

School of Advanced Study Strategic Plan 2009–10 to 2012–13

December 2011

SCHOOL OF ADVANCED STUDY
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UNIVERSITY OF LONDON

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1. Introduction

The School of Advanced Study unites ten internationally renowned Institutes in the humanities and social sciences (understood broadly to include Arts and Law) at the centre of the University of London. The School's fundamental purpose is to maintain and develop its Institutes' resources for the benefit of the national and international research communities. The Institutes, many of which have long and distinguished histories, are:

- Institute of Advanced Legal Studies (IALS)
- Institute of Classical Studies (ICIS)
- Institute of Commonwealth Studies (ICwS)
- Institute of English Studies (IES)
- Institute of Germanic & Romance Studies (IGRS)
- Institute of Historical Research (IHR)
- Institute of Musical Research (IMR)
- Institute of Philosophy (IP)
- Institute for the Study of the Americas (ISA)
- Warburg Institute (WI)

As a collective body and through the diverse activities of its Institutes, the School aims to provide a unique environment for the support, evaluation and pursuit of research which is accessible to all Higher Education institutions in the United Kingdom and the rest of the world.

In 2007 the Higher Education Funding Council for England (HEFCE) commissioned Sir Ivor Crewe to undertake a review of the School, as a result of which its funding as a unique centre for research promotion and facilitation [RPF] was confirmed for a further five-year period. Sir Ivor made several recommendations: the School has worked hard to fulfil these and has made good progress. The formulation of this Strategic Plan, covering the period to the next HEFCE Review, enables the School to build upon the recommendations of the Crewe Review.

Strategic Priorities and Objectives 2009–10 to 2012–13

2. Strategic Priorities

- i. To fulfil the School's unique national and international research promotion and facilitation role for the humanities and social sciences, related disciplines and wider society.
- ii. To produce and disseminate high-quality, internationally recognised research to underpin the research promotion and facilitation role of the School and benefit the widest possible audience of users.
- iii. To continue to develop high-quality postgraduate and research programmes.
- iv. To ensure that the School's structure, governance and management are fit for purpose.
- v. To achieve financial sustainability by 2012–2013.

Measuring Achievement of the School's Strategic Priorities

3. Performance Measures

- i. The Crewe Review of the School requested that 'options for introducing a performance-based dynamic element to Special Funding for the following five-year funding period of 2013-18' should be identified. Unlike other HEIs which are able to set performance targets expressed as league-table rankings in relation to similar institutions, the School is in a unique situation and must set performance targets and create incentives internally.
- ii. The assessment of performance will be geared to the School's mission of research promotion and facilitation, its production of high-quality research, its development of world-class library collections and services, its shaping of new research agendas and its provision of high-quality research programmes. In the School plan as set out in the following pages, key performance indicators have been identified which will be benchmarked and measured. In using these assessment measures, Institutes will have incentives to increase the number and range of their RPF activities and research outputs, to increase collaboration with national and international subject communities and to encourage engagement with other sectors. Delivery of research outputs to targeted audiences builds the research environment in order to increase HE and non-HE research impacts.
- iii. Five categories have been identified under which performance can be grouped. These are: Quality, Impact, User Esteem, Effectiveness, and Sustainability. How these relate to the School's activities is outlined below. Individual performance indicators contribute to the achievement of one or more of these categories. In each section of the plan, performance indicators have been identified together with the performance category(ies) to which they contribute.

3.1 Leadership

- **Definition:**
The development of research agendas through identification of research horizons and provision of opportunities and resources to explore new areas.
- **How measured:**
Increase in cutting-edge RPF activity such as conferences and publications.

3.2 Quality

- **Definition:**
The level of excellence attributed to the RPF activities, services and research outputs of the School on the basis of evidence-based quantitative and qualitative measures of individual and Institute performance at national and international level under each strategic priority.

- **How measured:**
Performance against Measures and Indicators outlined for Priorities 1, 2 and 3 of the Strategic Plan. Number of national and international collaborations, research networks and grants, number of peer-reviewed publications.

3.3 Impact, Effectiveness and Value Added

- **Definition:**
The intellectual outreach and level of public benefit attributed to the RPF activities, services and research outputs of the School on the basis of evidence-based, qualitative and quantitative measures at individual and Institute level under strategic priorities 1 and 2 of the Strategic Plan.
- **How measured:**
 - Number of events and activities involving other disciplines and sectors, with increased participation.
 - Increase in collaboration and partnerships with HEIs within and across disciplines and with organisations from other sectors.
 - Products of Research; number of research grants awarded.

High level of satisfaction with the RPF activities of the School as expressed by its partners in HEIs and organisations from other sectors and its wider audiences, national and international both qualitatively and quantitatively. Increased external use of digital and other resources nationally and internationally.

The number of RPF outputs and objectives met per year divided by the number of FTE staff (and fellows where appropriate) who produce, host, organise or catalyse them. Number of grants awarded.

3.4 Sustainability

- **Definition:**
Academically, the extent to which Institutes develop RPF through effective plans which determine and meet the needs of their subject communities. Provision of excellent resources, particularly high-quality research staff.
Financially, the degree to which the School can maintain a surplus while providing excellent RPF services.
- **How measured:**
Effective Institute strategic and operational plans. Analysis of financial accounts, amount of external grant income, demonstrated cost savings.

Strategic Priority One:

To fulfil the School's unique national and international research promotion and facilitation role for the humanities and social sciences, related disciplines and wider society.

4. Strategic Priority One:

i. As agreed with HEFCE, research promotion and facilitation is achieved by:

- RPF1 providing a research base for an international community of scholars;
- RPF2 inspiring, developing, supporting and creating the conditions for research initiatives and research networks;
- RPF3 enhancing the dissemination of others' research and related activities beyond what they or their institutions could achieve alone;
- RPF4 providing specialist research training at masters, doctoral and postdoctoral level, locally, nationally and internationally;
- RPF5 adding value to the work of researchers in the humanities and social sciences throughout the UK.

(In what follows reference is made, where relevant, to the points above.)

ii. The School achieves its aims and objectives by:

- Providing an innovative and responsive programme of events that offers national subject communities opportunities to disseminate their research to the widest possible audience.
- Promoting and creating research networks at national and international level.
- Providing a national research base for visiting scholars and postdoctoral fellows.
- Creating opportunities for visiting scholars to enrich the national research culture in the humanities and social sciences, related disciplines and sectors, and to disseminate their research widely.
- Providing its unique research libraries and specialist collections.
- Publishing journals and book series.
- Providing a unique research environment at masters, research and postdoctoral level for the next generation of humanities and social sciences scholars.
- Providing specialist research training at masters, doctoral and postdoctoral level, locally, nationally and internationally.
- Supporting the research and scholarship of academic members of its staff, in order to develop and sustain the necessary expertise for research promotion and facilitation.
- Providing effective administrative structures to support internal and collaborative research activity.
- Providing leadership within the subject communities of the academic disciplines covered by the School.
- Providing and developing comprehensive digital resources that underpin national and international research activity.

- Through these activities, shaping new research agendas, research questions, or influencing policy and practice.
 - Ensuring the widest dissemination of outcomes of its activities to academic, policy and non-HE communities.
- iii. These activities fall into six broad areas: libraries, networks, digital resources, events, publications and fellowships. Objectives for each of these have been identified below, which together provide a planning framework for the School's Institutes and Central Services. Documents are available showing how the School's Institutes and its central administrative services will contribute to the achievement of these objectives. It is important to note that the Institutes serve diverse disciplines and communities, and that the nature of research promotion and facilitation therefore differs between them. For this reason, not every Institute will contribute to every objective.
- iv. It should also be noted that a significant proportion of the activities of the School is relevant to the interests of constituencies beyond the scholarly communities which the various Institutes serve. Among the Institutes of the School are some strong links to policy communities in the field of human rights, international development, governance and legal studies. The School is committed to continuing to foster these forms of collaboration in order to contribute to debates over public policy, in addition to the range of activities listed above, and to involve other sectors and the wider society as end users of research.

4.1 Libraries

- i. The Crewe Review attached great importance to the specialist collections of the seven libraries of the School Institutes (IALS, ICIS, ICwS, IGRS, IHR, ISA and WI), noting that 'Many respondents clearly regarded the libraries as the heart of the Institutes and the jewel in the School's crown'. It recommended that 'The School's transfer of the budgets of the five Institute libraries located in the Senate House Library (SHL) to the University of London Research Library Services (ULRLS)¹ should continue, but this should be done in a way that protects the visibility of the total Special Funding provided by HEFCE, and of the outputs it is purchasing', and also recommended the retention of funding for the collections within SHL cognate to the subject expertise and activities of the School. The School is committed to maintaining these libraries and the holdings of the cognate collections. Five of the libraries have, since September 2009, been co-located in Senate House, while the libraries of IALS and the WI remain in their separate, purpose-built locations.
- ii. The University of London is implementing its plans for the SHLs, of which the School Institute libraries are a central part. The School is closely involved with developing and guiding these plans. The School expects that the influence it is able to exert over collection development and governance arrangements will be commensurate with its majority contribution to SHLs funding.

1 Now relaunched as Senate House Libraries.

- iii. The School transfers funding according to a transparent financial algorithm, and works with the management of SHLs to ensure that they are managed in the interests of the national and international research communities that the School serves.

4.1.1 Aims

1. Sustaining Academic Excellence
2. Central Role in National Research Library Provision
3. Enhancing the Researcher and Student Experience
4. Promoting Information Literacy
5. Generation of External Income
6. Productivity

4.1.2 Objectives

To achieve its aims the School has set itself the following objectives:

Sustaining Academic Excellence

- Explicit acknowledgement of the primary mission to serve the national research community
- Alignment of the strategy of SAS libraries with the overall SAS Strategy
- Close liaison with the academic and administrative activities of SAS
- Collaboration with SAS academic staff — an expectation that librarians contribute to (and learn from) networking, hosting Fellows, academic events, publications, the work of researchers on a national basis
- Maintaining outstanding library collections in the appropriate format for national research promotion and facilitation
- Giving appropriate priority to members of the national research community using services at a distance
- Promotion of information literacy, contributing to research skills training, online tutorials, etc.

Central Role in National Research Library Provision

- Leadership in library collaboration for the subject
- Maintaining the brand of Institute libraries
- Sharing bibliographical expertise and the production of research tools
- Combining library expertise and academic expertise to offer research promotion and facilitation qualitatively different from services provided by other libraries in the sector
- Ensure opportunities for staff to become leaders in their area of professional expertise
- Training a future generation of specialist librarians

Enhancing the Researcher Experience and the Student Experience

- Provide exciting, comfortable and modern spaces which attract researchers and students
- Provide ample opportunity for formal and informal feedback from researchers and students
- Encourage a culture of transparency so staff feel able to voice suggestions and criticisms and pass on suggestions and criticisms from users
- Undertake a regular reader survey, publicly document the findings, ensure review of the findings and document and implement responses
- Provide training and encouragement for quality customer service delivery
- Place a strategic priority on academic services
- Make full use of information technology, combined with the library expertise in user needs and expectations, to provide the technological and online facilities required by modern researchers and students
- Engage in developmental and cutting-edge projects which provide job satisfaction and encourage recruitment and retention of excellent staff

Generation of External Income

- Increase external income generated by libraries, including participation in research projects and collaborative information-based projects
- Play a leading role in collaborative information-based projects in the discipline
- Find appropriate, justifiable and transparent ways to generate funds for use of the Library by communities which are not special funded

Productivity

- Make transparent to all stakeholders the service priorities and lines of action adopted for each funding stream so that all stakeholders can see the overall funding allocation to services and demonstrate that cross subsidy is eliminated
- Ensure savings made by SAS libraries are appropriately applied to the special funded mission
- Increase productivity and capacity for growth while maintaining high levels of quality
- Devolve decision-making and budget-holding and provide information to empower staff
- Provide good levels of staff training
- Make the most effective use of automated solutions

4.2 Digital Resources

- i. Researchers increasingly value digital resources, and the School has been instrumental in developing innovative provision which can be judged to be of an international standard of excellence in terms of its value to the academic community and other stakeholders. Digital resources developed by the School include: directories of information and portals, bibliographical tools, research data, research papers, research tools, teaching and learning resources, online publications, and research projects.

ii. Notable examples are:

- The School's e-repository (SAS-Space).
- The award-winning FLAG (Foreign Law Guide) in the IALS: a collaborative internet gateway to the holdings of foreign, international and comparative law in UK universities and national libraries.
- PRIMO (Practice as Research in Music Online): a digital platform for musical research in sound and vision hosted by the IMR.
- British History Online, created by the IHR: a digital library containing some of the core printed primary and secondary sources for the medieval and modern history of the British Isles.
- The Warburg Institute Digital Collection which makes out-of-print source material on Medieval and Renaissance studies freely available online.
- PORT (postgraduate online research training): a digital resource offering online research training in both verbal and video forms, and resources in Czech, French, German, Italian, Polish, Portuguese, Russian and Spanish studies, offered by the IGRS.
- PhilPapers: a dynamic online index of research articles in philosophy combined with web-harvesting tools and other facilities that offer a unique service to individual researchers in the discipline.
- The Latin American and Caribbean Research Portal: an online database of information about Latin American Studies in the UK (initiated by the ISA and developed in collaboration with the British Academy and learned societies in the field).

4.2.1 Aims

The School will build upon its existing successes and aim to attract funding for digital projects (for example, the IP has secured JISC funding to enhance its digital resources for the Web 2.0). Continued development will place the School in the forefront of provision of digital research tools for scholars in the humanities and social sciences (RPFs 1, 2, 3 and 5) and facilitate the dissemination of UK research nationally and internationally. The Institutes of the School will continue to develop their digital resources in collaboration with their network partners.

4.2.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To increase the scope and diversity of websites to facilitate scholarly networking and research facilitation nationally and internationally.
2. To enhance existing online resources and develop innovative specialist research tools responsive to the needs of scholars nationally and internationally.
3. To enhance the School's e-repository and other dissemination vehicles.
4. To develop virtual research and teaching environments (to serve the further objectives of the School, particularly to support collaborative school activity online).

5. To exploit funding opportunities from external sources for digital activities.
6. To lead collaboration on digital initiatives in partnership with academic institutions, professional organisations and other national and international bodies.
7. To facilitate the dissemination of research by scholars in the national and international subject communities through the provision of high-quality pod-casting and webcasting.

4.2.3 Performance Indicators

1. Usage, as measured by robust web resource user statistics, including number of page views, visits, unique users from relevant audience groups, bookmarking/sharing of links and duration of visits.²
2. Number of searches performed and items downloaded from SAS-Space and other School online resources.
3. User satisfaction and responsiveness to feedback.
4. Number and value of external grants and prizes won from national and international awarding bodies for digital resources.

4.3 Publications

- i. Publications activity is an essential part of the School's research promotion and facilitation role. It includes the publication and dissemination of peer-reviewed journals, monographs, collections of essays, conference proceedings and other forms of printed or digital output by those directly associated with the School and other scholars. In this way, the School contributes to the knowledge base for the community of scholars (RPFs 1 and 5) and the activities of its subject communities, thus enabling dissemination of others' research and related activities (RPFs 3 and 5).
- ii. The School produces several prestigious journals such as *Historical Research* (IHR); *Bulletin of the Institute of Classical Studies* (ICIS); and *Journal of the Warburg and Courtauld Institutes* (WI). It also produces book series such as *The Bithell Series of Dissertations* and **igrs books** (IGRS); and collaborates with external publishers on the production of a number of journals and book series including the *Journal of Romance Studies*, the *Journal of Latin American Studies* and the Palgrave Macmillan series *Studies of the Americas*.

4.3.1 Aims

The School will further develop the high academic quality of its publications and their effective dissemination.

2 Includes SAS-space.

4.3.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To increase the scope and diversity of publications activity through the production of journals, books and other printed and digital material, while maintaining high academic quality and standards.
2. To facilitate activities that result in publications.
3. To provide a forum for high-quality submissions from the wider HE and non-HE communities.
4. To continue to develop in-house publishing for the scholarly community.
5. To continue to develop partnerships with external publishers.
6. To explore innovative modes of publishing in order to achieve maximum impact.
7. To develop central School publishing services to Institutes and a central forum for the sharing and development of publications expertise across the School.
8. To increase the visibility of the School's publishing activities.

4.3.3 Performance Indicators

1. Income generated from publications activity.
2. High standards of academic and professional publications using meaningful measures (including breadth of submissions and citations).
3. Sales from the online bookshop.
4. Publications training and professional development.
5. Innovative means of disseminating research (e.g. publishing forms such as e-books).

4.4 Fellowships

The School offers a unique research environment for postdoctoral and visiting fellows to undertake and disseminate their research at national and international level. Through the hosting of these fellowships, the School fulfils its overall aims of enriching the research infrastructure of its national subject communities and other stakeholders (RPFs 1 and 5). The School's unique facilities and environment provide opportunities for the career development of early-stage researchers and create the conditions for research initiatives and research networks (RPF2). The inclusion of fellows in the events programme enhances the dissemination of their research and related activities (RPFs 3 and 5). The School offers several stipendiary fellowships, for example, the prestigious School S. T. Lee award and many specific Institute fellowships, in addition to a large number of non-stipendiary fellowships. Nationally and internationally renowned researchers are attracted to these fellowships, make full use of the School's excellent resources and, in return, contribute to the School's research environment to the benefit of all by enhancing the national research base.

4.4.1 Aims

The School aims to continue to develop its provision of and support for stipendiary and non-stipendiary fellowships, and to offer a unique research environment for postdoctoral and visiting fellows to undertake and disseminate their research, both nationally and internationally. It also aims to provide opportunities for the career development of early-stage researchers, and to create the conditions for research initiatives and research networks. The involvement of fellows in all aspects of the life of the School aims to enhance the dissemination of their research and related activities.

4.4.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To enhance the research infrastructure of the humanities and social sciences, related disciplines and wider society by hosting and offering fellowships to outstanding researchers.
2. To increase research activity and output through the hosting of fellowships and to support and develop early-career researchers.
3. To facilitate the production of, and ensure the widest benefits from, fellows' research.
4. To maximise the opportunity for dissemination of knowledge through fellowships held in association with national subject associations.
5. To ensure that fellows fully participate in research events within and beyond the School.
6. To enhance high-quality research through fellowships.
7. To strengthen opportunities for national and international research cooperation.
8. To provide research tools and resources for fellows, including libraries.
9. To maintain high standards of rigorous academic selection.
10. To increase the number of stipendiary fellowships, including in collaboration with external organisations.
11. To ensure fellowship activities are sustainable.

4.4.3 Performance Indicators

1. High-quality applications for Visiting Fellowships from the UK and the rest of the world.
2. Number of externally funded postdoctoral fellowships.
3. Acknowledgements, and number and quality of outputs (such as publications) directly resulting from fellowships.
4. Events held at the Institutes, the School and other institutions resulting from fellowships during their stay.
5. Connection and involvement with Institutes following the end of the fellowship period.
6. Satisfaction rates in feedback from fellows.

4.5 Events

- i. The School's events activities enrich the national research infrastructure in the humanities and social sciences by enhancing the research base (RPFs 1 and 5), creating the conditions for research initiatives and research networks (RPFs 2 and 5), and by enhancing the dissemination of the research and related activities of scholars nationally and internationally (RPF3 and 5). The School organises and hosts a large and diverse range of conferences, workshops, symposia, seminars, recitals and public lectures for both the research community and non-HE sectors. Events within the ISA, the ICwS and the IALS, in particular, frequently include work with government agencies and contribute to the School's participation in policy outreach.
- ii. Some examples of notable School events are:
 - The annual Anglo-American Conference organised by the IHR.
 - A conference marking 20 years of children's rights in policy, law and practice organised by the ICwS.
 - The international Mycenaean Seminar organised by the ICIS.
 - Annual collaborative events between the British Library's Eccles Centre for American Studies and the ISA.
 - A conference on *Shortness* run by the IGRS jointly with the London Consortium and Tate Modern.
 - The prestigious Sawyer Seminar Series funded by the Mellon Foundation and involving all the Institutes of the School.
 - The School 'London Debates' in association with the British Museum, the Wellcome Foundation and the Foundling Hospital.
 - Annual Palaeography Lecture organised by the IES under the aegis of the University Trust Fund Event programme.
 - The W. G. Hart Workshop on Financial Regulation.

4.5.1 Aims

The School will continue to develop its events programme to maximise intellectual outreach to, and impact on, the academic and non-academic sectors.

4.5.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To plan and promote the School's events programmes to provide a unique opportunity for scholars and other professionals to achieve maximum impact for their research both nationally and internationally for both academic and non-academic audiences.
2. To continue to provide a diverse, innovative and responsive programme of events.
3. To increase the number of collaborative events with partner institutions and within the School.

4. To maintain the high levels and quality of disciplinary and interdisciplinary events.
5. To involve national and international Visiting Scholars further in School-hosted events.
6. To foster graduate-led events through the provision of support and facilities.
7. To ensure the widest intellectual reach for research outputs through pod/web-casting publication and other forms of delivery.
8. To ensure the sustainability of events programmes.
9. To ensure provision of appropriate and well-equipped facilities for the staging of events.

4.5.3 Performance indicators

1. Number of events organised by an Institute at an optimum level and frequency in response to the needs of its HE and non-HE communities.
2. Levels of national and international participation.
3. Involvement of national and international Visiting Scholars in School-hosted events.
4. Number of collaborative events, both nationally and internationally.
5. Hosting and offering support for events which are organised by scholars and others external to the School.
6. Fostering graduate-led events through the provision of expertise and facilities.
7. Hours and use of material made available via podcasts and webcasts.
8. Publications arising from collaborative events.

4.6 Formal Networks and Collaborations

- i. Through Institute events and its fellowship schemes, the School's activities help to foster strong research networks within and across disciplines (RPF2 and 5). These networks provide opportunities to develop new research initiatives, collaborations in preparing funding bids, and promotion and dissemination of high-quality research nationally and internationally (RPF 1, 3 and 5). Through its networking activity, the School and its Institutes are able to offer support to individual researchers in the UK and abroad to participate in research collaborations and to apply for funding that they would not otherwise have the opportunity to do. Networks and collaborations involving non-HEIs such as libraries and museums, or non-HE government agencies, are increasing.
- ii. The School is at the forefront of networking activity both nationally and internationally, both at subject level and through its leading role in the national Consortium of Institutes of Advanced Study and its contributions to NetIAS (Network of European Institutes for Advanced Study). These networks highlight the value of intellectual exchange, the potential for core groups to provide the impetus for new research projects and externally funded projects, and to facilitate the submission of funding bids.

4.6.1 Aims

The School therefore aims to continue to build its research networking activities and foster robust links among relevant research groups, nationally and internationally; to facilitate the sharing and development of knowledge, to exploit appropriate opportunities for funding; and to provide occasions for wider dissemination of research carried out by the members.

4.6.2 Objectives

To achieve its aims the School has set the following objectives:

1. To strengthen and develop research and policy-making networks.
2. To identify the potential for research collaboration and research networks, especially as they impact beyond the academic realm.
3. To identify and exploit opportunities for funding.
4. To offer opportunities to individuals, especially Institute affiliates and early-career researchers, to facilitate and participate in national and international research.

4.6.3 Performance Indicators

1. Number of nationally and internationally recognised networks (research and policy-making) which are based at the Institutes or School.
2. Number of nationally and internationally recognised networks in which the Institutes and School are involved.
3. Number and/or value of collaborative bids won.
4. Institute or School involvement in networks that reach across different sectors and disciplines.
5. Number of hours of events/activities organised under the auspices of networks.
6. Proportion of a network's activity hosted by the Institutes or School.
7. Active support for research communities and outreach (e.g. facilitating activities outside London, by hosting events and activities in venues offered by other members of the network).

Strategic Priority Two:

To produce and disseminate high-quality, internationally recognised research to underpin the research promotion and facilitation role of the School and benefit the widest possible audience of users.

5. Strategic Priority Two:

5.1 Research

- i. Research Promotion and Facilitation can be credibly carried out only by scholars who are well respected in their specialist fields. It is therefore essential that the School sustain the excellence of its research and scholarship reputation (RPFs 1 and 2).
- ii. The School's Institutes are successful in attracting funding for research projects (for example, the IES has recently been awarded substantial funding from the Arts and Humanities Research Council and the T. S. Eliot Estate to coordinate, for the first time, the editing of the poetry, plays, prose and correspondence of T. S. Eliot). Impact beyond academia ranges from research funded by the European Commission on the development of a European Criminal Record (IALS) to an ESRC-funded ICom project on enhancing the rights of the rural Indian poor, to information about the country's National Employment Guarantee Scheme.

5.1.1 Aims

The School aims to maximise the proportion of research outputs judged to be of top international standards of quality mainly funded by external sources, and to foster interdisciplinary research, both internal and external to the School.

5.1.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To produce research of an international standard of excellence.
2. To develop research proposals which enable Institutes to create and host networks or teams of scholars from other institutions in their specialist fields.
3. To ensure that research activity is sustainable.
4. To develop research clusters around disciplinary and interdisciplinary themes.
5. To foster research collaboration and dissemination, including with non-HE bodies.

5.1.3 Performance Indicators

1. Outputs (including policy papers) published in peer-reviewed journals and reputable outlets (including online publishing).
2. Number of research networks and collaborative initiatives.
3. Number of invitations to staff to deliver keynote lectures and chair panels.

4. Staff membership of peer review bodies, research councils and learned societies nationally and internationally.
5. Number of papers and lectures delivered nationally and internationally.
6. Number and value of external research grants secured.

5.2 Research training

Research training is an essential part of provision for students and early-career researchers. It ensures that research continues to thrive, is of high quality and at the forefront of developments, as well as providing an environment in which junior researchers can discuss initiatives and form networks (RPF4). The School offers a comprehensive programme of research and transferable skills training, which is of unique significance nationally and of an internationally recognised standard of excellence, for example the School's London Debates and summer schools (RPF4). In addition, several Institutes offer specialist research training, such as the London Rare Books School organised by the IES; the IGRS' Saturday workshops for researchers in modern languages; and the IMR's day schools. The School is also well placed to offer facilities to graduate students from across the sector to stage conferences and seminars.

5.2.1 Aims

The School aims to continue to provide the highest quality specialist and generic research training and skills development at masters, doctoral and postdoctoral level, locally, nationally and internationally.

5.2.2 Objectives

To achieve its aims the School has identified the following objectives:

1. To offer a range of high-quality generic and subject-specific research training and supervision.
2. To establish an ESRC Doctoral Training Unit.
3. To develop and market effectively the School's academic and professional research training.
4. To ensure that developments in research training (including developments which occur outside the UK) are incorporated in the School's programme.
5. To exploit innovative forms of delivery of training to provide access to the largest number of students.
6. To seek external funding and collaboration to sustain and enhance School and Institute programmes.
7. To offer unique training opportunities to early-career researchers.
8. To identify ways in which the School can foster training in specific and vulnerable areas.

5.2.3 Performance Indicators

1. Indicators of quality and responsiveness from student and researcher feedback.
2. Number of successful funding applications for research training.

3. Number of partnerships and collaborations with other HEIs and non-HE bodies.
4. Number of graduate-led and focused conferences and other innovative forms of research training.

Strategic Priority Three:
To offer high-quality postgraduate and research programmes

6. Strategic Priority Three

High-quality postgraduate teaching, research and doctoral programmes in specialist areas are essential for the diversity, continued vitality and sustainability of the areas of scholarship covered by some Institutes of the School and to prepare students to go on to doctoral and further research. They make a particular contribution in terms of subject development, emerging areas and protecting vulnerable fields. The School currently offers a wide variety of highly valued programmes including the MA in Human Rights offered by the ICwS; the LLM in Advanced Legislative Studies offered by the IALS; and the MSc in Globalisation and Latin American Development offered by the ISA.

6.1 Aims

The School will therefore continue to develop innovative and high-quality teaching programmes, in collaboration where appropriate, with the University of London Colleges and other HEIs in London and elsewhere. It will also aim to provide high-quality student support services and facilities, and to achieve financial sustainability in its teaching activity.

6.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To offer high-quality taught, research and doctoral programmes which strengthen the School's Research Promotion and Facilitation and Research role.
2. To ensure the sustainability of teaching activity.
3. To develop where appropriate Summer Schools, MRes degrees, Professional Doctorates, New Route PhDs and Distance Learning PhDs.
4. To maintain and enhance good practice in research student supervision.
5. To exploit opportunities for funding national and international teaching collaborations.
6. To exploit opportunities for additional student support funding.
7. To provide targeted research scholarships and bursaries.

6.3 Performance Indicators

1. Number of courses with national recognition and accreditation.
2. Number of students with externally funded bursaries.
3. Student completion rates.
4. Number of PhD students.
5. Number of masters students progressing to PhD or subject-related careers.
6. Amount of income from student fees.
7. Satisfaction rates in user surveys.
8. Satisfaction rates in programme reviews.

Strategic Priority Four:
To ensure that the School's structure, governance and management are fit for purpose

7. Strategic Priority Four

The School is charged by HEFCE with:

Providing effective administrative structures to support internal and collaborative research activity; and

Supporting the research and scholarship of academic members of its staff, in order to develop and sustain the necessary expertise for research promotion and facilitation.

7.1 Aims

The School therefore aims to develop and maintain management systems, processes and services which will ensure it meets its internal and external responsibilities. In particular, it aims to promote a planning culture with a cycle of systematic planning, regular reviews and accountability to ensure continued enhancement of RPF services to the academic and non-HE sectors.

7.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To establish a process to monitor and respond to the changing needs of the humanities and social sciences and wider society.
2. To encourage collaboration between Institutes.
3. To ensure an effective School committee structure which provides understanding of, and representative involvement in strategic decision making.
4. To develop strategic and operational plans for Institutes and Central Services.
5. To ensure that administrative services are provided by appropriately qualified staff and that training is provided where required.
6. To develop and operate effective administrative structures which avoid unnecessary duplication of effort.
7. To ensure proper evaluation of risk and the development of plans for reducing or mitigating risks.

7.3 Performance Indicators

1. Responsiveness of the School to the needs of the humanities and social sciences and wider society.
2. Number of collaborative ventures between Institutes.
3. Collaborative administrative and managerial structures and an increase in the range of expert administrative services available to all Institutes.
4. Responsiveness of School Central Services to the priorities and objectives of Institutes.

5. Staff involvement in and understanding of planning and policy decisions.
6. High value administrative services.
7. Proportion of staff having undertaken professional and career development training.
8. Prudent risk assessment and risk management processes and structures.

Strategic Priority Five:
To achieve financial sustainability by 2012–2013

8. Strategic Priority Five

8.1 Aims

To enable the School to enjoy long-term security it needs to be confident of maintaining a position of sustained surplus. It therefore aims to continue to develop high standards of financial management and accountability. A major part of this will be to bring budget planning and management within the School's strategic and operational planning processes.

8.2 Objectives

To achieve its aims the School has set itself the following objectives:

1. To achieve an overall and transparent School surplus of 3% by 2012–13.
2. To ensure equitable and transparent resource allocation within the School which provides incentives for Institutes to pursue the School's strategic goals.
3. To ensure that Institutes and SAS-Central Services are operating within agreed financial targets.
4. To use space effectively to ensure cost efficiencies.
5. To recruit, develop and retain high-quality staff.
6. To increase income generated from publications activity.
7. To ensure fellowship activities are sustainable.
8. To fund 75% of the School's 'R for RPF' activity from external funding sources such as research grants and contracts.
9. To require each member of academic staff normally to submit two research proposals annually for funding.
10. To ensure the sustainability of events programmes.
11. To ensure the financial viability of teaching provision.

8.3 Performance Indicators

1. Institutes and SAS-central services collectively and consistently achieving approved budgets/targets.
2. External revenue.
3. Proportion of staff in receipt of external grants.
4. Efficiency in use of space.
5. Professional career development for staff.
6. Income generated from publications activity.