA, DoInt, Marketing, SOO	Minimum of 15 students on each MA programme, with some operating at scale  200 PGTS 55% Int/45% home	A
		Review program and module catalogue for consistency.	Ongoing	10/21	SES, DoA, DoInt, DoPGR, SOO		B
		Explore potential of a 3+1 model of integrated Masters.	01/22	09/22	DoA, HoS, DoE, SES		C
International <a href="#">2.5.2</a>  <a href="#">2.5.2.1</a>	G2, G4: Global community of learners at undergraduate	Investigate additional schemes for international undergrad. In addition to successful study skills programme.	Ongoing	2025	DoInt, SES, Study Skills program lead	Circa 10% undergraduate cohort to be international students by 2025	C

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
<a href="#">2.5.2.2</a>	G2, G4, Global community of learners at postgraduate taught	New and invigorated partnerships in place to diversify regions, such as Jindal University.	Ongoing	10/26	DoInt	PGT balance of 55% int to 45% home by end of plan	<b>A</b>
		Identify potential schemes in additional regions and set strategic priorities.	Ongoing	10/26	DoInt, HoS	Greater diversity of students by region	
		Plan and Deliver Transition to Leeds program.	Ongoing	09/21	DoInt, SESM		
		Survey participants and improve Transition to Leeds.	Ongoing	10/22	SESM, DoInt		
	G2,G4: Global community of learners at PGR	Explore financing structure to enable PHDs from global south.	09/23	10/25	DoInt, DoPGR, D DoPGR Support from Faculty and Uni needed re financing	Increased % International PhD	<b>B</b>
Inclusion <a href="#">2.5.3</a>  <a href="#">2.5.3.1</a>	G4: Improve diversity within the school's staff	Implement FSS survey to track staff experience ED&I issues.	Completed		HoS	Greater diversity in staff (with more granular targets established in process)	<b>A</b>
		Begin consultations with staff on ED&I issues.	Completed		DoInc		
		Adapt hiring and recruitment process in	Completed		DoInc HR		

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
		line with FSS recommendations.					
		Data led analysis of ED&I in partnership with FSS on promotions.	Ongoing	12/21	Executive Office FSS,		
		Review academic leave scheme, and possible inclusion of flexible versions.	05/21	06/22	DoRi	Improved balance between academic leave / taught provision	<b>A</b>
		Embedding of EDI monitoring / support in all research activity.	08/21	10/26	DoRi	Staff satisfaction; diversity profile	<b>A</b>
<a href="#">2.5.3.2</a>	G2, G4: Greater diversity within student body	Develop coordinated WP plan with the Social Science Cluster.	Ongoing	09/25	DoA, DoInt, With Educational Engagement,	7.7% LPN students. With upwards trajectory to 10.9%	<b>A</b>
<a href="#">2.5.3.3</a>		Consider expansion/replication of transition to Leeds programme in WP space.	10/22	10/23	DoA, DoInt, SESM, Strategic Operations Officer		<b>B</b>
		Write all post graduate recruitment, scholarship and post-doctoral opportunities materials in a way that emphasizes the School's desire to support candidates from	Completed		DoInc, DoPGR	Increase BAME students at PGR level and post-doc level	<b>A</b>

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
		BAME backgrounds, women and other minority identities.					
<a href="#">2.5.3.4</a>	G4	New training for staff to support students in personal crisis.	Ongoing	12/21	SESM	Increased continuation rates	
<a href="#">2.5.3.4</a>	G1, G4: Community and Practices	Implement carers policy of school in full.	Ongoing	09/21	HoS, School Manager	Improved results on staff survey (that is in design see action above)	<b>A</b>
		Explore inclusive research practices in relation to REF and grant capture.	01/22	12/22	DoRi , DDoRi		<b>C</b>
		Consider covid impact and potential routes of amelioration.	Ongoing	10/26	DoRi , DDoRi	Metrics and KPIS set for research practice	<b>C</b>
<b>2.6 Governance and community</b>							
<a href="#">2.6.1</a>	G1: Transparent and effective governance structure	Share all Job Descriptions and Terms of Reference for admin roles and committees in school.	Completed		HoS, SOO	Staff satisfaction	<b>A</b>
		Appoint an elected school representative to SMT.	08/21	10/21	HoS, SMT		<b>B</b>
<a href="#">2.6.2</a>	G4	Continued development of online and offline community events for students.	Ongoing	10/22	SESM	NSS Score	<b>C</b>

Action Plan/ Strategic Plan Ref No.	Goal and Objective	Planned activity	Timeframe		Person Responsible (Job Title)	Measure of Success	Priority
<b>2.7 Resource and Finance</b>							
<a href="#">2.7</a>	G3: Sustainability	Undertake BluePrint Process	06/21	09/22	Sustainability architects	BluePrint in place for school with actions	<b>B</b>
	G1,G4: Staffing strategy	Increase staff in school in strategic areas when financially viable; target 6 hires.	Ongoing	10/26	HoS, HR	SSR AT 19	<b>A</b>
		Reduce non-strategic, non-staff costs.	Ongoing	10/24	HoS, School Manager, DoPGR	Continued surplus requirements met.	<b>A</b>
		Make new T&S and T&R hires at level 7 and 8.	Ongoing	10/26	Hos, HR	Increased research income balanced with teaching excellence and NSS scores	<b>A</b>
		Recruit permanent Teaching Fellows, on T&S pathway.	09/21	10/23	HoS, HR		<b>B</b>
		Explore student support specific roles such as personal tutoring specialists.	Ongoing	10/22	HoS, HR, with FSS		<b>C</b>
	G3: Resource and building	Constitute working group on office and building space use.	08/21	10/25	Committee membership tbd	PGR Integration Accessible building Research culture	<b>B</b>

## 4 Appendices

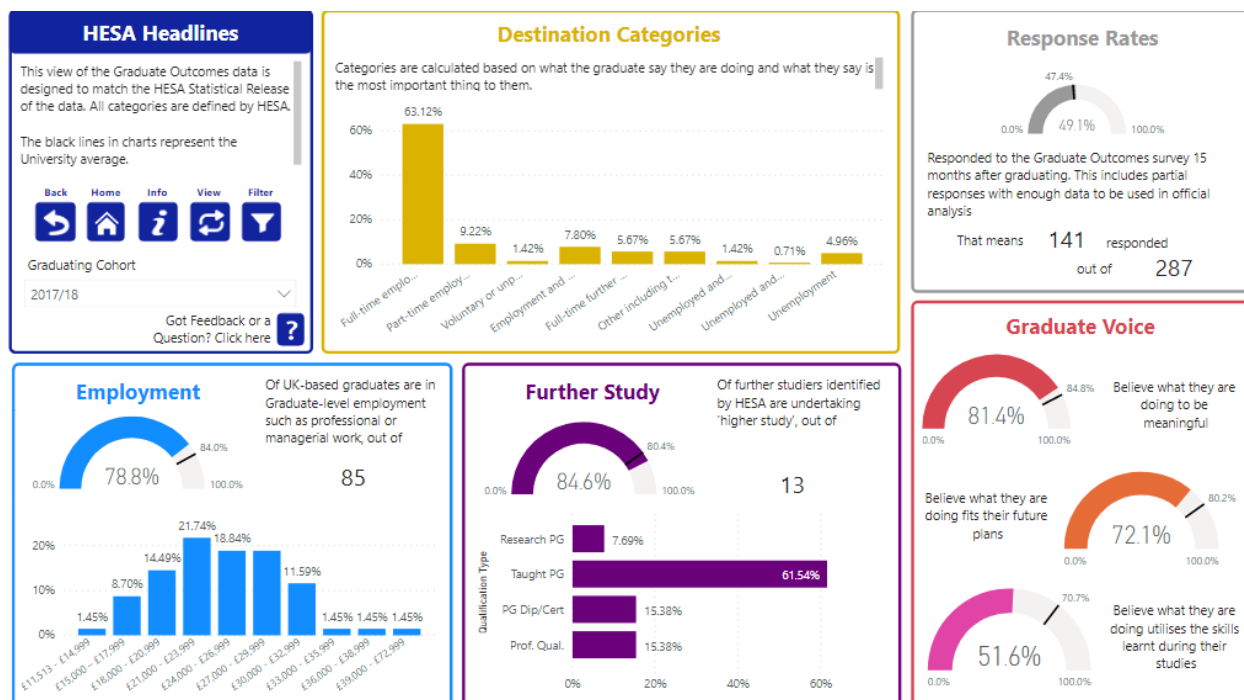
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### 4.1.1 Key KPIS from QLIK

Please note: This database does not always contain the most up-to-date data as it is based on external figures.

ARD		MAPPINGS		INFORMATION		School of Politics and International Studies				School selection	
						Politics and International Stud					
KPI Measure	2019/20 UoL Internal	For Latest External Data year:				Benchmark Classification Scheme	Latest External Data				
		UoL Internal	UoL External	Benchmark Top 10 RG	Rank						
<b>Student Education:</b>											
Student satisfaction	-	92%	90.8%	86.2%	1 out of 21	NSS JACS	2018/19				
Total tariff score	156	161	161	165	12 out of 23	HESA JACS	2018/19				
Graduate prospects	-	85.6%	83.3%	82.1%	7 out of 22	HESA JACS	2016/17				
Non-continuation	2.5%	N/A	N/A	N/A	N/A	N/A	N/A				
Low participation neighbourhoods	6.4%	5.1%	5.9%	5.5%	8 out of 19	HESA JACS	2018/19				
<b>Research &amp; Innovation:</b>											
Total RGCi (k)	534	495	712	942	13 out of 23	HESA Centres	2018/19				
RGCi per academic staff FTE (€k)	12.2	10.2	13.2	28.6	16 out of 25		2018/19				
Total PGRs	41.6	32.9	35.0	41.1	11 out of 23		2018/19				
PGRs per academic FTE	1.0	0.7	0.8	0.9	14 out of 23		2018/19				
REF 2014: average CFA	N/A	N/A	2.00	3.00	15 out of 23	REF UoA	2011/15				
REF 2014: % staff entered	N/A	N/A	65%	85%	20 out of 23						
<b>International:</b>											
% International RGCi	-	16.0%	12.2%	43.6%	21 out of 23	HESA Cost Centres	2018/19				
% Int'l Staff (R-only, T-only, T&R)	73.6%	77.6%	78.9%	47.5%	22 out of 23		2018/19				
<b>League Tables:</b>											
Times overall ranking	N/A	N/A	91.2	87.8	17 out of 84	Times subject(s)	2018/19				
Times Russell Group position			91.2	10 out of 23							
Guardian overall ranking			69.2	66.7	21 out of 78	Guardian subject(s)	2018/19				
Guardian Russell Group position			71.1	12 out of 23							
QS overall ranking			68.9	68.5	84 out of 216	QS subject(s)	2019/20				
QS Russell Group position	71.9	13 out of 21									

## 4.1.2 Latest HESA Graduate Outcomes data



## 4.1.3 Research Centre webpages

[Centre for Contemporary Political Theory](#)

[Centre for Democratic Engagement](#)

[Centre for Global Development](#)

[Centre for Global Security Challenges](#)

[Centre for Teaching Innovation and Scholarship](#) [under development]

[European Centre for Responsibility to Protect](#)

## 4.1.4 Links to University documents and strategies that POLIS works within

- [2020-2030 strategy, Universal Values, Global Change](#)
- [Global and National Trends in Higher education: Challenges and opportunities for the University of Leeds, 2020-2025](#)
- [Draft vision and strategy, Making a Global Impact\\*](#)



- [University Values](#)
- [Equality & Inclusion Framework 2020-25](#)
- [Equality & Inclusion sub-frameworks](#)
- [Race Equality Framework and action plan](#)
- [Race at Work Charter](#)
- [University statement on Black Lives Matter](#)
- [Access and Student Success strategy 2025](#)

#### 4.1.5 Job Descriptions

##### 4.1.5.1 Director of Research & Innovation (& Deputy Head of School)

Job Title	Director of Research & Innovation (& Deputy Head of School)
Grade (if applicable)	Applicants need to hold a post at grade 9 or 10
Tenure	3 years
Workload allocation	750 hours
Accountable to	Head of School

#### Background

The Director of Research and Innovation is accountable to the Head of School, with a secondary professional reporting line to the Faculty Pro-Dean for Research and Innovation.

The Director of Research is responsible, on behalf of the Head of School, for providing direction and cohesion in the development of the School's research, knowledge exchange and general impact strategy, ensuring prioritisation and sustainability.

The DoRi i will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity, working to the overall orientation of the POLIS Strategic Plan 2021-26 (SP21-26).

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

#### Main responsibilities

- Champions all aspects of research activity, quality and enhancement in the School, internally and on external bodies where appropriate.
- Implements the appropriate collective and individual allocation of Strategic Research Investment Funds to promote research and impact activity.

- Advises on the allocation of internal research funds, including appropriate usage of staff research allowances.
- Oversees levels of research support, training and enhancement within the School, linking where appropriate to Faculty and other institutional provision.
- Liaises with Research Centre Directors to ensure strategic alignment of Centres with the School Research strategy (SP21-26), and productive interaction between Centre staff.
- Monitors School preparedness and processes for all internal and external evaluation of research.
- Provide appropriate informal support and feedback on all staff funding applications.
- Advises, through indirect report to the Pro-Dean for Research, on all implications of Faculty processes and proposals for the School.
- Link to support staff in FSS, LSSI and RIS to represent the School, and advise on political science, international studies and development implications for all processes and proposals.
- Evaluates and signs off all research funding applications at School level, including the appointment of internal reviewers.
- Works with the Head of School to monitor and support all research-active staff as part of the annual review process.
- Reviews and completes all research elements to the Integrated Planning Exercise
- Link to support staff in FSS, LSSI and RIS to represent the School, and advise on political science, international studies and development implications for all processes and proposals.
- Works with Marketing to ensure the availability of up-to-date information for outward-facing profiles, including webpages.
- Organises the School Research Seminar
- Sits on School Management Team, to report and advise on all aspects of research.
- Chairs School Research Committee, to oversee research strategy and policy implementation.
- Chairs biannual Sabbatical Committee, to allocate study leave for the following year, and to review reports from previous years' leave.
- Sits on Faculty Research and Innovation Committee, representing the School.
- Sits on Faculty and University peer review colleges for UKRI review.
- Sits on Postgraduate Research Degree Management Committee
- Sits on School TSEC, to ensure coordination of teaching and research strategies and process.
- Is responsible for research induction of all new staff with research responsibility, at all career levels.
- Is responsible for the inclusion and support of post-doctoral researchers within the School, working with PIs to identify appropriate training, independent research support, and mentoring.

#### 4.1.5.2 Deputy Director of Research & Innovation/Unit of Assessment Lead

Job Title	Deputy Director of Research & Innovation/Unit of Assessment Lead
Grade (if applicable)	Applicants need to hold a post from grade 9 – 10 (in an exceptional case, grade 8)

Tenure	3 years
Workload allocation	350 hours
Accountable to	Director of Research & Innovation

### Background

The Deputy Director of Research and Innovation is accountable to the Director of Research & Innovation, with a secondary professional reporting line to the Head of School.

The Deputy Director of Research's role is primarily to support research in the School and as the REF Unit of Assessment Leader, must work in tandem with the Director of Research and Head of School, focusing primarily on positioning the School in readiness for the next research assessment exercise (REF). In the immediate period of REF preparation, workload may be increased to reflect greater time commitment and intensity.

Key elements of the role outside of the UOA responsibilities are to work with the Director of Research and the Marketing & Events Manager to ensure that the School's website research profile is continually updated and reflects the activities and mission of the School, as outlined in the Strategic Plan 2021-26 (SP 21-26).

The DDoRi will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity, working to the general orientation of SP21-26.

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

### Main responsibilities

The Unit of Assessment leader will have a pivotal role in the formulation of submissions and will:

- Report via the Pro-Dean, to the Review Group with responsibility for their UOA.
- Liaise with the Deans, Pro-Deans, Heads of School and Departments and Directors of Research, to produce the REF submission for their UOA.
- Be responsible for communication with their UOA constituency concerning the development of the submission.
- Have final authority to make recommendations to the Review Group on behalf of their UOA.
- Work closely with the Deputy UOA leaders/impact leads and with other UOA leaders as necessary and make recommendations to the Review Group concerning the allocation of members of staff to UOAs.
- Work with data teams and Faculty Research Managers to ensure the accuracy of data in their submission.
- Be responsible for overseeing the drafting of textual parts of the submission and the impact statement and case studies, working closely with the impact leads.

- Promote and monitor ethical practice and ensure all equality and diversity standards are adequately met.
- Assume the role of UOA leader for any audit period of this current REF cycle.
- Work with the DoRi where needed (and as jointly agreed upon).
- Work with the DoRi, events and marketing staff to ensure that the School's research profile on the internet is continually updated and reflects the activities and mission of the School.
- Organise School implementation of the University Annual Output Review, including recommendations to the Director of Research for membership of the School reading group.

#### 4.1.5.3 Director of Student Education (& Deputy Head of School)

Job Title	Director of Student Education (& Deputy Head of School)
Grade (if applicable)	Applicants need to hold a post at grade 9 or 10
Tenure	3 years
Workload allocation	900 hours
Accountable to	Head of School

#### Background

The Director of Student Education (DSE) is accountable to the Head of School, with a secondary professional reporting line to the Faculty Pro-Dean for Student Education.

The DSE will work with the Head of School and the Pro Dean for Student Education. They will play a major strategic and coordinating role in developing, promoting and delivering the School's learning and teaching strategy and objectives, in line with the present School and University Strategies (POLIS Strategic Plan 2021-26, 'Global Challenges, Universal Values'), as well as overseeing the development and quality enhancement of the School's portfolio of programmes and the student academic experience.

The DSE will collaborate with the School's Admissions Lead, Assessment Lead, Academic Integrity Officer and Joint Honours Lead and other key roles within the School to ensure the effective delivery of the School's taught education.

The DSE will also work closely with Head of School and the Pro Dean for Student Education on quality assurance, standards and the quality enhancement of the School's student education and will be supported in the role by the Student Education Service team and other professional services.

The School's Programme Leaders will report to you in relation to the management of programmes.

The DSE will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity in line with the Strategic Plan.

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

#### Main responsibilities

### Leadership and management

- Be a member of the School Management Team, assisting with the general management of the School and contributing to academic leadership within the Faculty.
- Assist the HoS and School Support Manager in workload planning.
- Take a leading role in encouraging a culture in which achievements in teaching are recognised and rewarded, including promoting initial and continuing professional development in teaching for all staff with teaching responsibilities, and leading initiatives to identify, mentor and develop future leaders in teaching.
- Provide leadership on digital education.
- Demonstrate a commitment to high quality teaching and learning by serving as a role model; by leading staff development initiatives within the School and Faculty, the University and beyond; and by pursuing professional development opportunities appropriate to the role.

### Student education strategy and portfolio development

- Be responsible, with the support of School and Faculty staff, for the development of learning and teaching strategy, policies, quality enhancement and management within the School. Work with the HoS on curriculum review in line with the Strategic Plan.
- Work with the Pro Dean for Student Education in Faculty-wide activities, such as leading and participating in Faculty and University groups and initiatives, involvement in Faculty and University reviews, membership of relevant Faculty and University committees and associated activities.
- Ensure that the School's portfolio of programmes remains strategically and academically strong, reflecting integration with the School's Strategic Plan, research activity and the principles of the Leeds Curriculum; promoting curriculum change, academic coherence and development; identifying and evaluating opportunities for new programmes of study (including interdisciplinary programmes and collaborative activity).
- Chair the School Taught Student Education Committee and represent the School on the Faculty Taught Student Education Committee.

### Quality assurance and student experience

- Be responsible for the quality assurance of the School's programmes, as well as the student academic experience, through coordination of appropriate responses to external reports, student feedback, and student education key performance indicators.
- Support HoS in annual academic review for T&S profiles.
- Support quality enhancement of student education and the student academic experience through the promotion of relevant Faculty, University and national initiatives.

## Development

You will complete an audit of your training needs on commencement of the role and commit to undertaking the relevant development opportunities available at School, Faculty, University level and beyond as appropriate. You will seek regular feedback on your performance to enable your continuous professional development and personal effectiveness in the role and will support the development of others.

### 4.1.5.4 Deputy Director of Student Education

Job Title	Deputy Director of Student Education
Grade (if applicable)	Applicants need to hold a post from grade 8 – 10
Tenure	3 years
Workload allocation	400 hours
Accountable to	The Head of School

The Deputy Director of Student Education (DDSE) plays a major role in supporting the Director of Student Education in developing, promoting and delivering the School's Student Education strategy and objectives and overseeing the development of the School's portfolio of programmes.

The DDSE will report to the Director of Student Education and work within the policies and procedures of the University and Faculty for the quality assurance and enhancement of standards of the School's Student Education provision.

The DDSE may deputise for the Director of Student Education at School and Faculty meetings as appropriate. The Deputy Director of Student Education will be an ex-officio member of the School Taught Student Education Committee.

The DDSE will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity.

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

## Main responsibilities

### Strategic Planning

- Support the Director of Student Education and the Head of School in developing Student Education strategy, policies, quality and management within the School and the Faculty, in line with the School, Faculty and University Strategies (esp: POLIS Strategic Plan 2021-26, 'Global Challenges, Universal Values').
- Assist the Director of Student Education in development of the strategic direction of the programme portfolio.

## Taught student education

Assist the Director of Student Education in:

- Overseeing the quality of the provision of the School's programmes as well as the student academic experience; promoting undergraduate and taught post graduate curriculum change and development in line with the principles of the Leeds Curriculum at undergraduate level and embedding the blended learning strategy across all taught programmes; identifying and evaluating opportunities for new programmes of study and external and internal funding opportunities for curriculum development.
- Assist the Director of Student Education to promote and co-ordinate quality enhancement in the taught student experience, with particular respect to effective and high quality admissions and student induction, learning, teaching, assessment and student support practices in the School, including the promotion of faculty, university and national initiatives in Student Education.
- Support the Director of Student Education with the setting of a culture in which achievements in teaching are recognised and rewarded, including promoting initial and continuing professional development in teaching for all staff with teaching responsibilities, leading initiatives to identify, mentor and develop future leaders in teaching, and supporting and encouraging research into teaching and learning within the disciplines of the School.
- Demonstrate a commitment to high quality student education and undertake own staff development appropriate to the role of Deputy Director of Student Education.
- Support the Director of Student Education to develop, integrate and evaluate research-led teaching within the School.
- Support and promote opportunities for students to engage with research and innovation through taught programmes and enhancement activities such as research internships and placements.

## Quality Assurance

- Support the Director of Student Education in sharing responsibility for the evaluation and development of quality assurance and enhancement processes related to Student Education within the School.
- Support the Director of Student Education in sharing responsibility for ensuring that appropriate responses are made to internal and external reviews of the School's learning and teaching provision.
- Participate as an ex-officio member of the School Student Education Committee.

## Leadership & Management

- Deputise for the Director of Student Education at School and Faculty meetings and other events or occasions as appropriate.
- Work in close liaison with the School Student Academic Experience Manager and programme managers.
- Work effectively with Student Education Service staff.

## Communication

- Disseminate good practice in relation to learning and teaching education through School systems, networks, publications and conferences.
- Disseminate ongoing progress and broadcast successes through all communication channels including forums, newsletters, bulletins etc.
- Ensure that examples of excellence and innovation in Student Education are promoted within the School and wider University and externally through networking, contributing to workshops and conferences when appropriate.
- Build and maintain links and networks within the University and promote strong relationships with external partners.
- Promote opportunities to work in partnership with students, including attending the Student/Staff Forum.

### 4.1.5.5 Director of Admissions

Job Title	Director of Admissions
Grade (if applicable)	Applicants need to hold a post at grade 8-10
Tenure	3-5 years
Workload allocation	400 hours
Accountable to	Head of School

## Background

The Director of Admissions is accountable to the Head of School, but also directly responsible to the Faculty, through the Faculty UG Admissions Tutor and WP Officer and the Pro-Dean for Student Education.

Working with the Director of Student Education, the Head of School and the Pro Dean for Student Education, you will play a strategic and coordinating role in developing, promoting and delivering the School's admissions strategy and objectives.

The Director of Admissions is responsible for providing academic decisions relating to taught undergraduate admissions and associated policy for the School and for ensuring that the admissions process is conducted in conformity with the Faculty Undergraduate Admissions policy according to the processes and procedures of the Faculty Admissions Office.

The Director of Admissions will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity, working to the overall orientation of the POLIS Strategic Plan 2021-26 (SP21-26).



The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

The post holder will attend the School Taught Student Education Committee and represent the School on the Faculty Recruitment Committee.

#### Main responsibilities

- Make decisions on overall UG Admissions within the School in line with University strategic direction and objectives, ensuring compliance with any constraints on intake numbers;
- Academic consideration of applications where appropriate and overall responsibility for admissions decisions;
- Monitoring and interpret application rates and trends throughout the admissions cycle and providing analysis and advice to the Head of School, Director of Student Education and the School Management Team, with updates on admissions issues and recruitment performance;
- Liaison with the Faculty Admissions Office regarding the implementation of admissions policies and practices relating to both undergraduate and postgraduate admissions of home and international students and the resolution of any policy issues arising;
- Ensuring the School dimension of the Faculty Undergraduate Admissions Policy is up to date, accurate and readily available to all staff and prospective students and appropriately reflects WP strategy;
- Ensuring detailed criteria are available for consideration of applications by administrative staff and that all staff are aware of and comply with the Faculty and University admissions policies and procedures;
- Liaising with the Faculty ED&I to ensure the effective implementation of the School and Faculty Widening Participation policy as it relates to admissions;
- Participating as appropriate in the work of FMT
- Liaising with the University's Student Recruitment and Marketing Team on academic matters relating to admissions;
- Oversight of the provision of recruitment and promotional literature, in conjunction with the Faculty Marketing Manager/School Marketing staff;
- Contributing to, and overseeing, promotional activities and events in support of student recruitment, including presence on social media, participation and presentations at School, Faculty and University Open Days and Applicant Open Afternoons;
- Processing and making decisions on non-standard applicants - interviews – English and maths tests;
- Liaise with admission office on current status of applications;
- Liaise with faculty admissions tutor, DSE and Head of School about targets and standard A level offers;
- Advise DSE and Head of School on IPE student number planning;

- Monitor admissions figures;
- Attend Confirmation (usually second/third week in August) and make decisions on clearing/adjustment;
- Organise and deliver School Open Days with Admissions Office, SES as necessary;
- Organise talks, staff presence and students on stalls at University Open days;
- Liaise with joint honours tutor on open days for joint honours applicants;
- Liaise with marketing officer – about publicity material and marketing, updating publicity materials and prospectus, coursefinder, etc as needs be;
- Plan/engage in student recruitment;
- Work in collaboration with Widening Participation Officer to increase WP within the School
- Arrange A2L tutor and monitor applications;
- Sits on School Management Team, to report and advise on all aspects of Admissions;
- Sits on School Meeting and updates around Admissions activities and policies;
- Attends the School TSEC, to ensure coordination of admissions and WP strategies and process.

#### 4.1.5.6 Director of International

Job Title	Director of International
Grade (if applicable)	Applicants need to hold a post at grade 8 -10
Tenure	3 – 5 years
Workload allocation	500 hours
Accountable to	Head of School

#### Background

The Director of International is accountable to the Head of School, with a secondary professional reporting line to the Faculty Pro-Dean International.

The Director of International's role is to mainstream the University International Strategy throughout the School's core business; Student Education, Research and Impact.

The role includes responsibility for oversight and management of all aspects of the School's, strategic development, faculty and university level liaison as well as the development of external international partnerships in line with current strategic priorities.

The Director of International will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity, working to the overall orientation of the POLIS Strategic Plan 2021-26 (SP21-26).

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

## Main responsibilities

### Administrative leadership

- Development of School International Strategy in line with annual Integrated Planning Exercise priorities.
- In consultation with the HoS, PGT Director, Admissions Director, Pro-Dean International, Marketing and the IO devise a recruitment strategy and planning recruitment activities for each academic year.
- Support staff engaged on international recruitment activities, and consider and recommend action to be taken on the basis of post trip reports.
- Work with the Admissions team to assess the success of recruitment strategies.
- Liaise with HoS and other operational leads (Research Director, Postgraduate Tutor, and DSE, and Director of Admission on international activities.
- Liaising with Faculty Marketing Manager to develop the School's international marketing strategy.
- Monitoring progress against targets.
- Reporting into School Meeting/TSEC/Research Committee.
- Sitting on Faculty International Committee with the Pro Dean International.
- Chairing the School International Committee.

### Internationalising research & teaching capacity

- Liaising with Central International, European and Research Support Offices, WUN etc.
- Facilitating the development of strategic partnerships contributing to Faculty/University/School targets (managing the development of MoUs, and advising on the development of joint provision/split site arrangements.
- Development of staff exchange and international visiting activity (teaching and research) via ERASMUS
- Staff capacity building, mentoring international funding, publications strategies
- Staff development activity, workshops & training events
- Work with the HoS, DoRi i and Centre Directors on the School's international research strategy and the steps needed to execute that strategy.
- Working with the Director of Student Education and other key staff on measures to support the international student experience
- Liaise with the Admissions tutor, PGT Director and the DSE on the introduction and promotion of new international programmes.
- Liaising with Faculty and the University on internationalisation and co-ordinating the School's response to university and faculty internationalisation initiatives.
- Manage the School's response to approaches from potential international partners.

- Liaise with the HoS, SMT and other key staff on the execution of the internationalisation action points set out in the School's strategy.

#### 4.1.5.7 Co-Director of Postgraduate Research Studies

Job Title	Co-Director of Postgraduate Research Studies
Grade (if applicable)	Applicants need to hold a post at grade 8-10
Tenure	3 years
Workload allocation	250 hours x 2
Accountable to	Head of School

#### Background

In accordance with the requirements of the University's Code of Practice for Research Degree Candidatures,<sup>1</sup> every school in the University must have a Director of Postgraduate Research Studies (DPGRS), holding strategic responsibility for the recruitment and academic support of PGRs in the school.

Where numbers justify it, one or more Deputy DPGRSs may be appointed. Normally one DPGRS or Deputy DPGRS for every fifty PGRs would be expected. Deputy DPGRSs may also take responsibility for a specific area of activity, such as admission or progression, as outlined below.

DPGRSs report to the Head of School with a side reporting line to the Head of the relevant Faculty Graduate School. Working through the Faculty Graduate School and the wider Doctoral College community, they work as a team to ensure that strategy and policy for postgraduate research are implemented effectively. The DPGRS will represent her or his school as a member of the Faculty Graduate School Committee.

The DPGRS has a key strategic and operational role within the school, and as such is normally expected to be a member of the school's senior management team or equivalent or to attend meetings on a regular basis for the discussion of relevant items. S/he will contribute to discussions of PGR strategy and policy, participating in annual planning exercises, and leading on recruitment and scholarship matters in support of the school's strategic objectives for PGR, and will hold overall responsibility for all PGR matters in the school, responding, as necessary, to changing Research Council, University, and Faculty policy.

The DPGRS will play a key role in the School's leadership team, promoting coordinated strategic academic development across all areas of activity, working to the overall orientation of the POLIS Strategic Plan 2021-26 (SP21-26).

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

## Main responsibilities

### Admissions Activities

- Oversight of admissions processes, including formal approval of the application, supervisory team and research project and, where relevant, scholarship applications.
- Enhancement of PGR recruitment and identification of funding sources (working with the school's Director of Research & Innovation where appropriate).

### Facilities/Training

- Provision of up-to-date and relevant induction materials for PGRs, and oversight of school-specific training sessions where relevant (liaising with OD&PL and the wider Doctoral College team).
- Oversight of the provision of appropriate facilities (including working space, IT, equipment, and technical support) for PGRs.
- Oversight of the school's compliance with the Code of Practice for PGRs who teach, in liaison with the Director of Student Education.
- Where appropriate, maintenance of school-level PGR budgets for events and training.
- Oversight of awareness of school-specific health and safety issues, including those connected with external visits and fieldwork, and of research ethics and data management among PGRs and supervisors.

### On-Course Support

- Oversight of matters relating to registration, progression, suspensions and extensions of study within the school.
- Oversight of supervisory arrangements within the school, including ensuring the keeping of accurate records on GRAD and following up any cases where regular meetings appear not to be taking place.
- Review of progress reports and acting upon any unsatisfactory reports received.
- Provision of pastoral support where required, by offering all PGRs the opportunity for an annual meeting, and by acting as a first point of contact for PGRs with complaints, advising on University procedure as appropriate
- Provision of support to supervisors on issues of difficulty that may arise with PGRs and advising on situations where it may become necessary to request a suspension or extension of study for a PGR, as appropriate.
- Liaison with PGR reps and chairing of school PGR committee where this exists.
- Review of all cases of termination of study.

- Advising on the appointment of final examiners in consultation with supervisors, oversight of appropriate implementation of examination procedures, and signing off examination entry and examiners' report forms.

#### Policy/Procedural

- Liaison with the Faculty Graduate School Office and with the Doctoral College Operations team.
- Approval of recommendations for the appointment of supervisors (and advisors where relevant) in accordance with the University's Code of Practice.
- Serving as a co-opted member of the Committee on Applications when requested by the Student Cases Team.
- Serving, as required, on one of the sub-groups of the Graduate Board, or on relevant thematic working groups.
- Oversight of the administration of the Postgraduate Research Experience Survey (PRES) and of the biennial internal PGR analysis exercise, of communication of outcomes, and of the drawing-up of action plans.

#### Other

- The DPGRS is expected to maintain her or his knowledge of PGR matters (including University regulations, procedures and processes) by attending appropriate training events and the biannual Doctoral College Forum meetings.
- The DPGRS should be prepared to undertake other duties relevant to her or his role as directed by the Head of the relevant school or the Head of the Faculty Graduate School.

#### 4.1.5.8 Research Centre Co-Director

Job Title	Research Centre Co-Director
Grade (if applicable)	Applicants need to hold a post at grade 8-10
Tenure	Between 3 and 5 years
Workload allocation	200 Hours each (shared with a Co-Director)
Accountable to	Head of School

#### Background

The Research Centre Co-Director is accountable to the Head of School, but the overall responsibility for providing strategic direction and leadership for the Centre, lies with the Co-Directors.

The Research Centres represent the most important focus within the School for research activities and for postgraduate teaching and supervision.

The post holder will be expected to work in accordance with the University's policies, procedures and values, promoting academic excellence through integrity, inclusiveness, professionalism and community.

#### Main responsibilities

- Work with the Director of Research and Innovation to deliver research strategies effectively and to maximise research activity and grow research income.
- Responsible for the production and dissemination of an annual report, detailing the activities of the Centre and its members.
- Promote and maintain the Centre's reputation and external profile through activities such as annual programmes of public lectures and seminars.
- Be accountable to the Head of School for the financial management, planning, monitoring and allocation of financial resources in relation to the Centre's accounts.
- Work with the Research Postgraduate Tutor and the Director of Research and Innovation to increase research student numbers linked to their Centre's area of research activity.
- Work with the Taught Postgraduate Tutor to promote the postgraduate programmes linked to their Centre's area of research activity as widely as possible (especially to an international market).
- Oversight and co-ordination of provision of recruitment and promotional literature, and other promotional activities, including advertising and marketing of their Centre's postgraduate programmes.
- Maintain an overview of their Centre's portfolio of postgraduate programmes, including promoting curriculum change and development, identifying and evaluating opportunities for new programmes, taking action to review and improve provision in relation to existing programmes.
- Be an ex officio member of the School Research Committee and assist the Director of Research and Innovation in developing policy with respect to research matters.

#### 4.1.6 Terms of Reference

##### 4.1.6.1 POLIS Senior Management Team

1. To share and discuss, any current *key* activities within the School, at a senior level, in an open, transparent, non-judgemental and collaborative space, asking for advice from other Senior Management Team (SMT) members as necessary.
2. To bring to the attention of the Head of School, and SMT members, any issues which require input from other SMT members, that may require a discussion, before making a decision over the approach taken, within the member's particular area of responsibility and remit.
3. To bring to the attention of the Head of School, and SMT members, any unusual, ad-hoc or one-off, important issue which have come to the attention of a SMT member which they consider

important enough to warrant a discussion and representation at this level, and where this issue is not being discussed at any other Committee within the School.

4. To encourage and disseminate, information across the Senior Management Team, on best practice across their particular area of responsibility, highlighting any progress and communications within their specific function as necessary.
5. To disseminate any new practices or processes (in brief) across the School, which come from Faculty Executive Group or Faculty Senior Management Team meetings and which effect staff and students in relation teaching, programmes, infrastructure, HR, professional services in general.
6. To consider and respond to issues raised by other School Committees such as STSEC, CRWG, RSC, Staff-Student Partnership, School Meeting, School ED&I Committee, School H&S Committee.
7. To organise ballots or nominations for other internal SMT members into the group, from time to time as strategy dictates or as roles and remits change.
8. An *informal* decision making body for the School on any major issues which affect staff, students and strategy, only after wide consultation across the School but which needs clear follow up and dissemination.
9. To assist in strategic decision-making, acting in best interest of function and School, carrying out any actions assigned to individuals and following up as appropriate.
10. To generate ideas and ongoing improvements which ensue from and feed into overall 10 year POLIS Strategy.
11. To update any business as usual across the SMT in the form of a verbal report, as and when necessary.

#### Constitution

- Head of School (Chair)
- Director of Research & Innovation (Deputy HoS)
- Director of Student Education (Deputy HoS)
- Deputy Director of Research/UOA Lead
- Deputy Director of Student Education
- Director of PGR Studies
- Director of Admissions
- Director of International
- Director of Inclusion
- Representative of Centre for Teaching Innovation & Scholarship (CTIS)
- *Representative Programme Leaders & Academic staff (TBC)*
- School Education Service Manager
- School Strategy Officer
- School Manager
- School Support & PA to Head of School (Meeting Administrator)



## Reporting to

Faculty Senior Management Team and Faculty Executive Group on a fairly informal but regular basis.

The minutes from School SMT meetings will be disseminated at FMT on a regular basis and as soon as minutes are confirmed.

Non confidential, but important topics of discussion at monthly School SMT meetings, are disseminated at quarterly School Meetings, which are open to all staff members.

## Operating Procedures

- Meetings will take place once per month from September to June, 10 meetings each year.
- Following each SMT meeting, it is the responsibility of SMT members to disseminate to their respective teams as appropriate.
- To build on their verbal reports in order to create a written report for School Meetings.
- The Head of School may call an 'extra-ordinary' SMT at appropriate times, in order to discuss, review, action or resolve any specific issues around key areas of delivery and implementation in line with School Strategy and in line with any ongoing School or University-wide challenges.
- Minutes from SMT will be circulated across the School/available for viewing on the school's shared network.
- Actions assigned to SMT members will be followed up as appropriate.
- SMT members may request particular items for discussion at SMT meetings.

## Current Membership

<b>Name</b>	<b>Function/Capacity</b>
Richard Beardsworth (Chair)	Head of School
Jocelyn Evans	Director of Research
Stuart McAnulla	Director of Student Education
Alexander Beresford	UoA, Deputy Director of Research
Victoria Honeyman	Deputy Director of Student Education
Derek Edyvane	Co-Director of PGR
Nick Robinson	Director of Admissions
Adam Tyson	Director of International
Sahla Aroussi	Director of Inclusion
Charles Dannreuther or James Worrall	Centre for Teaching Innovation and Scholarship (CTIS) Directors
Louise Pears	Strategic Operations Officer
Monica Facchinello	Student Education Service Manager
Caroline Wise	School Manager

Jenny Love

School Support Officer/Meeting Administrator

*Additional terms of reference may be added as deemed necessary by the Head of School from time to time, in line with developing School strategy. Membership will also be reviewed each academic year or in line with any changes to any current SMT members' roles or remit.*

#### 4.1.6.2 POLIS School Research Committee

1. To share and discuss all aspects of, and internal / external policies relating to, research activity within the School.
2. To report to and advise SMT on actions relating to individual and collective research activity within the School.
3. To monitor and support all activity through the School's Research Centres, and to approve budgetary allocations to these Centres on an annual basis.
4. To monitor marketing activity undertaken by the Faculty and University to promote the School's externally facing research profile
5. To inform research leaders within the School of University and Faculty-led initiatives with relevance to the School, and/or implementation at School level.
6. To oversee and implement the annual School sabbatical process (in the annual sitting of the School Sabbatical Committee), including applications and reports, and to review the School sabbatical policy on a regular basis.
7. To oversee and implement the annual Strategic Research Investment Fund (SRIF), and to review the School SRIF guidelines on a regular basis.
8. To receive data from Faculty Research and Innovation Office on research grant opportunities, bidding and success.
9. To receive reports from the Directors of PGR on issues relating to postgraduate research students within the School, and where appropriate to approve School policies relating to PGRs.
10. To review and approve external applications for visiting fellowships to the School.
11. To oversee and ensure that all research activity within the School upholds its values, and those of the University, relating to equality, diversity and inclusion.
12. To identify and nominate individuals to represent the School on Faculty, University and external professional bodies, where the School is named as the unit of selection.

#### Constitution

- Director of Research and Innovation (Chair)
- Deputy Director of Research & Innovation
- Impact Champion
- Head of School

- Director of Student Education
- Directors of PGR Studies
- Directors of Research Centres (ECR2P, CDE, CGSC, CGD, CCPT, CTIS)
- Director of International
- Director of Inclusion
- School Education Service Manager
- Faculty Research and Innovation Office (representative)
- School Research & Innovation Support Administrator

#### Reporting to

- SMT
- Faculty Research and Innovation Committee (FRIC). The minutes from School Research Committee meetings will be disseminated at FRIC on a regular basis and as soon as minutes are confirmed.

#### Operating Procedures

- Meetings will take place once per month from September to June, 10 meetings each year.
- Following each SRC meeting, it is the responsibility of SRC members to disseminate to their respective teams as appropriate.
- Minutes from SRC will be for viewing on the school's shared network.
- Actions assigned to SRC members will be followed up as appropriate.
- SRC members may request particular items for discussion at SRC meetings.

#### 4.1.6.3 School Taught Student Education Committee (or equivalent)

1. To review, evaluate and monitor the quality and standard of the School's learning and teaching provision (including collaborative provision);
2. To encourage and disseminate good practice in learning, teaching and assessment, and in the assurance of learning and teaching quality and standards at School level;
3. To consider and recommend new modules, new programmes, major programme amendments, withdrawn/suspended and *ad hoc* programmes for approval by the appropriate Programme Approval Group;
4. To consider and approve programme amendments, module amendments and withdrawn modules for reporting to the Programme Approval Group;
5. To monitor the cumulative effect of incremental module and programme changes on the provision offered by the School;
6. To ensure School policies and procedures are consistent with those of the Faculty and of the University;
7. To nominate internal and external examiners for appointment by the Faculty Taught Student Education Committee;
8. To consider and respond to external examiner reports;

9. To consider and respond to issues raised by student representatives/Student Staff Forum;
10. To encourage innovation in learning, teaching and assessment and academic developments appropriate to the discipline/s; and
11. To note Faculty and University-level changes to the Code of Practice on Assessment, and endorse School-level amendments for final approval by the Faculty Taught Student Education Committee.

*Additional terms of reference may be added for individual School Taught Student Education Committees but those above may not be deleted.*

#### Constitution

- Director of Student Education (Chair);
- Head of School (*ex officio*);
- Pro Dean for Taught Student Education in the Faculty (*ex officio*);
- LUU School Student Representatives;
- Representative Programme Leaders;
- School Education Service Manager; and.
- Further members as appropriate (including School Education Service Manager)

*It is anticipated that the constitution will be significantly wider than the minimum required and will reflect the main areas of taught provision and academic requirements of the School.*

#### Reporting to Faculty Taught Student Education Committee

School Taught Student Education Committee meetings should be scheduled in order to report their business effectively to Faculty Taught Student Education Committee meetings and Programme Approval Group meetings.

School Taught Student Education Committees should also consider all relevant Faculty Taught Student Education Committee papers in order to ensure appropriate dissemination of information/policy regarding learning and teaching.

#### Operating Procedures

1. School quality assurance procedures are subject to oversight and approval by the FTSEC in accordance with the University's policies and procedures.
2. STSECs are responsible for ensuring timely communication with other Schools where proposed changes to modules/programmes will also impact on wider provision.
3. School documentation. It is important that schools keep accurate formal minutes and up-to-date working files of all Committees. Working files must include the following documents;
  - STSEC minutes and supporting papers, including reports from any sub-groups or sub-committees;
  - Consideration of new/amended programme and module proposals;
  - Module and programme review documentation;
  - Student Staff Forum minutes and supporting papers;

- Assessment Board minutes and supporting papers including reports by any sub-groups or sub-committees (i.e. the School Special Circumstances Committee) and signed pass lists;
- Minutes and supporting papers of any other School committees involved with taught student matters; and
- Most recent Professional and Statutory Regulatory Body report/response.

Schools should have oversight of the following documents which will also be checked during the Student Academic Experience Review (SAER) process:

- Diagram of the Committee reporting structure;
- Action Plan in response to feedback on the student experience;
- Code of Practice on Assessment;
- Student handbooks;
- Programme and module handbooks (including for Industrial/International variants and Collaborative programmes);
- Module and Programme review documentation;
- Student feedback on modules and programmes;
- Arrangements for the consideration of advanced standing (APL/APEL).

#### 4.1.6.4 POLIS Equality, Diversity and Inclusion Committee (ED&IC)

The ED&I Committee is explicit in its commitment to equality, diversity and inclusion, and this is integral to POLIS and the University of Leeds's values and ethos. POLIS ED&I Committee is bound by the University of Leeds's Equality and Inclusion Framework 2020-25 and all its sub-frameworks (Race Equality Framework, Gender Equality Framework, LGBT+ Equality framework, Disability Equality Framework, Student Access and Participation Plan and Student Success Plan). The Committee's work covers all aspects of diversity, wherever obstacles to inclusion and equality may be perceived as a result of an individual's identity and experiences. The Committee terms of reference are as follows:

- To lead and support policies, processes and practical actions to drive progressive change towards equality, diversity and inclusion for all members of POLIS;
- To lead and support policies, processes and practical actions to drive Widening Participation at POLIS
- To advise and make recommendations to the Senior Management Team and Head of School to ensure that POLIS actively considers and acts on equity issues. This includes strategic, leadership and development planning to create a more equitable workforce, culture and working practices at all levels;
- To support the development of a conducive working environment that respects one another and enables staff, PhD researchers and students to fulfil their potential;
- To provide a forum for regular discussion, dialogue, reflection and exploration of different perspectives to support a working environment that is as inclusive as possible;
- To advocate good practice and challenge poor practice, providing practical examples and opportunities to help educate, inform and raise awareness so that all members of our community feel safe, supported and equipped to contribute towards positive change;

- To ensure that POLIS implements the University of Leeds frameworks on equality, diversity and inclusion and delivers on the commitments set up by the University in this area
- To support the Faculty of Social Sciences in working towards achieving their ED&I objectives.

### Constitution

Membership of the Committee would comprise a set group of members determined mostly by roles, but it is also open to those who represent specific group or interest. In addition to these members, Dr Kerri Woods, in her role as The Faculty of Social Science ED&I lead, will be participating some of the ED&I meetings.

<b>Role</b>	<b>Current Member</b>	<b>Date of joining</b>
Head of School	Richard Beardsworth	September 2020
DSE/Deputy DSE	Stuart McAnulla	
PGRT/Deputy PGRT	Derek Edyvane Gordon Clubb	
School Manager	Caroline Wise	
Student Support Officer	Nicholas Marsh	
Administrator/Minutes	Rhiannon Price	Nov 2020
Widening Participation	Mette Wiggen	
Health and Safety and Staff wellbeing	Jenny Love	
Chair of the POLIS women's support network	Victoria Honeyman	
PGR ED&I Rep	Jekoniya Chitereka	
Academic staff (on teaching/ fixed contract)	Lisa Thorley	
Academic Staff (Early Career)		
UCU Representative	Lata Narayanaswamy	
School Academic Lead for Inclusive Practice (SALIP)	Christine Harlen	October 2019

The rationale for this is as follows:

1. The Committee should connect to other decision-making bodies in the School, including SMT and TSEC.
2. The committee should include members from the different academic groups and include staff in different roles (academic/SES); on different contracts (permanent/temporary/ part-time) and different stages of their careers.

3. The Committee should connect to other relevant bodies, e.g., the main campus unions, Health, Safety and Wellbeing committee.
4. There should be flexibility to include members who have relevant interests/experience, e.g., staff who are also members of one of the campus equality networks (LGBT+, Mental Health, First Wednesdays), and members of traditionally excluded groups including in the areas of class; disability; ethnic origin; gender identity; nationality; race; religion and sexuality;

#### Reporting to

- SMT
- Faculty Equality Diversity and Inclusion Committee. The minutes from School ED&I meetings will be disseminated at FED&IC on a regular basis and as soon as minutes are confirmed.

#### Operating Procedures

- Meetings will take place 4 times a year
- Following each ED&IC meeting, it is the responsibility of ED&IC members to disseminate to their respective teams as appropriate.
- Minutes from ED&IC will be for viewing on the School's shared network.
- Actions assigned to ED&IC members will be followed up as appropriate.
- ED&IC members may request particular items for discussion at ED&IC meetings.

#### **4.1.6.5 POLIS School International Committee**

1. To develop and oversee the implementation of the POLIS strategy for enhancing international aspects of student education and research.
2. To co-ordinate the implementation of relevant aspects of the School strategic plan.
3. To consider opportunities for strategic international partnerships for enhancing student provision and research.
4. To promote the international and cross-cultural experience of all POLIS students through curricular and co-curricular opportunities and effective integration of home and overseas cohorts.
5. To ensure that appropriate academic and pastoral support is in place to help international students make a successful transition into Leeds programmes. This will include appropriately tailored provision of pre-sessional and in-sessional English language and skills courses and employability support.
6. To promote the development of flexible and innovative models of delivery with international partners (joint awards; multi-site programmes; distance/blended provision; digital learning).
7. To monitor and support opportunities to involve alumni in the internationalisation of the student experience.
8. To monitor and review international and collaborative funding opportunities.
9. To commission specific activities required for the effective delivery of the strategy.
10. To report and make policy recommendations to the Senior Management Team and its constituent groups and committees as appropriate.

### Constitution

- International Director (Chair)
- Link Tutor – Study Group IY1
- Link Tutor – Study Abroad
- Country and Region Advisors

### Reporting to

- SMT
- Faculty International Group (FIG). The minutes from School International Committee meetings will be disseminated at FIG on a regular basis and as soon as minutes are confirmed.

### Operating Procedures

- Regular quarterly meetings and ad hoc meeting where needed each year.
- Minutes from regular meetings will be for viewing on the School's shared network.
- Actions assigned to committee members will be followed up as appropriate.
- Committee members may request items for discussion at meetings.

#### **4.1.6.6 Research Degrees Management Committee**

- To take responsibility for ensuring the quality of the research training and supervision of postgraduate researchers in the School by:
  - reviewing and monitoring the admission of postgraduate research degree candidates;
  - reviewing and monitoring the performance and progress of postgraduate research degree candidates;
  - reviewing and monitoring the use of the Graduate Record of Achievement and Development (GRAD) by postgraduate research candidates;
  - reviewing and monitoring the supervisory arrangements for research degree candidates; and
  - submitting reports on any of the above to the School Management Team and/or the Faculty Graduate School Committee at regular intervals.
- To consider any matters of policy, process and/or administration relating to research degree programmes.
- To send forward recommendations to the School Taught Student Education Committee where research degree programmes include modular crED-rated taught elements.
- To provide a forum for the discussion of general postgraduate research issues at School level
- To establish and oversee arrangements for the allocation of or the nomination for postgraduate research funding awards
- To consider arrangements for advertising, marketing and recruitment of postgraduate research students, in liaison with the Faculty Marketing Manager.



- The Committee shall meet at least three times during the academic year.

Constitution/Membership:

Postgraduate Research Tutor (Chair)	
Deputy Postgraduate Research Tutor	
Head of School	
Director of Research	
Director (or nominee) of each Research Centre/Group based within the School	
Two other members of academic staff of the School  (3 year term)	
Postgraduate Researchers' Representative(s)	

In attendance:

(PGR 'Admissions Officer' – Student Education Service)

(PGR 'On Course Officer' – Student Education Service)

Schedule of Meetings:

*Indicative schedule – meeting at least three times a year, November, March and July*

Reserved business:

- The PGR representative/s shall withdraw from the meeting when it is declared by the Chair that the meeting is about to discuss a reserved area of business and shall not return until the discussion on the reserved area of business is concluded.
- Papers for consideration at any such meeting as aforesaid and other records any of which relate to reserved areas of business shall not at any time be made available to the PGR representative.
- Reserved areas of business are (a) matters affecting the admission, progress and academic assessment of individual postgraduate candidates; and (b) scholarship applications

#### 4.1.6.7 Terms of reference of CRWG

##### Overall objectives

- Identify possible opportunities to further embed, and/or accentuate, the theme of 'the politics of global challenges' in our programmes
- Identify potential ways in which the curriculum may usefully be further decolonised.
- Identify potential ways of further supporting and broadening skills development and student experiences during their degree programme.
- Identify potential further ways of ensuring inclusive practices in areas such as assessment, informed by the university LEAF agenda.
- Advance discussions on the above within the School, with a view to promoting positive developments in our curricula. This may include consideration of what support (workload or otherwise) staff might require in undertaking any agreed innovation.
- Make recommendations to the School on how reviewing curricula in future years could best be approached

##### Expectations

- Where appropriate, particular group members (e.g. programme directors, student representatives) will lead or facilitate discussion with relevant groups of staff or students to discuss possible ideas, proposals, actions or steps that might be taken to address the agendas above.
- Any particular actions being considered will be discussed with all staff members who would be potentially affected by any changes made to curricula, the assumption being that consensus amongst such staff will be required for any developments to be made.
- If any ideas are forwarded to either design new modules, or redesign existing ones, detailed proposals for these will *not* be made by the working group itself. Detailed module (re)design proposals can only effectively be done by the staff who would teach such modules.

##### Constitution

- Head of School (Co-Chair)
- Director of Student Education (Co-Chair)
- UG Programme Directors
- MA Programme Directors
- UG and PG student representatives
- Representative of Centre for Teaching Innovation & Scholarship (CTIS)
- Representative Programme Leaders & Academic staff
- School Education Service Manager
- School Strategy Officer
- School Support & PA to Head of School (Meeting Administrator)

##### Reporting to

Provide SMT, STSEC and the final School meeting of 2021 with a report on the above activity, potentially including proposals for steps that may be taken during 22/22 and 22/23 to develop curricula.

### Operating Procedures

- Meetings will take place on a bi-weekly basis initially but will take place in line with other priorities and School commitments.
- The membership will change slightly depending upon UG or MA Programmes being under discussion.
- Full and transparent minutes from each meeting will be circulated across the School for information.

## **4.1.7 Policy documents**

### **4.1.7.1 Guidance to support all staff returning from family leave or for staff with caring responsibilities – Research**

Note: for brevity, the term ‘family leave’ will be used throughout to denote maternity leave, shared parental leave, adoption leave and all other periods of leave relating to caring responsibilities. Where only a specific type of leave is implied, the original term will be used.

#### Introduction

This document should be read in conjunction with the equivalent Faculty of Social Sciences (FSS) document, which is included in the appendix. It provides additional details of implementation of the returners’ scheme and broader support for carers that the School of POLIS provides. Where POLIS provision exceeds that of the Faculty, the provision is underlined.

#### 1. Qualifying criteria

All staff who are scheduled to take a period of absence due to family leave, for whatever period of time.

#### 2. Key principles

- The member of staff should meet with the Head of School prior to family leave, to discuss likely timescales, and to ensure mutual understanding of all processes and support during and after the period of leave.
- The Head of School will include the member of staff’s mentor in the pre-leave meeting and other arrangements, to ensure they are aware of processes, and their role in support.
- The mentor should remain in touch with the member of staff throughout the period of leave, including periodic meeting, as appropriate, during KIT/SPLIT days.
- For all caring responsibilities, the School will try to accommodate these informally within flexible working arrangements. Should a more substantial arrangement be required, this can be requested via the formal flexible working route.

### 3. Types of support

#### a) Rebalanced workload for a fixed period of time

The Head of School and member of staff will discuss whether a period of research, or teaching and scholarship, leave subsequent to the maternity or parental leave would be beneficial. There is no expectation that a returning member of staff will necessarily wish to take this leave immediately. They may wish to prioritise resuming teaching, administrative or other duties prior to a period of leave. Where a period of leave is agreed, a set of objectives will be identified in conjunction with the mentor, who will continue to meet with the member of staff on a regular basis during this leave.

#### b) Continuation of back-fill arrangements for a fixed period of time

Any temporary arrangements set up to cover family leave will be reviewed in line with the FSS policy.

#### c) Funds to support reconnection linked to research

In addition to the standard School research allowance, an additional allowance pro-rata'd to the length of the maternity or parental leave will automatically be provided. The member of staff may also apply for additional funds in line with the FSS policy.

#### d) Funding for childcare during KIT and SPLIT days

All funding for childcare will follow FSS policy.

#### e) Flexible working arrangements

All requests for flexible working will follow FSS policy.

#### f) Splitting/sharing of academic leadership roles

Any research leadership roles (e.g. DoRi I, Director of Research Centres, Director of PGR) will be considered for role sharing for staff in line with FSS policy.

### 2. Procedure

- The School HR contact will send information to the individual, prior to their period of family leave.
- The member of staff should meet with the Head of School to discuss likely timescales, and to ensure mutual understanding of all processes and support during and after the period of leave. The discussion should cover the areas set out in the FSS policy.
- The member of staff should meet with the Head of School upon their return to work.

### 3. Costs

Any support costs will be covered by the School.

### APPENDIX FSS

Guidance to support all staff returning from family leave or for staff with caring responsibilities

## Introduction

This document offers guidance for all staff on support available when returning or preparing to return from long term absences from work (of more than 6 months), such as maternity leave, adoption leave, shared parental leave or career break associated with caring responsibilities

1. Qualifying criteria All staff who are due to return or who have recently returned to work following a period of absence due to maternity leave, shared parental leave or career breaks

## 2. Key Principles

- The member of staff should discuss their support needs with their Head of School or line manager (please contact the Faculty HR team if further advice is needed).
- Support needs to be planned well in advance and made available in a timely manner to make sure any cover arrangements needed can be considered
- Each individual's circumstances and needs are different therefore each application will be individually assessed
- On-going communication is essential and HoS and line manager must take the lead in maintaining contact regarding the individuals request
- This scheme will be reviewed in 12 months

## 1. Types of Support

a) Rebalanced workload for a fixed period of time.

This could include a period of research leave, or a temporary rebalance of workload (be that to focus more on research, teaching or admin/leadership activities) as appropriate for an individual. For non-academic staff this may include phased return back to their normal hours. Staff would be expected to regain their full set of responsibilities over a timeframe equivalent to ~1 semester.

b) Continuation of back-fill arrangements for a fixed period of time

To facilitate a phased return to work, or a temporary period of workload 'reduction'/research leave etc., where there has been backfill for covering the absence consideration may be given to a short-term extension of the post-holder who was hired to provide cover during the absence.

c) Funds to support re-connection linked to work activity

Application for funding to help individuals re-engage with work activities e.g. travel to/registration for a conference, attending training courses or to meet collaborators, childcare costs to attend a conference or other research-related activity, seed-corn funding for development of new projects; small consumables for pilot studies, and other costs related to re-engagement to research/scholarship activity. This could be up to a maximum of £1000 per person subject to an application being made.

d) Funding for childcare during KIT and SPLIT days.

Members of staff taking family leave are able to use a maximum of 10 Keeping In Touch (KIT) days, when on maternity or adoption leave, and/or up to 20 Shared Parental Leave In Touch (SPLIT) days, when taking shared parental leave. This is to enable links to be maintained during the period of absence. Application can be made for reimbursement of child care costs associated with these to a maximum equivalent to the per day cost of University child care provision Bright Beginnings – (currently £52.82 per day. Existing childcare provision can be used.). Reimbursement would be subject to prior approval and a completed expense claim with supporting receipts.

#### e) Flexible Working arrangements

To assist a “settling back” period or as a longer term contractual change (managers should refer to the flexible working policy for guidance) if the return is following a maternity leave then “keeping in touch” days can be used for discussing a planned return to work.

For those returning from maternity leave, arrangements for extended breaks for breastfeeding/expressing if necessary (Faculty HR team have a list of designated rooms across campus).

#### f) Splitting/sharing of academic leadership roles

Many senior leadership roles have a FTE equivalent which presents a challenge for staff on part time contracts and this could present barriers for pathways to promotion. The sharing of such roles (such as deputy Head of School) could be considered.

## 2. Procedure

- The School HR contact will send information to the individual, prior to their period of maternity leave, adoption leave, shared parental leave or career breaks.
- The individual should, prior to their return, discuss with the Head of School or Head of Department plans for their return to work. This discussion should include;
  - Guidance on how the individual will be assessed against appropriate job criteria during the period immediately after their return
  - Planned return taking into account their research/teaching activity/output prior to the period of leave
  - Nature of time period of any proposed workload adjustments. If cover is to be provided please application should be made through the Faculty Pre Authorisation Form process for temporary recruitment
  - Outline of and plans for flexible working arrangement. Any requests for flexible working arrangements should be via the flexible working request form found on the central HR website <http://hr.leeds.ac.uk/forms>

## 3. Costs

Any support costs will be charged to the relevant School

#### 4. Further Advice

In all cases of absence the HoS or line manager should be arranging regular catch-up meetings to ensure that the return to work plan is operating successfully, and to work through any reviews that may be required.

Please contact your Faculty HR office if you have any queries with regards to this policy and support arrangements. Related policies can be found on the University HR web site:  
<http://hr.leeds.ac.uk/policies>.

##### 4.1.7.2 ED&I Vision for FSS

Equality and inclusion are one of the University's four core values. Statements of values can seem quite remote from our everyday work. Yet, they can also be meaningful; If we hope to flourish as a diverse group of colleagues and students pursuing excellence in research and student education, then our work must be underpinned by a vision of the kind of community that we want to curate and support. We do not exist in a vacuum; we know that there are stark and intersecting inequalities of race, (dis)ability, gender, socio-economic background, among others, in wider society, and that the COVID-19 pandemic has amplified many of these issues. Reflecting on the ways in which these inequalities exist, and are sometimes entrenched, within the spaces, processes and structures of our Faculty is not comfortable work, but it is essential if we are to meet our professed commitment to one another as a community of equals. Engaging in this work is not about blame and division, rather, it is an opportunity for renewal and strengthening of the Faculty as a community of excellence. Working with a group of colleagues representing the four Schools, at different career stages and with input from individuals in various services, three priority areas for action have been identified.

- (i) Promotions and recruitment
- (ii) Equality training for faculty leaders
- (iii) PGR support, including targeted scholarships for BAME students

In respect of each of the areas, actions have been identified with the intention of improving our existing practices, raising awareness, increasing opportunities for all, correcting existing inequalities and improving our work environment. We are fully aware that there are many other issues that we need to address. What we outline below is a start only but it represents a commitment to put into place concrete actions against which we need to be judged. At the end of each year we will publish a report of progress and also provide our plans for the following year.

#### Promotions and Recruitment

A. Focusing on decision-making, the Faculty has set new diversity benchmarks for the composition of all internal (including secondments) and external recruitment panels and promotions committees, ensuring that no panels will be all-white, no panel will be less than 40% female, and all panelists will have undertaken equality, diversity and inclusion training:

B. The Faculty is working with ODPL to provide workshops to staff from backgrounds currently under-represented within the Faculty's leadership, and who wish to apply for promotion/leadership roles.

### Faculty equality/implicit bias training

As Prof Simone Buitendijk, our new VC, has noted, addressing equality deficits in our structures is not the job of under-represented minorities. It is the responsibility of the University and Faculty leadership. To that end, from 2020/21 all staff with leadership roles/responsibilities in the Faculty should have undertaken additional equality and implicit bias training (beyond the University-wide online 1 training), and from 2021/22 all staff involved in recruitment and promotions decisions should also have undertaken such training. This training will be provided by the Faculty.

### Postgraduate Research Students

We need to secure a diverse postgraduate researcher community to ensure a diverse pipeline for future academics and university leaders. To that end:

1. The Faculty will deliver annual workshops/information sessions targeting respectively UG and PGT female students, UG and PGT disabled students, UG and PGT Home BAME students.
2. The Faculty will, depending on our financial position, provide up to 3 scholarships reserved for BAME PGR students each year for 5 years, covering full fees and maintenance at Home UKRI rates.
3. The Faculty will provide a mentoring programme and access to training opportunities for BAME students recruited to these scholarships.

Kerri Woods (Chair of Faculty Equality and Inclusion Committee) and Alastair Mullis (Interim Executive Dean).