

# Heads of Department Handbook 2017-2018

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## Contents

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Introduction .....	3
<b>Key information for Heads of Departments:</b>	
<hr/>	
Head of Department Generic Role Profile .....	4
Procedures for nominations of Heads of Department .....	7
Procedures for removal of a Head of Department .....	7
Induction for new Heads of Department .....	10
Remuneration for Heads of Department .....	11
Code of Practice on Departmental Governance .....	11
Deputy Heads of Department .....	17
Procedures for removal of Deputy Heads of Department .....	17
Department Heads' Forum (DHF) and meeting dates .....	20
Heads of Department, Deputy Heads and Departmental Managers.....	89
contact details	
Role of Department Managers .....	21
• How to induct a new DM .....	26
Legal and Regulatory Duties .....	24
National Student Survey .....	27
Term Dates .....	103
<hr/>	
<b>Academic and Professional Development Division .....</b>	<b>28</b>
• LSE Educational Strategy Unit .....	28
• LSE Language Centre .....	29
• LSE LIFE .....	29
• LSE 100 .....	30
• LSE Teaching and Learning Centre .....	31
<b>Academic Registrar's Division .....</b>	<b>34</b>
• "Issues" for the coming year .....	34
<b>Academic Partnerships .....</b>	<b>39</b>
• Engaging with LSE alumni .....	39
• LSE China .....	39
<b>Communications Division .....</b>	<b>40</b>
• Corporate Marketing.....	40
• External Communications .....	41
• Internal Communications .....	41
<b>Estates Division .....</b>	<b>42</b>
<b>Finance .....</b>	<b>44</b>
• Heads of Department financial responsibilities .....	44
• Financial regulations and legislative framework .....	45
• Key contacts in Finance .....	45
<b>Human Resources .....</b>	<b>46</b>
• Introduction by the Director of Human Resources .....	46
• HR support .....	47

• School Committees .....	47
• Recruiting staff .....	48
• Immigration, Compliance and Recruitment .....	48
• Academic leave .....	49
• Information and systems .....	49
• Academic Review and Promotion .....	49
• Academic Career Development Review (ACDR) .....	49
• Annual Performance Reviews .....	49
• Contribution pay .....	50
• Retention issues .....	50
• Research staff .....	50
• Replacement teaching issues .....	51
• Additional work outside normal contract .....	51
• Development and training .....	51
• Sickness absence, (including disability), capability (performance) .....	52
flexible working requests, grievances, and disciplinary matters	
• Maternity, paternity, parental, shared parental and adoption leave ..	52
• Trade Union relations .....	52
• End of contracts and retirement.....	52
• Pensions and Tax Relief .....	53
<b>Key contacts listing .....</b>	<b>86</b>
<b>Legal and Compliance Matters .....</b>	<b>54</b>
<b>Legal Obligations – Compliance issues .....</b>	<b>54</b>
• Business Continuity and Emergency Planning .....	55
• Copyright information .....	58
• Data Protection .....	59
• Equity, Diversity and Inclusion at LSE .....	60
• Bullying and Harassment .....	61
• Ethics .....	62
• Environmental Information Regulations.....	63
• Freedom of Information.....	63
• Health and Safety .....	64
• Policies and Procedures.....	65
• Risk Management.....	65
• Staff Wellbeing.....	67
• Student Wellbeing.....	70
<b>LSE Library .....</b>	<b>73</b>
• Academic Support Librarian Service .....	73
• Research Support Services .....	73
• Teaching Support Services .....	74
• Learning Support Services .....	74
<b>LSE acronyms .....</b>	<b>84</b>
<b>LSE Advancement .....</b>	<b>75</b>
• What is Advancement .....	75
• How LSE Advancement works with Heads of Departments.....	75
• Constituency Relations .....	75
• Development.....	76
• Operations .....	77
<b>Organisational charts.....</b>	<b>92</b>
• Structure of School Governance .....	92
• Senior Management of the School.....	93
• Academic Board Committee Structure .....	94
• Committee Selection Procedure .....	95
• Heads of Department Calendar – August to December 2017 .....	96

• Heads of Department Calendar – January to May 2018.....	97
• Heads of Department Calendar – June to July 2018 .....	98
• Committee Calendar 2017-18 .....	99
<b>Planning Unit</b> .....	<b>79</b>
• Heads of Departments’ Responsibilities .....	79
• Resource Allocation .....	79
• Cash Staff Budgets .....	79
• Departmental Funding .....	80
<b>Research Division</b> .....	<b>81</b>
<b>Reviews – Periodic</b> .....	<b>83</b>
<b>APRC Review Cycle</b> .....	83
<b>Teaching Quality Assurance and Review Office (TQARO)</b> .....	83

## Introduction

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The purpose of this handbook is to provide Heads of Department with information that is specifically relevant to them. It aims to outline the main responsibilities of Heads of Department and address possible concerns.

While this handbook aims to make it easier for Heads of Department to gain familiarity with the School's procedures and practices, your first point of contact for additional questions and information should be your **Departmental Manager** who has extensive knowledge of the School. It is also recognised that you may need to call upon the advice and assistance of members of central administrative units. To this end, Heads of Department can address their queries to **Clair Harrison**. Clair's contact details are ext. 6285, email: [c.j.harrison@lse.ac.uk](mailto:c.j.harrison@lse.ac.uk). Where possible Clair will deal with queries personally, but otherwise direct you to the appropriate area for response.

Suggestions for the addition of items to this handbook, together with any other improvements, are very welcome and should be sent to Clair Harrison, email: [c.j.harrison@lse.ac.uk](mailto:c.j.harrison@lse.ac.uk)

August 2017

## Head of Department

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Each department will have a Head of Department (HoD) appointed by the Director who will be supported by the Pro-Director Faculty Development (PDFD) and the outgoing HoD. The position normally will be held by a (full) Professor. The term of office normally will be no less than three years but a longer term is normally desirable and welcome and may be agreed with the Director. A renewal of the term of office is also possible. The HoD is accountable to the Director and performance is reviewed annually by the School Management Committee (SMC) against the HoD role profile, modified as appropriate in the light of specific department characteristics and challenges, as well as the priority issues on which the HoD has agreed to take a leadership role on in their letter of appointment.

HoDs are expected to discharge their responsibilities in a consultative manner and to comply with the Code of Practice on Departmental Governance which is binding on all academic units (*the Code of Practice is to be confirmed*).

The HoD is responsible for the effective operation and development of the department, for the line management of its staff and the management of its resources, for the provision of high quality services to its students and for ensuring that the department complies with the legal and other obligations placed upon the School. Specific tasks will be delegated to the Department Manager(s) and other colleagues including, where existent, Deputy Heads (DHoDs), but the HoD bears ultimate responsibility and needs to satisfy her or himself that delegated functions are undertaken effectively. 'Line management' with respect to academic colleagues does not extend to directing their research agendas, but does include management of individual workloads, including teaching and citizenship responsibilities, career development and evaluation of performance.

The School does not provide a fixed template of tasks to be undertaken by the HoD since this will depend on the department and the nature of its Professional Services staff. It is essential that the HoD works closely with the Department Manager(s) to ensure the smooth running of the department, the management of its resources and the development of plans and policies.

## Head of Department Generic Role Profile

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### Academic Planning and Development

Within the context of the School's Strategic Plan:

- To provide academic leadership in the development of departmental research priorities, plans and programmes, including the support of grant applications, and to plan and prepare in consultation with others, submissions to the REF; the latter includes liaising with other units of the School where all or some of their members may be submitted in the same unit of assessment as the Department, encouraging staff to produce top-quality work and ensuring that they have the time to do so, given the need to balance the demands of teaching, citizenship, and research and engagement activities.
- To provide academic leadership in the development of the departmental educational offer, including development and continuous reviewing of the Departmental Education Strategy; development and review of degree courses and programmes to ensure that they remain attractive to students, up to date and of a high quality; and continuous review of education and research performance with a view to the department remaining at the leading edge within the UK and globally.
- To develop department five year strategies and annual plans, covering teaching, research, staffing and resources for submission to Annual Monitoring meetings and Academic Planning and Resources Committee (APRC).

- To liaise with the School's Planning Unit over the APRC Rolling Plan of student recruitment, fees and scholarships.
- To have oversight of the department's appointments policy and in consultation with colleagues, decide appointment priorities with the support of the Pro-Director Faculty Development and the Vice Chair of the Appointments Committee (VCAC) to ensure that top-class staff are appointed.
- To provide leadership in the development of appropriate alternative income streams for the Department and School.
- To ensure that adequate preparations are made for Annual Monitoring and for APRC and ASC Reviews as required.

### **Personnel and Resource Management**

- To determine Minimum Staffing Level (MSL) or cash based deployment and non-staff budget allocations, ensuring that expenditure is in line with budget allocations and that allocations among staff are equitable and transparent.
- To ensure a fair and reasonable allocation of teaching workloads and citizenship responsibilities among department staff.
- To ensure that staff are able to take advantage of their leave entitlements, including statutory entitlements to maternity, paternity, parental and adoption leave, and that appropriate cover is available to meet teaching obligations.
- To ensure that appropriate mentoring arrangements are in place for academic staff pre-Major Review and, as appropriate, thereafter, and to ensure that staff are fully aware of what is expected of them and of what help, including training, is available to them.
- To ensure that the Academic Career Development Review Scheme operates effectively at the department level and that all academic, research and education staff receive advice, as appropriate, on their research plans, grant possibilities, publications and promotion prospects.
- To ensure that the performance of all staff is reviewed annually, as appropriate in consultation with a Departmental Evaluation Committee (DEC), where existent, or other Professors.
- To ensure that the career progression of all staff is reviewed annually by the department professoriate; to make appropriate cases for staff undergoing Interim and Major review; and to make cases for academic and research staff on the New Staff Careers for promotion.
- To make cases for salary incrementation or lump sum payments for academic, research and education staff. Line manage the Departmental Manager, including holding a career development review meeting with them.
- In consultation with the Departmental Manager(s), to make cases for Professional Services staff regrading, lump sum payments or salary incrementation.
- In consultation with relevant line managers to ensure that probation reports are submitted for Professional Services and research staff.
- To take steps to ensure the maintenance of staff morale within the department, to manage and diffuse interpersonal conflicts and staff grievances which arise from time to time and attempt to ensure a harmonious and collegial working environment.
- To ensure that any cases of redundancy, termination of contract, poor performance, grievance, misconduct or bullying or harassment are dealt with according to the appropriate procedures.
- To ensure that the School's Ethics Code and policies and practices on equity, diversity and inclusion are embedded in the department culture and processes.

## **Students, Teaching and Quality Assurance**

- To ensure that adequate arrangements are in place to select students, fairly allocate available scholarships and meet the recruitment targets agreed with the Planning Unit.
- To ensure that arrangements are in place for the provision of essential, accurate and up-to-date information about the department.
- To ensure that the teaching, research student supervision and examination programmes of the department are organised to fulfil obligations.
- To ensure that the Departmental Education Strategy is in place and that it reflects the department's ambitions for its educational offer, responds appropriately to student feedback and information about teaching performance and quality, and is discussed and shared as appropriate across the department.
- To ensure that preparations are made for internal and external reviews of teaching quality and educational processes.

## **Regulations and Legal Obligations**

- To ensure that the department's operations, policies and plans comply with financial regulations, HEFCE requirements and legal obligations. These include all obligations under the UK Equality Act, Health and Safety, Risk Management, Freedom of Information, and Data Protection.

## **Consultation and Representation**

- To ensure, by regular meetings of the academic and, where appropriate, Professional Services staff, that adequate consultation takes place within the department on matters of general concern and to alert staff to key School-wide issues that have to be addressed.
- To ensure that appropriate sub-committees are in place to assess student reactions to programmes and services and to maintain good staff student relations.
- To take part in the Department Heads Forum (DHF) and generally act as the department's representative, advising the Director and senior management on matters of common concern to the department on strategic issues, School policies and practices and on appropriate responses to government/HEFCE circulars and initiatives.
- To ensure appropriate representation of staff at presentation and any similar ceremonies.
- To represent the department, as required, at fundraising, alumni and other public relations events.
- To attend Academic Board and the annual Appointments Committee meeting on behalf of the department.

## **Interaction with the Directorate**

- To make an annual submission to the Annual Monitoring meeting which occurs in the Michaelmas Term that outlines progress against the department's Strategic Plan and against any challenges or requests arising out of previous Annual Monitoring meetings, and includes the Departmental Education Strategy.
- To take part in an Annual Monitoring meeting with members of the Directorate in the Michaelmas Term of each academic year to make resource requests for consideration which will be forwarded to APRC for decision in the Lent Term, and to make any adjustments to department policy that might be advised by the Directorate.
- To have an annual meeting with the Director to discuss the performance as Head of Department and to submit relevant information for this meeting
- To meet as may be required with any or all members of the Directorate.

## Procedures for nominations of Heads of Department

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The Director has the authority to appoint and remove Heads of Department in accordance with the relevant procedure (see below). Nominations for the new HoD will be submitted to the Director and Pro-Director Faculty Development by the existing HoD unless a Department has a specific process in place for suggesting a potential candidate to the Director. The Pro-Director Faculty Development will initiate a discussion with the nominee to agree an outline of priority issues for which the prospective HoD is expected to show leadership. These will be reflected in the letter of appointment, after they have been agreed between the Directorate and the nominee.

## Procedures for removal of a Head of Department

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### 1. Introduction

- 1.1 Heads of Department may be removed from office by the School before the expiry of the term for which they were appointed to the role for one or more of the reasons listed below, in all cases following the appropriate due process:-
  - 1.1.1 proven continued significant failure to perform satisfactorily the responsibilities of a Head of Department set out in the Head of Department Generic Role Profile and Letter of Appointment and/or the Code of Practice for and Governance of Departments following the process set out in Paragraph 4 of this document, and/or
  - 1.1.2 proven and significant breaches of the School's Ethics Code leading to proceedings under the Grievance and/or Disciplinary or Dismissal proceedings for good cause under Parts VI and III of the Academic Annex, the outcome of which proceedings may include the removal from the role of Head of Department before the expiry of her or his period of appointment.
  - 1.1.3 incapacity to perform the duties of the role of Head of Department as part of a wider consideration of incapacity dealt with under Part IV of the Academic Annex, the outcome of which proceedings may include removal from the role of Head of Department before the expiry of her or his period of appointment.
  - 1.1.4 a restructuring of departments recommended by the Academic Planning and Resources Committee, endorsed by the Academic Board and approved by Council which effectively makes the role of the Head of Department redundant. In these circumstances the terms on which the appointment of a Head of Department is brought to an end before the expiry of her or his term of office will be a matter for negotiation between the Pro-Director Faculty Development and the Head of Department with final approval of terms given by the Director of the School.
- 1.2 Any action taken to remove a Head of Department before the expiry of their term of office must be taken by the School. The Department concerned may however request the School to initiate proceedings which lead to the removal of a Head of Department. In all cases when the School takes action which may lead to the termination of an appointment of a Head of Department before the expiry of their term, there will be timely and appropriate liaison and consultation with other senior members of faculty in the Department concerned, subject to statutory requirements for maintaining the confidentiality of due process.
- 1.3 The responsibilities of Heads of Department are set out in the letter of appointment given to them on their taking up the appointment and in the current Head of Department Generic Role Profile. Heads of Department will be notified of revisions to responsibilities set out in the letter of appointment and to the Generic Role Profile which they received on appointment which come into force during the period of their appointment.
- 1.4 The performance of the Head of Department in fulfilling their responsibilities is monitored and evaluated by reference to the responsibilities in the letter of appointment and Generic Role

Profile (and any agreed revisions to them implemented during the Head of Department's period of office) through the following mechanisms :

- 1.4.1 by the School, in the context of the performance of the department as a whole, by the Directorate through Annual Monitoring and through the APRC Review process;
- 1.4.2 by the Department, through such means as the department may choose to adopt for their internal purposes;
- 1.4.3 by the Pro-Director Faculty Development operating such appraisal, review and career development processes as the School may from time to time require for Heads of Department

## **2. Process for removal from Office of a Head of Department for unsatisfactory performance**

2.1 Removal of a Head of Department before the expiry of the term of her or his term of office will follow due process based on principles set down in the ACAS Code of Practice for the consideration of discipline and grievances. Based on those principles :-

2.1.1 Every effort should be made to deal with instances of minor shortcomings in performance by a Head of Department informally in the first instance, normally at the departmental level, if necessary with the informal involvement of the Pro-Director Faculty Development. Action which may be taken to help address minor shortcomings may include additional training, coaching and advice.

2.1.2 Where informal action fails to resolve shortcomings in performance, or the nature of the shortcomings are more serious, the matter will be notified to the Director of the School. She or he will cause the alleged shortcomings to be investigated without delay, normally by a member of the School Management Committee with no previous involvement with the case, who will be required to submit a written report on the alleged shortcomings to the Director within 5 working days of having been asked to do so. Having considered the report of the investigation, the Director will decide within 2 working days of having received it whether:

- (a) to take no further action, or;
- (b) to ask the Pro-Director Faculty Development to work further with the Head of Department to attempt to resolve the complaints informally;
- (c) to proceed to a formal meeting to address the complaints

2.1.3 In the event of deciding to proceed to a formal meeting, the Director will within 24 hours of having come to that decision:-

- (a) notify the Head of Department in writing that he or she has come to the decision that, in the light of alleged shortcomings in performance as Head of Department, a formal meeting is being arranged to consider their performance in that role;
- (b) request the Head of Department to attend the meeting and give details of the date, time and place at which it will be held within the next 5 working days;
- (c) advise the Head of Department of her or his right to be accompanied at the meeting by a friend or Trade Union representative of their choice and that she or he should notify the person responsible for arranging the meeting whether she or he will be accompanied and if so by whom;
- (d) send the further investigatory report to the Head of Department with a summary of the alleged shortcomings in performance and their possible consequences so that the Head of Department has the opportunity to prepare to answer the case at the meeting;
- (e) advise the Head of Department that she or he may call witnesses or submit witness statements to the meeting and request that she or he advise the person responsible for arranging the meeting of any witnesses attending.

2.1.4 The format of the formal meeting will be as set out in **Annex A**. The courses of action open to the Director following the formal meeting are:

- (a) to dismiss the complaints and inform the Head of Department in writing that no further action will be taken;
- (b) to find the complaints wholly or partly substantiated, notify the Head of Department in writing of the substantiated shortcomings and set out what improvements in performance are required, together with a timescale for such improvements and guidance and advice on how they may be secured;
- (c) to notify the Head of Department in writing of her or his intention to terminate the appointment of the Head of Department with effect from a date to be notified. The Director will also advise the Head of Department of their right of appeal against her or his decision to remove her or him as Head of Department. The process for an appeal is set out in **Annex B**. In the event that an appeal against removal from office is not upheld, the Head of Department will be removed from office from the date notified at the formal meeting.

2.1.5 The termination of the appointment of a Head of Department before the expiry of their term of office for shortcomings in performance as Head of Department shall not affect the Head of Department's substantive contract of employment with the School.

2.1.6 The Director shall have discretion to approve appropriate conditions attaching to the termination of the appointment of a Head of Department for shortcomings in performance with the Head of Department and her or his representative. Such conditions may include, but not be limited to, matters such as provisions relating to non-disclosure for the reasons for the termination of the appointment.

## **Annex A**

### **Format for formal meeting to consider alleged shortcomings in performance as Head of Department**

The meeting shall include the following key steps:

- (a) the Director will explain that the purpose of the meeting is to consider whether action should be taken against the Head of Department in the light of the complaint of alleged shortcomings in her or his performance and summarise the evidence for the complaint that has been obtained;
- (b) the Director will explain that if the Head of Department has elected to be accompanied at the meeting, the companion may address the meeting to put the Head of Department's case, to sum up the Head of Department's case, or to respond on her or his behalf to any view expressed in the meeting;
- (c) the Director will then invite the Head of Department to set out their case in response to the allegations, give her or him the opportunity to ask questions, present any further evidence and call any witnesses she or he has previously notified they intend to call, or submit witness statements; and be given the opportunity to raise points about any information provided by witnesses;
- (d) the Director will then, in order to establish all the facts, invite the Head of Department to summarise her or his explanation for the alleged shortcomings in performance and ask if there are any special circumstances to be taken into account;
- (e) if new facts should emerge, the Director may decide to adjourn the meeting to enable them to be investigated and reconvene the meeting when this has been done;
- (f) if no new facts emerge, the Director will summarise the main points of the discussion to enable all parties to be reminded of the nature of the alleged shortcomings, the arguments and evidence put forward and ensure nothing has been missed, and offer the Head of Department the opportunity to add anything to their previous statements.

- (g) explain that she or he will notify the Head of Department in writing of her or his decision concerning her or his future as Head of Department within 2 working days.

## **Annex B**

### **Procedure for appeal against removal as Head of Department**

- (a) A Head of Department shall have the right of appeal to the Chair of Court and Council or her or his designated delegate against a decision of the Director to remove her or him as Head of Department.
- (b) The Head of Department will notify the Chair in writing of her or his intention to appeal within 2 working days of having been notified by the Director of the intention to remove her or him from office, setting out the grounds for appeal.
- (c) The grounds for appeal against the Director's decision may be:
- that there was a procedural defect in the process followed by the Director, and/or
  - that the decision of the Director was unreasonable in the light of the evidence available to her or him, and/or
  - that additional evidence is available which makes the original decision to remove the Head of Department unsafe.
- (d) The Chair will arrange for the appeal to be heard within 5 working days of having received the notification of appeal.
- (e) The Head of Department shall have the right in an appeal hearing with the Chair of Court and Council or her or his designated delegate to present her or his case fully and to be accompanied by a friend or trade union representative of her or his choice.
- (f) The Chair of Court and Council or her or his designated delegate will notify the appellant of her or his decision within 24 hours of the appeal and his or her decision on any appeal shall be final.

## **Induction for new Heads of Department**

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Each year, an induction is arranged for new Heads of Department, usually in early July.

In addition:

- All HoDs can have access to external coaches – new HoDs are encouraged to have at least three coaching sessions in their first year.
- Further sessions may be arranged to address particular issues.
- HoDs can ask for funding to access external management training.
- HoDs can apply for funding for departmental away-days or other tailored development events.
- Much of this provision can also be made available to Deputy Heads.

HoDs are encouraged to attend the School's Leadership Development Programme prior to becoming HoDs or at least in their first year as HoDs. They should also recommend the programme to all staff recently promoted. HoDs must also undertake training in ethics and EDI issues including unconscious bias and anti-bullying and harassment. Contact **Chris Watt**, [c.watt@lse.ac.uk](mailto:c.watt@lse.ac.uk) for details.

Please contact **Dr Claire Gordon**, Head of the LSE Teaching and Learning Centre – [c.e.gordon@lse.ac.uk](mailto:c.e.gordon@lse.ac.uk) – for further information about the induction generally.

# Remuneration for Heads of Department

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The remuneration for Heads of Department is as follows:

## Supplement or Research Assistance

- A one-off payment of £2,000 at the start of term in the first year of appointment as HoD in recognition of preparatory work for taking on the role of HoD.
- An honorarium of £12,000 per annum, which can be converted in part or in full into a personal research account.
- Upon stepping down, all HoDs will normally receive two additional increments or the equivalent percentage as an increase in their salary. HoDs may also receive increments during their term as HoD for exceptional performance.

## Sabbatical Leave

- Sabbatical leave to accrue at treble rate, i.e. a three year period in office (i.e. 9 terms) to count as nine years (i.e. 27 terms) for the purposes of calculating sabbatical entitlement (the normal three years' service credit, plus an extra six years additional credit).

## Commutation of Sabbatical

- Sabbatical leave accrued by virtue of being a HoD, i.e. the additional six years' entitlement not the standard three years', may be commuted to cash in accordance with the School's sabbatical leave policy. Please contact your HR Adviser in Human Resources for further advice.

## Replacement Teaching Compensation

- The individual's department is compensated at the rate of £3,000 per term of sabbatical leave for the sabbatical year accrued by virtue of being HoD. Please request this through the Planning Unit by emailing [Planning.Unit@lse.ac.uk](mailto:Planning.Unit@lse.ac.uk).

# Code of Practice on Department Governance

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## 1. Introduction

1.1 The Code of Practice sets out key principles to inform:-

- (a) the internal management of academic departments (Section 2);
- (b) the operation of academic departments within the School (Section 3).
- (c) the School's governance of academic departments (Section 4).

The main purposes of the Code are:-

- (a) to promote the operation of departments based on the values set out in the Ethics Code, in particular by encouraging greater mutual trust and understanding, so that their interests as a key component in the structure of the School are fully realised,
- (b) to promote equity within and between departments consistent with the tradition of departmental autonomy.

1.2 The Code is binding on Departments. It is included in the Departmental Heads' Handbook.

1.3 The School Management Committee or Heads of Department can initiate a discussion of the Code at Department Heads' Forum, which may result in a review of the Code.

1.4 Anyone who has reason to believe that the Code is not being followed should raise the issue with the Head of Department, the Pro-Director Faculty Development or the Director. Should a member of a department report concerns about possible breaches of the Code in the department, the department will be expected to co-operate fully in any investigation conducted under the School's Whistleblowing Policy and in any subsequent action which may be taken. All matters reported under the Whistleblowing Policy will be handled according to agreed procedures in a way which appropriately balances confidentiality and transparency.

## 2. Principles for the internal management of academic departments

2.1 The six core principles underpinning the management of the School's academic departments are:

- (a) transparency and accountability;
- (b) clarity of functions and roles;
- (c) adherence to the highest standards of integrity and School-wide values;
- (d) clear decision-making frameworks;
- (e) clear authority and powers of delegation.;
- (f) collegiality in their mode of operation and in relations between members.

### *Transparency and accountability*

2.2 Departments should conduct their affairs in as transparent a way as possible in accordance with established norms of transparency. In the event of doubt or conflict between School and departmental norms, School norms will apply.

2.3 There should normally be appropriate and timely involvement of, and consultation with, staff and students on departmental matters which directly affect their interests, such as, but not restricted to :-

- academic planning and development: in particular, departmental strategies and plans should be discussed and agreed at departmental meetings to ensure maximum understanding of, and buy-in to, the department's direction and priorities. Such consultation will strengthen the department's input to the School's annual monitoring and regular review processes
- the allocation of workloads among staff
- the provision of adequate financial information to all members of the department on an annual basis which accounts for expenditure in the previous financial year of all resources available to the department.
- the provision of information to all members of the department about resources available to the department in a current financial year, eligibility to apply, and the basis of and processes for the distribution of such resources. Approved departmental budgets should be presented by Heads of Department to staff annually for information and to give the opportunity for any queries to be raised
- student experience and satisfaction, teaching and quality assurance
- regulatory and legal compliance
- issues relating to the School's Ethics Code

2.4 Some confidential matters concerning the position of individual members of the department, such as staff remuneration, promotion and review, or employee relations matters are not appropriate for widespread consultation within the department. The School's Ethics Code and Guidance as well as relevant School Policies and Guidelines provide a helpful point of reference for establishing the boundaries of consultation.

### *Clarity of roles and functions, clear authority and powers of delegation and accountability*

2.5 **Heads of Department** are formally appointed by the Director of the School on the recommendation of the department. They are responsible for ensuring that the department complies with the legal and other obligations placed upon the School. They are expected to carry out the duties outlined in the latest version of the generic role profile for Heads of Department and their letters of appointment in a way which keeps in view their accountability to the Director of the School. Heads of Department will seek to carry out their duties in a transparent, fair, honest and inclusive way (see 2.3-2.4 above) but they are not formally accountable to the members of their department. They will delegate tasks as appropriate to their deputies, department managers and other colleagues with the reasonable expectation that colleagues will be willing to support the HOD through collaboration to achieve excellence in teaching, research

(including impact and knowledge exchange and transfer), in line with the strategic plan for the department and the goals of the School's Strategic Plan, and to uphold the values of citizenship and collegiality set out in the Ethics Code Heads of Department may be removed from office by the Director following the Procedure for the Removal from Office of a Head of Department.

- 2.6 **Deputy Heads of Department**, where appointed, are appointed by and are accountable to the Head of Department for the exercise of the responsibilities delegated to them as set out in their role profile. As in the case of Heads of Department, they are expected to carry out their duties in a transparent, fair, honest and inclusive way, but they are not formally accountable to the members of the department. Deputy Heads of Department may be removed from office by the Head of Department following the Procedure for the Removal from Office of a Deputy Head of Department.
- 2.7 **Departmental Managers (DMs)** are accountable to the Head of Department for the exercise of their responsibilities as set out in their role profile. All other professional services staff in the Department are accountable to the DM for the performance of the duties set out in their role profiles.

**Academic (research and teaching), teaching staff and research staff** not located in a Research Centre are accountable to the Head of Department for the exercise of their responsibilities as set out in their role profile. The Head of Department is the manager of these staff and thus carries overall responsibility for implementing School processes regarding their recruitment, mentoring, career development, review, promotion and reward. "Management" refers to the allocation of authority and responsibility within Departments which lies ultimately with the Head of Department, but on the understanding Heads of Department will act in a consultative and collegial manner. "Management" with respect to academic colleagues does not extend to directing their research agendas, but does include equitable management of individual workloads, including teaching and citizenship responsibilities, career development and evaluation of performance. The Head of Department may delegate some of their authority to other, usually senior, members of the Department. ***The School expects all academic (research and teaching), teaching staff and research staff to make adequate and full contributions to all aspects of their role profile to the high standards expected of staff at LSE, including at the departmental level.*** Heads of Department must ensure that individuals' workloads are fairly distributed and reasonably balanced so that each staff member is able to make an adequate contribution across the full range of their responsibilities. As a matter of principle and to the extent this is practically feasible, the more senior members of staff in departments are expected to undertake a greater share of administrative and core teaching duties, to facilitate the career development of more junior staff. ***Those who fall short of making adequate and full contributions to some aspects of their role profile (e.g. research) can and should be asked by the Head of Department to make commensurably stronger contributions to other aspects of their role profile (e.g. teaching or service and citizenship).*** Heads of Department are expected to take into account any individual circumstances when making such workload decisions, and to be able to account for these decisions, in the first instance, to the Pro-Director Faculty Development and/or their HR partner.

*Adherence to the highest standards of Integrity and School wide values*

- 2.8 The Head of Department will be guided in her or his management of the department by School policies including the Ethics Code, policies in respect of equity, diversity and inclusion as well as any other codes of practice which are from time to time adopted by the School. Department members will be guided by and be responsive to these policies.
- 2.9 The Head of Department will need to exercise her or his responsibilities within the department in a manner which is fair, transparent and honest and meets the highest standards of professional conduct.
- 2.10 Grievances arising between members of Departments will be dealt with under the approved School procedure which applies to the individual bringing the grievance. Every attempt should

however be made in the first instance to resolve grievances informally, taking advice as appropriate from the department's HR Partner. If there is no approved School grievance procedure applicable to the individual bringing the grievance, the matter will be considered following the principles set out in *The ACAS Guide on Discipline and Grievances at Work*.

#### *Clear decision-making frameworks*

- 2.11 Departments and their members may manage their internal affairs in ways which reflect the traditions and culture of the department, but within the framework of certain principles as described above and subject to minimum standards of conduct and performance.
- 2.12 Departmental meetings should be run in a professional manner at previously arranged and notified dates, times and locations, with committees having agreed Terms of Reference, and agendas and papers produced for each meeting and circulated in an efficient and timely way most suited to the department. Minutes recording the decisions taken in meetings should be taken and circulated as appropriate in advance of the next meeting, together with an Action Schedule indicating those responsible for taking action and a time line for completion. All agreed actions should be followed up and progress reported as appropriate. Further advice on meeting "etiquette" may be obtained from the School's Governance Team.

#### *Collegiality*

- 2.13 Collegiality refers to the conduct of the business of the department in a fair, open, honest, consultative, respectful and efficient manner which seeks to ensure that the legitimate concerns and interests of all members of the department are taken into consideration in the decision-making process. An important aspect of collegiality is ensuring that members of the department with a protected characteristic are treated in such a way that places them at no disadvantage in comparison with members of the department who do not have a protected characteristic. Collegiality also encompasses the nature and quality of relationships between members of a department necessary to help ensure the success of the department and the achievement of its objectives.
- 2.14 All staff should seek to engage in activities that make an active contribution to an inclusive community in which diversity is embraced and celebrated. This may involve engagement with colleagues, accepting delegated responsibility, co-operation with legitimate requests, fostering good working relationships with colleagues and others and fulfilling one's commitments. Collegiality implies being generous with help and support for others and collaborating in matters relating to research, education and knowledge exchange and impact by working for the benefit of a department and the School as a whole.

### **3. Principles Governing the relationship of academic departments with the School**

#### *Transparency and accountability*

- 3.1 Reference in this section to "the School" refer to the School Management Committee, the Directorate and professional services not located in departments. The juxtaposition of "the School" and "Departments" should not be read as implying a divergence or lack of common purpose, but simply to the organization and delivery of activities in different locations. Heads of Department are responsible for encouraging transparency in all aspects of the Department's dealings with the School, and in particular ensuring the accuracy of all data and information about the activities of the Department and its members which is submitted to the School and to external bodies. The School will ensure that all aspects of its procedures which affect Departments are conducted in an open and transparent way, particularly decisions relating to the allocation of resources. The School will provide full accurate and timely information to Departments on matters which impact upon their work and priorities and ensure that there is appropriate consultation on any new demands placed on departments through meetings of the Departmental Heads Forum. The School will endeavor to issue an annual calendar of deadlines for processes to which departments are required to contribute.

### *Clarity of roles and functions*

3.2 The distribution of responsibility for functions between the School and Departments is determined primarily by the location of the expertise which needs to be exercised to ensure the highest quality outcomes for stakeholders. The boundary is permeable, and may be affected by external constraints. Subject to this consideration, and to the availability of resources, the School will in full consultation with Departments, seek opportunities to assume responsibility for functions which unnecessarily divert Departments' resources from their core functions of teaching, research and knowledge exchange and transfer subject to ensuring the highest quality outcomes for stakeholders. The School will seek to ensure that the level of resource allocated to centrally delivered functions is kept under review and is subject to appropriate benchmarking. When centrally delivered functions are replicated at the departmental level, for example, communications, Departments are asked to ensure there is liaison with the central Division concerned.

3.2 Functions which are driven centrally by the School are informed by the need to ensure:-

- that the financial sustainability of the institution is maintained,
- that the factors which underpin the School's global standing and reputation are upheld and managed in a consistent and equitable way- examples include student admission standards, teaching quality assurance, research profile, key elements of the student academic and non-academic experience, processes for the review and promotion of staff,
- that the School is compliant with all regulatory and legal requirements
- that the benefits offered by the School are managed in an equitable and efficient way within the constraints of available resources, for example student admissions, staff reward.
- that resources are allocated for the achievement of institutional and departmental priorities in as transparent and equitable a way as possible
- that key risks to the sustainability and reputation of the School are identified, assessed and controlled and that the effectiveness of those controls at the level of the department is assured, for example, through Annual Monitoring, the APRC Review Process and Internal Audit reviews
- that peer evaluation and benchmarking are appropriately involved in assessing the quality and effectiveness of departmental activities to provide an external point of reference
- that mechanisms necessary to uphold, protect and promote the values of the institution as a whole are in place, in particular processes to ensure adherence to the School's Ethics Code such as the declaration of conflicts of interest, equity diversity and inclusion, and the approval of grants and donations.

3.3 In engaging Departments in centrally driven functions, the School will seek to impose as light an administrative burden on departments as possible mindful that their primary focus is to deliver the core functions of teaching and research, including impact and knowledge exchange and transfer. The School will seek to afford departments as much flexibility as possible in implementing centrally driven requirements in ways compatible with departmental culture and the particular needs and characteristics of the academic disciplines which they serve. The School will also seek only the necessary minimum of reporting to the centre.

### *Adherence to the highest standards of integrity and School-wide values*

3.4 Heads of Department are asked to ensure that the School's Ethics Code is observed by all members of the department and to set an example in adhering to it. In particular, members of academic and research staff are expected to work in ways that enhance the LSE's reputation, to adhere to the School's values and be aware of, and contribute to, the School's Strategy.

3.5 Departments and their members are required to act collectively and in the interests of the School and to ensure that the pursuit of their own autonomy does not inhibit any other unit within the School, or the School as a collective entity, from properly functioning or from the pursuit of its own, or collectively agreed, objectives.

3.6 In addition to fulfilling the responsibilities set out by the HOD or senior colleagues relating to their teaching, administrative, research and other related activities, members of academic and research staff are required to adhere to the principles of good citizenship, and to participate in the governance of the School.

#### *Clear decision-making frameworks*

3.8 Heads of Department are responsible for ensuring that all decisions relating to the life and work of the department which require consideration and approval by School committees are referred through the appropriate channels.

3.9 Academic Departments or their members do not have a separate legal existence from the School and may not enter legally binding contracts with third parties independently of the School or misrepresent their capacity to do so. Liability for all contracts into which departments wish to enter is taken by the School and all contracts are subject to the provisions of the School's approved Procedures for Delegated Legal Authority. Departments are accountable to the Director of the School through the Head of Department for fulfilling the terms of contracts for which their members have responsibility,

3.10 Heads of Department are responsible for ensuring that the department complies with legal and regulatory obligations placed upon the School.

#### *Clear authority and powers of delegation*

3.11 Departments are established and disestablished by the School on the authority of the Council. Proposals to establish or disestablish departments are normally first considered by the Academic Planning and Resources Committee and approved by the Academic Board. The responsibility for the leadership of an academic department of the School is delegated by Council to the Director of the School, who is authorised to delegate that responsibility to Heads of Department. The Director remains accountable to Council for the exercise of the authority they delegate to Heads of Department.

3.12 The Director may delegate aspects of their responsibility for managing Heads of Department to a member or members of the School Management Committee, but Heads of Department remain accountable to the Director for the exercise of the responsibilities delegated to them.

### **4. Governance of Academic Departments**

4.1 The same six principles which provide the framework for the management of departments and departments' relationships with the School also apply to the governance of departments.

4.2 "Governance" in this context of academic departments refers to the exercise of independent oversight of the management of Departments by the School Management Committee and the Directorate, the monitoring of progress towards the achievement of agreed objectives within agreed timescales according to agreed indicators of performance and carrying out the role of a "critical friend" to the management of the department.

4.3 As noted previously, Departments are accountable through their Head of Department to the Director of the School and ultimately to Council for their performance in all areas of their activities. Accountability to the Director is exercised primarily through Annual Monitoring and through regular reviews of aspects of the work and plans of the department undertaken by the Academic and Student Affairs Committee, Academic Planning and Resources Committee and the Research Committee and such other bodies as the School may from time-to-time determine. The provision of an external peer element in these processes re-enforces the "critical friend" role which forms a key part of the governance of academic departments. The Director exercises their accountability to Council for the management of academic departments primarily by means of reports to Council, supplemented on occasion by additional material such as review reports and action plans for the implementation of review decisions.

4.4 Departments may establish Advisory Boards to support and advise them in the achievement of their mission and objectives. The purpose of Advisory Boards is to provide Heads of Departments

and members of the department's management team or committee with an external perspective and a forum in which the legitimate interests and perspectives of external academic and non-academic members and funders of research are represented. All Advisory Boards will be established and operate in accordance with the School's *Guidance on Terms of Reference for Advisory Boards*.

## Deputy Heads of Department

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In light of the increasing demands on Heads of Departments and professorial colleagues, HoDs have the authority to appoint and remove (in accordance with the relevant procedure below) a Deputy Head of Department (DHoD). It is assumed that appointments are made on the basis of wide consultation in the departments.

The position of DHoD is a formal role in the School and attracts an honorarium of £6,000, which can be converted in part or in full into a personal research account. DHoDs will also receive double sabbatical entitlement. The DHoD term of office normally should begin on 1 September for a period of three years. Similar to Heads of Department, the individual's department is compensated at the rate of £3,000 per term of sabbatical leave for the sabbatical period accrued by virtue of being DHoD.

The School funds the honorarium of only one DHoD per department. Larger departments may wish to appoint two DHoDs but the honorarium for a second DHoD appointment must be funded by the department itself. The School will also not provide replacement teaching funds for sabbatical leave for the sabbatical period accrued by virtue of being DHoD for the appointment of a second DHoD in a department.

The Directorate has not proposed a governance model for the role of DHoD as some departments have a well-functioning senior management team and/or other forms of support for the HoD. That said, candidates for the DHoD role might be the chairs of the Departmental Research Committee or the Teaching Committee. There is no expectation that a DHoD will become the next HoD, although it is likely that some will progress to being a HoD.

HoDs will be asked to agree department specific tasks and terms of reference at the time a DHoD is appointed which specifies the work to be undertaken by the DHoD. This should be submitted to your HR Adviser in Human Resources and to the Pro-Director Faculty Development.

## Procedures for removal of Deputy Heads of Department

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### 1. Introduction

- 1.1 A DHOD may be removed from office before the expiry of her or his appointment for the same potential reasons as Heads of Department (see Procedure for the Removal of a Head of Department). Proceedings for the removal of a DHOD for shortcomings in the performance of her or his duties will normally be initiated by the Head of Department who will consult the Pro-Director Faculty Development before doing so. The initiative for the removal of a DHOD for shortcomings in the performance of her or his duties may also be initiated by the Director. In these circumstances there will be full consultation with the HOD and agreement to proceed with proceedings for removal, and the Head of Department as the DHOD's reporting officer will be responsible for taking forward the process.
- 1.2 The responsibilities of DHODs are set out in the letter of appointment given to them on her or his taking up the appointment and in the current description of the role adopted by the Department. DHODs will be notified by the Head of Department of revisions to responsibilities set out in the letter of appointment and to the role description which she or he received on appointment which come into force during her or his period of appointment.
- 1.3 The performance of the DHOD in fulfilling their responsibilities is monitored and evaluated by

reference to the responsibilities in the letter of appointment and role description (and any agreed revisions to them implemented during the Head of Department's period of office) through the following mechanisms :

- 1.3.1 by the School, in the context of the performance of the department as a whole, by the Directorate through Annual Monitoring and through the APRC Review process;
- 1.3.2 by the Department, through such mechanisms it may choose to adopt for its internal purposes;
- 1.3.3 by the Pro-Director Faculty Development operating such appraisal, review and career development processes as the School may from time to time require for DHODs.

## **2. Process for removal from office of a DHOD for unsatisfactory performance**

2.1 Removal of a DHOD before the expiry of the term of her or his term of office will follow due process based on principles set down in the ACAS Code of Practice for the consideration of discipline and grievances. Based on those principles :-

2.1.1 Every effort should be made to deal with instances of minor shortcomings in performance by a DHOD informally in the first instance, if necessary with the informal involvement of the Pro-Director Faculty Development. Action which may be taken to help address minor shortcomings may include additional training, coaching and advice.

2.1.2 Where informal action fails to resolve shortcomings in performance, or the nature of the shortcomings are more serious, the Head of Department will cause the alleged shortcomings to be investigated without delay by a person of appropriate seniority with no previous involvement in the case following consultation with the Pro-Director Faculty Development and as appropriate with other senior members of the Department. The investigator will be required to submit a written report on the alleged shortcomings to the Head of Department within 5 working days of having been asked to do so. Having considered the report of the investigation, the Head of Department will decide within 2 working days of having received it whether:

- (a) to take no further action, or;
- (b) to ask the Pro-Director Faculty Development to work further with the Deputy Head of Department to attempt to resolve the complaints informally;
- (c) to proceed to a formal meeting to address the complaints

2.1.3 In the event of deciding to proceed to a formal meeting, the Head of Department will within 24 hours of having come to that decision:-

- (a) notify the DHOD in writing that he or she has come to the decision that, in the light of alleged shortcomings in performance as Head of Department, a formal meeting is being arranged to consider their performance in that role;
- (b) request the DHOD to attend the meeting and give details of the date, time and place at which it will be held within the next 5 working days;
- (c) advise the DHOD of her or his right to be accompanied at the meeting by a friend or Trade Union representative of their choice and that she or he should notify the person responsible for arranging the meeting whether she or he will be accompanied and if so by whom;
- (d) send the investigatory report to the DHOD with a summary of the alleged shortcomings in performance and their possible consequences so that she or he has the opportunity to prepare to answer the case at the meeting;
- (e) advise the DHOD that she or he may call witnesses or submit witness statements to the meeting and request that she or he advise the person responsible for arranging the meeting of any witnesses attending.

2.1.4 The format of the formal meeting will be as set out in **Annex A**. The courses of action open to the Head of Department following the formal meeting are:

- (a) to dismiss the complaints and inform the DHOD in writing that no further action will be taken;
- (b) to find the complaints wholly or partly substantiated, notify the DHOD in writing of the substantiated shortcomings and set out what improvements in performance are required, together with a timescale for such improvements and guidance and advice on how they may be secured;
- (c) to notify the DHOD in writing of her or his intention to terminate her or his with effect from a date to be notified. The Head of Department will also advise the DHOD of their right of appeal against her or his decision to remove her or him as DHOD. The process for an appeal is set out in **Annex B**. In the event that an appeal against removal from office is not upheld, the DHOD will be removed from office from the date notified at the formal meeting.

2.1.5 The termination of the appointment of a DHOD before the expiry of their term of office for shortcomings in performance as DHOD shall not affect her or his substantive contract of employment with the School.

2.1.6 The Head of Department shall in consultation with the Pro-Director Faculty Development have discretion to agree appropriate conditions attaching to the termination of the appointment of a DHOD for shortcomings in performance with the DHOD and her or his representative. Such conditions may include, but not be limited to, matters such as provisions relating to non-disclosure for the reasons for the termination of the appointment.

## **Annex A**

### **Format for formal meeting to consider alleged shortcomings in performance as DHOD**

The meeting shall include the following key steps:

- (a) the Head of Department will explain that the purpose of the meeting is to consider whether action should be taken against the DHOD in the light of the complaint of alleged shortcomings in her or his performance and summarise the evidence for the complaint that has been obtained;
- (b) the Head of Department will explain that if the DHOD has elected to be accompanied at the meeting, the companion may address the meeting to put her or his case, to sum up the DHOD's case, or to respond on her or his behalf to any view expressed in the meeting;
- (c) the Head of Department will then invite the DHOD to set out their case in response to the allegations, give her or him the opportunity to ask questions, present any further evidence and call any witnesses she or he has previously notified they intend to call, or submit witness statements; and be given the opportunity to raise points about any information provided by witnesses;
- (d) the Head of Department will then, in order to establish all the facts, invite the DHOD to summarise her or his explanation for the alleged shortcomings in performance and ask if there are any special circumstances to be taken into account;
- (e) if new facts should emerge, the Head of Department may decide to adjourn the meeting to enable them to be investigated and reconvene the meeting when this has been done;
- (f) if no new facts emerge, the Head of Department will summarise the main points of the discussion to enable all parties to be reminded of the nature of the alleged shortcomings, the arguments and evidence put forward and ensure nothing has been missed, and offer the DHOD the opportunity to add anything to their previous statements
- (g) explain that she or he will notify the DHOD in writing of her or his decision concerning her or his future as DHOD within 2 working days.

## **Annex B**

### **Procedure for appeal against removal as DHOD**

- (a) A Head of Department shall have the right of appeal to the Director or her or his designated delegate against a decision of the Head of Department to remove her or him as DHOD.
- (b) The DHOD will notify the Director in writing of her or his intention to appeal within 2 working days of having been notified by the Head of Department of the intention to remove her or him from office, setting out the grounds for appeal.
- (c) The grounds for appeal against the Head of Department 's decision may be:
  - that there was a procedural defect in the process followed by the Head of Department, and/or
  - that the decision of the Head of Department was unreasonable in the light of the evidence available to her or him, and/or
  - that additional evidence is available which makes the original decision to remove the DHOD unsafe.
- (d) The Director will arrange for the appeal to be heard within 5 working days of having received the notification of appeal.
- (e) The DHOD shall have the right in an appeal hearing with the Director or her or his designated delegate to present her or his case fully and to be accompanied by a friend or trade union representative of her or his choice.
- (f) The Director or her or his designated delegate will notify the appellant of her or his decision within 24 hours of the appeal and his or her decision on any appeal shall be final.

## **Department Heads' Forum (DHF)**

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The Director and the Pro-Directors meet with Heads of Department, the Vice-Chair of the Academic Board (VCAB) and the Vice-Chair of the Appointments Committee (VCAC) five times a year to discuss matters raised by Heads, the Director's Management Team or the VCAC. The DHF does not have formal decision making powers. Agendas will cover discussion and consultation on both operational and strategic matters. Its business will also track the agendas of senior management and other Committees as appropriate. The DHF will receive feedback on the progress of papers through decision-making bodies of the School.

If HoDs are unable to attend any of the meetings, they may send a representative, but it is expected that all HoDs will try to be there in person.

### **Meeting dates for 2017/2018 are:**

#### **Michaelmas term:**

Wednesday 18 October 2017

Wednesday 6 December 2017

#### **Lent term:**

Wednesday 31 January 2018

Wednesday 28 February 2018

#### **Summer term:**

Wednesday 16 May 2018

**The meetings are held in LSE LIFE from 10am to 12pm, although the Summer Term meeting might be scheduled for three hours.**

Informal lunches are held, usually a week prior to the DHF meetings, for Heads of Department to discuss any matters of relevance. Where possible the draft agenda for the DHF will be made available for these lunches. The lunches are arranged by the Education Strategy Unit.

### **Lunch dates for 2017/2018 are:**

#### **Michaelmas term:**

Wednesday 11 October 2017

Wednesday 29 November 2017

#### **Lent term:**

Wednesday 24 January 2018

Wednesday 14 February 2018

#### **Summer term:**

Wednesday 9 May 2018

**The meetings are held from 12.30 to 2.00pm in LSE Life.**

The chairs for the HoDs' informal lunches for 2017/18 are **Professor Martin Anthony**, Department of Mathematics, **Professor Pauline Barrieu**, Department of Statistics, **Professor Chandran Kukathas**, Department of Government and **Professor Katy Gardner**, Department of Anthropology.

Items of business which HoDs wish to raise should be notified to **Alana Lythgoe**, Room COL1.00, ext. 3601, email: [a.lythgoe@lse.ac.uk](mailto:a.lythgoe@lse.ac.uk).

## **The role of Department Managers**

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*Note: in practice, the precise scope of the role varies by Department. For example, in the School's larger departments, some of the following responsibilities are delegated, and in smaller departments, Department Managers may have additional student-oriented responsibilities.*

### **Context and Purpose of Job**

- Working closely with the Head of Department (and Deputy Head(s) of Department) to ensure the efficient planning and management of Departmental human, financial and physical resources. Playing a key role in the identification and implementation of strategies to provide a high quality service.
- Responsible and accountable for the overall leadership and running of the Department's Professional Services team.
- Acting as the key interface between the Department and a wide range of academic and professional services staff across the School.
- Taking overall responsibility for the smooth day-to-day running of the Department. Assisting in the development and implementation of wider administrative policies within the Department and the School. Participating in integrated strategic thinking by working closely with the Head of Department to ensure that Departmental plans and policies are considered within the context of the School's core strategic themes.

## **Principal Responsibilities and Duties**

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### **Planning and Management Departmental Resources**

- Managing the Department's MSL/CBPB resources: keeping MSL/CBPB resources and expenditure under close review and providing projections to assist the Head of Department in determining future MSL/CBPB resource deployment.
- Reviewing the Department's profile, and participating in the annual monitoring process conducted by the Directorate.
- Managing and monitoring the Department's cash budgets, including: advising the Head of Department on proposed expenditure; setting up and maintaining procedures to ensure the efficient administration of Departmental expenditure in line with the School's financial management regulations; and presenting financial accounts to the Department annually.

- Planning and monitoring the Department's teaching programme in liaison with the Head of Department and where appropriate the Deputy Head of Department for Teaching and in accordance with School regulations and Departmental decisions, including: ensuring the accuracy and consistency of Departmental staff Calendar and timetabling returns; discussing individual teaching loads with full-time staff members; anticipating gaps in the teaching programme in light of staff leave and fluctuations in student numbers/course changes; initiating arrangements for the selection of cash-based academic teaching staff (see also 'Human Resources' below); and monitoring teaching needs as the session proceeds, taking appropriate steps to meet unexpected student demand and/or changes in staffing.
- Working closely with the Head of Department to facilitate the management of academic staff leave.
- Managing the Department's IT budget for staff and students.
- Allocating Departmental space and advising the Head of Department on the strategic needs of the Department.
- Contributing to Research Excellence Framework with collation of information and development of supporting documentation
- Responsibility for Business continuity, risk management and legal responsibilities including Data Protection, Freedom of Information, Health and Safety

### **Human Resources Responsibilities**

- Taking key administrative responsibility for the appointment of academic teaching staff.
- Producing induction material for academic staff and working with the Head of Department on monitoring their performance.
- Recruiting Professional Services staff.
- Managing Professional Services staff in their areas of responsibility and ensuring continuing professional and personal development.
- Reviewing and developing Professional Services staff working practices and administrative procedures to ensure academic staff and students receive a high quality administrative service, undertaking performance management action if necessary.
- Where appropriate, taking part in the recruitment and mentoring of other Professional Services staff within the School.
- Supporting the Head of Department on matters relating to academic staff and advising when appropriate, including assisting with management issues and the procedures of annual review, promotion and recruitment.
- Working closely with HR to identify and resolve academic (where appropriate) and departmental professional services staffing issues
- Working closely with HR to promote areas of best practice.

### **Committee Membership**

- Sitting as an advisory member on a range of Departmental Committees, thereby contributing to the decision-making of the Department.
- Keeping abreast of developments in the wider higher education sector in order to inform School and Departmental Committees.
- Servicing Departmental Committees, delegating where appropriate.
- Overseeing the flow of information between committees, the Department and the School as necessary.

- Contributing to School wide decision making processes, via proactive membership of the Departmental Managers Forum (DMF) and Academic Managers Forum (AMF).
- Actively participating in the decision-making at School Committee level through membership of committees, IT academic support user groups, ad hoc working parties and focus groups.

### **Student Administration**

- Taking overall responsibility for the administration of any local graduate admissions processes, including the initial direction for the Selectors and, where appropriate, Professional Services staff.
- Ensuring the smooth operation of the orientation programme and subsequent social programme, including weekend conferences.
- Taking editorial responsibility, in liaison with relevant academic staff, for handbooks for registered students and, where necessary, creating new publications for use by the Department based on policy-making on a School and Departmental Committee level.
- Ensuring the development of the Department's teaching programme and its implementation in accordance with School regulations and decisions taken by Departmental Committees, with particular reference to timetabling and Calendar entries.
- Orchestrating the examination process at Departmental level, from the production of examination papers to the final results, in liaison with external examiners, exam board chairs and, where appropriate, Professional Services staff in Student Services.
- Offering support, guidance or pastoral care where standard procedures do not always exist, and judging when to refer the individual for professional help.

### **Quality Assurance (reviews)**

- Reviewing and revising working practices in accordance with: the requirements of internal and external audit assessments; the Department's best practices; and School regulations relating to student and course administration.
- Contributing to and preparing Departmental assessment reports for the various teaching, research and departmental assessments both at the Departmental level and across the School, where appropriate.

### **Support for funded research**

- Liaison with the Research Division over:
  - Buy-out and substitute teaching arrangements;
  - Expense claims;
  - Oversight of research accounts and financial reports;
  - Advising on financial regulations, and awareness of funder regulations;
  - Input to project audits.
- Liaising with the Human Resources Division over the recruitment of research staff.
- Liaising with the Finance Division, to track research expenditure.

### **Public Relations**

- Establishing effective liaison with the School's Professional Services divisions.
- Taking overall administrative responsibility for Departmental conference organisation and delegating as appropriate.
- Participating in the marketing of the Department through the projection of its image to external bodies and prospective students through electronic and other media.

## Legal and Regulatory Duties

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### 1. Employment Law

- You must work with your Head of Department to ensure that your Department complies with relevant procedures and legislation, particularly for the recruitment of all your Department's staff, and for the welfare and performance of the people whom you line manage.
- You should contact your HR Partner for advice and guidance on employment law matters.

### 2. Equality Act 2010

- You must be familiar with the general principles and requirements of the Equality Act 2010. You can find useful guidance on this legislation on the Equality and Human Rights Commission's website: <http://www.equalityhumanrights.com/>, and online training for staff on the LSE website at: <https://info.lse.ac.uk/Staff/Divisions/Human-Resources/Organisational-learning>. In short, the Act is intended to protect an individual's rights, advance equality of opportunity and foster good relations between people. It means that you must consider such things as making reasonable adjustments to avoid an individual or group of individuals being treated less favourably on grounds of one or more of nine characteristics which are set out in the Act; they are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. You and your staff must also have due regard to the need to advance equality of opportunity and foster good relations.
- You can seek help and advice from the Equity, Diversity and Inclusion Taskforce, which is managed by **Joy Whyte**, the Disability and Wellbeing Service, which is managed by **Sarah Slater**, or the Legal Team, which is managed by **Kevin Haynes**.

### 3. Data Protection Act 1998 (DPA) and Freedom of Information Act 2000 (FoIA)

- You are responsible for ensuring that your Department complies with relevant data protection and freedom of information legislation. You should be aware that under the DPA, an employee can normally see his/her 'personal data', which is broadly defined as any information – e.g. files, notes, emails, recordings and exam comments – in which a person (or 'Data Subject') can be identified. The Information Manager, **Rachael Maguire**, deals with requests to access information under the Data Protection and Freedom of Information Acts. She is located in the School's Legal Team, which is managed by **Kevin Haynes**. Note that while data protection concerns personal information, freedom of information concerns any information that we, as a public authority, hold with regard to our business. Information does not have to be physically stored on our premises to qualify as our information.
- You should note that in 2018, UK data protection law will be superseded by a new 'General Data Protection Regulation', which will tighten controls on, and the processing of, personal information. You can contact Rachael Maguire on the Legal Team for advice in this area.

### 4. Health and Safety Act (HSA)

- You must work with your Head of Department to ensure that the relevant provisions of the HSA are implemented in your area. You can seek advice from our Health and Safety Advisers, **Mel Boucher** and **Lisa von Schlippe**, who are based in the Governance, Legal and Planning Division. They advise on all aspects of health and safety and travel insurance. They will also advise you on overseas risk assessments, particularly those concerning fieldwork in remote or dangerous areas. As Head of Department you are responsible for authorising overseas risk assessments that fall under your area of responsibility..

### 5. LSE Ethics Code and Financial Regulations

- You and your Department should be aware of, and familiar with, the Ethics Code and Financial Regulations. You can find all these documents in the School's Policies and

Procedure Register on the website:  
<http://www.lse.ac.uk/intranet/LSEServices/policies/home.aspx> .

- You should contact the Financial Controller, **Ashley Wang**, for information on the Financial Regulations, and the Ethics Manager, **Stephanie Allison**, for information on the Ethics Code, or for advice on an ethical issue.
- Ethical matters can be raised by writing to the School's Ethics Manager, **Stephanie Allison**, at [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk).

## 6. Bribery Act 2010

You should be aware of the School's Policy Against Bribery and Fraud, which is in the online Policy and Procedures Register. A bribe is essentially an offer (or intention to offer) or acceptance (or intention to accept) of any kind of reward for improper performance anywhere in the world.

Some measures which support this policy include:

- **Gifts and Hospitality Registers**  
Gifts and hospitality received should be registered on locally held registers in accordance with the gift and hospitality procedure and guidance on the recording of gifts and hospitality. There is a link to this policy on the ethics webpage [www.lse.ac.uk/ethics](http://www.lse.ac.uk/ethics)
- **Annual Declarations of Interest Survey**  
You and your Departmental Manager should ensure that all staff complete the Annual Declaration of Interest Survey. All staff members are required to confirm that they have read and will abide by the Ethics Code in the annual survey. The survey asks a range of questions on interests so that any potential conflicts may be addressed. Staff and governors should declare any other relevant interests as they arise by notifying the Ethics Manager by email at: [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk).

# Top Tips for Heads of Department inducting a new Department Manager (DM)

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## Before the DM arrives:

1. Encourage the DM to send their signed contract in to Human Resources (HR) prior to their start date so that issues/problems can be raised and resolved prior to arrival at the School.
2. Ask a member of the Departmental Professional Services (PSS) team to contact the IT Service Desk informing them of the DM's arrival date and request an email account, username and password.
3. Ask a member of the Departmental Professional Services team to prepare/arrange the preparation of a small welcome pack of essential material e.g. Departmental contact list, contact details of the Departmental Managers' Forum chairs, HR Partner's details etc.

## On the DM's first day:

1. Ask the DM to arrive at 10am rather than 9.30am so all Professional Services staff are settled.
2. Be there to meet the DM on their first day (preferably when they arrive or shortly after).
3. Take the DM on a tour of the Department and introduce them to Professional Services staff and key faculty.
4. Arrange a meeting to discuss key issues/working practices within the first week. Including:
  - How the Department is organised i.e. academic and administrative roles.
  - Where the Department fits into the School structure.
  - How the DM role fits into the Department's structure.
  - A brief introduction to teaching and research activities. A brief explanation of how the Department will develop in the next few years and the DM's role in achieving this.
  - A brief mutual exploration of how the working relationship between you and the DM should develop, including a schedule for probationary reviews and career development reviews, and division of responsibilities.
5. Advise the DM of your working hours and establish a system of regular contact. A scheduled meeting of at least 30-60 minutes at least once a week is recommended. Share your online Outlook calendar in outline with the DM, and vice versa.
6. Arrange for a table to be booked in the SDR within two weeks of the new DM's arrival so that the HoD, and perhaps the Deputy HoDs, can have lunch to welcome the new member of staff to the Department.
7. Identify key divisions for the new DM to arrange meetings with e.g. Finance Division, the Planning Unit, HR, Research Division etc.
8. Ensure the DM contacts the IT Service Desk to arrange access to the varied software applications they will use e.g. Aptos, SITS, the HR database etc.
9. Inform the DM of the Department Managers Forum and Academic Managers' Forum. Encourage the DM to contact the DMF chairs (for 2017/18: **Damian Roberts**, Social Policy and **Matt Rowley**, Law) to introduce themselves and request to be added to the mailing list.
10. Ask the Fire Officer to show the DM where the fire exits are and explain the fire evacuation procedures and the Health and Safety Officer to provide a copy of the Health and Safety policy.

## National Student Survey

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This year's NSS results for LSE are disappointing again and we remain some way short of the other Russell Group universities for student satisfaction. As yet we have not seen the improvements we were hoping for and we have scored particularly poorly in the new areas of student voice and community. The inclusion of key NSS metrics in the TEF has further underlined the importance of the School's building an effective response to these results. As ever our objective should be to enhance our students' educational experience, with an improvement in NSS results being the by-product.

The Education Strategy, introduced at the beginning of 2016, has provided a plan for the development of education across the School. Up to now, activity has been focussed on researching areas of priority, the creation of your departmental education strategies and developing initiatives such as LSE LIFE, the Education Career Track and the Pro-Director's Vision Fund. This year's graduating undergraduate students have not had the opportunity to benefit from the outputs of these initiatives. Next year the introduction of resits and the programme review process together with activities associated with the implementation of your departmental education strategies will hopefully begin to turn things around. A number of immediate initiatives are also being discussed and we will certainly be looking for you and your students' input and partnership in these areas.

There is certainly a lot for us all to work on. I look forward to working with you all over the next year to achieve demonstrable change in student educational experience at the School.

**Professor Paul Kelly**

Pro-Director Education

## Academic and Professional Development Division

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The units in LSE's Academic and Professional Development Division between them run degree programmes, courses and events; offer advice, opportunities and funding to advance the development of academic staff and students; and support the implementation of educational strategy and policy across the School.

### LSE Educational Strategy Unit

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The School's Educational Strategy Unit (ESU) facilitates the delivery and progress of the LSE Education Strategy 2015-2020; supports the communication of educational strategy, policy and practice; and contributes to an understanding and enhancement of students' experiences of education at LSE.

ESU shares information regularly and in various ways with colleagues across the School, but Heads of Department can make contact at any time (see Key contacts below) for advice or information relating to the work below.

#### LSE Education Strategy

ESU supports the Pro-Director Education in leading the delivery of LSE Education Strategy in several ways:

- co-ordinating the planning of Education Strategy related work in LSE's professional service units.
- supporting the processes through which Departmental Education Strategies are produced and monitored.
- participating in working groups and projects that advance Education Strategy progress
- administering and promoting the Pro-Director Education Vision Fund and LSE's suite of education awards.
- servicing the Education Strategy Project Board.
- producing formal and informal reports on progress.
- contributing to communications relating to education across and beyond LSE.

#### Departmental Education Strategies (DES)

DES are the mechanisms through which academic departments' own strategies and activity plans for education are recorded and monitored. For 2017/18, ESU has produced guidance and a template for the development of DES which have been sent to departments after their Summer Term 2017 meetings with the Pro-Director Education. In line with the integration of review and monitoring of DES in the Annual Monitoring process, completed 2017/18 DES templates will be requested as part of departments' Annual Monitoring submissions.

#### Events

ESU hosts and co-hosts regular and one-off events throughout the year, including

- Termly working lunch for Deputy Heads of Teaching and Chairs of Teaching Committees. Dates for these in 2017/18 will be confirmed with your Deputy Head and Teaching Committee Chair colleagues as soon as possible.
- Termly working breakfast for Department Managers. Dates for these in 2017/18 will be confirmed with your Department Managers as soon as possible.
- LSE Education Symposium: an annual event for academics and colleagues across LSE to share and debate educational practice. The date for LSE Education Symposium 2018 will be shared with departments in Michaelmas Term.

## Awards

Educational contribution and performance at LSE is rewarded through a suite of awards each year, including LSE Excellence in Education Awards, LSE Class Teacher Awards and LSESU Teaching Excellence Awards.

Departments are contacted for relevant nominations throughout the year and invited to attend the events at which the awards are formally presented.

## LSE Pro-Director Education Vision Fund

ESU administers this Education Strategy related fund, which supports projects designed to deliver significant and lasting impact on taught students' education. Heads of Department will be emailed when the call for applications to the 2017/18 round opens.

## LSE Language Centre

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The LSE Language Centre prides itself on providing high quality teaching and services for LSE students and faculty. It reflects the fact that LSE is not just a multi-national university but also a multi-lingual one

The Language Centre provides:

- a) **Language degree options in French, German, Mandarin, Russian, Spanish**, available on any undergraduate degree, subject to regulations.
- b) **Literature and Linguistics degree options**, available on any undergraduate degree, subject to regulations.
- c) **Extra-curricular certificate courses in 11 languages**, Arabic, Catalan, French, German, Italian, Japanese, Korean, Mandarin, Portuguese, Russian and Spanish
- d) **Summer Preessional Programmes in English for Academic Purposes (EAP)**, which are full time, intensive courses ranging from 2 weeks to 10 weeks in duration.
- e) **Insessional English language support** for current LSE students.

The Language Centre Reception is on the ground floor of 20 Kingsway. Offices for most teaching staff are in Tower 3, 6th floor.

## LSE LIFE

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Housed in bespoke space on the ground floor of the Library, LSE LIFE is the School's academic, personal and professional development centre for undergraduate and taught master's students. It integrates the many development opportunities offered by different LSE departments and services and brings together a range of one to one, workshop and large group learning events at the centre of LSE.

### **An institution-wide programme of academic, personal and professional development opportunities**

- Lectures and workshops on core academic skills, such as studying at LSE, writing essays and thinking critically.
- Workshops combining researcher and practitioner insights into contemporary issues and areas of public and professional life.
- Workshops on key twenty-first century skills, such as creative thinking, working collaboratively and problem solving.
- Events on making the most of LSE and life after graduation, such as volunteering opportunities, careers fairs and external speakers.
- Training on research and information management tools, such as Endnote, SPSS, data analysis and surveys.

### **An advisory service for students**

- Drop-in service for on-the-spot guidance with study related tasks.
- Bookable appointments, for small group or one to one advice.
- Reflective tools to raise awareness of learning and study habits.

### **A space for departments to host student learning opportunities**

- Departmental orientations, with an introduction to studying at LSE.
- Mini-conference events, with preparation for and feedback on public speaking and presentation skills.
- Case study simulations, with support to facilitate group study activities.
- Mock exam sessions for specific courses or programmes

## **LSE100**

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All LSE100: The LSE Course is LSE's flagship interdisciplinary course, taken by all first and second year undergraduates. LSE100 is taught over two terms: the Lent Term of students' first year and the Michaelmas Term of their second year.

Drawing on a broad range of evidence, theories and methods, LSE100 facilitates students' exploration of the ways in which social scientific knowledge is produced and used. We use contemporary social issues as case studies for considering the ways in which the contrasts between and complementarity of different social scientific perspectives affect our understanding of the world. Current modules include: 'How should we address poverty and inequality?', 'Should markets be constrained or unleashed?', 'How democratic is democracy?' and 'Why is collective security so difficult to achieve?' LSE100 seeks to complement the grounding students receive in their chosen discipline with an understanding of other social scientific perspectives, sowing the seeds of interdisciplinary thinking.

In 2017/18, LSE100 will move away from lectures in their traditional format to online multimedia presentations from academics around the School. We will also move from 50- to 90-minute classes, which will be designed as MSc-style seminars with a focus on interactive and student-led learning. In parallel to the rich online multimedia content, classes debate selected literature sources and are also designed to develop methodological, communication and information skills – weighing up evidence, the logic of argumentation, clarity of expression, how to interpret graphs, tables and other quantitative data. Students participate in two group projects during the course, both of which are designed to develop their skills in hands-on research and teamwork.

LSE100 also offers a Writing Lab service throughout the academic year, providing students with the opportunity to discuss written work from any of their modules at the School with trained advisers from the course team, who focus on refining students' expertise in constructing persuasive written academic arguments. The focus on skills development across LSE100 is designed to support students in their time at the School and to contribute to their future prospects for employment.

The LSE100 course team welcomes the opportunity to work with departments to ensure that they have the information they need to help undergraduate students understand the contribution LSE100 can make to their progress in their degree programmes and to get feedback and suggestions on how that contribution can be enhanced in the future development of LSE100. Any queries or feedback should be referred to [lse100@lse.ac.uk](mailto:lse100@lse.ac.uk).

More detailed information can be found at the LSE100 website: [lse.ac.uk/lse100](http://lse.ac.uk/lse100)

## LSE Teaching and Learning Centre

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The LSE Teaching and Learning Centre (TLC) offers a range of developmental and funding opportunities to all staff at the School who teach and support students' learning enabling them to develop and share their practice, work towards appropriate qualifications and foster teaching excellence in the social sciences.

### Development opportunities for Heads of Department/Institute

- Follow-up from the Heads of Department induction event in the form of additional sessions, which you will be alerted to via email, and opportunities for one-to-one coaching as well as other support/group sessions on request.
- Funding/support for departmental away days and department specific events – see [lse.ac.uk/tlc/funding](https://lse.ac.uk/tlc/funding).
- Special sessions on request – for Heads of Department, departments, research teams.

### Development/induction for new staff/new roles

The Teaching and Learning Centre provides detailed institutional induction for both academic and research staff through the New Academic Induction Programme (NAIP) each year. TLC liaises with Departmental Managers and HR to identify new appointments, each of whom is sent a personal invitation to NAIP. However, it is useful if Heads of Department encourage them to attend as well. The main series of events takes place this year from 12 to 15 September. Any staff missing the series or parts of it can contact us at [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk) for one-to-one guidance.

New career track academic staff who are appointed pre-Interim Review with fewer than three years' experience of teaching in higher education and without an equivalent teaching qualification are expected to complete the associate level of the Postgraduate Certificate in Higher Education (PGCertHE). The programme is also offered to Fellows. Again, we contact your new staff directly, but it is important for their involvement in the programme to be supported and encouraged by you. The PGCertHE is designed to support the development of excellent teaching practice at LSE in line with the School's Education Strategy and includes modules on disciplinary teaching, evaluating teaching and course design. In addition, part of the programme requirement is that staff have at least two teaching observations, one by a member of the Teaching and Learning Centre team and another by a peer on the course or in their department. The key contact for the PGCertHE is **Dr Claire Gordon** ([c.e.gordon@lse.ac.uk](mailto:c.e.gordon@lse.ac.uk)).

New Graduate Teaching Assistants (GTAs) are expected to attend the Teaching and Learning Centre's GTA Induction Programme which runs in Michaelmas Term each year and is repeated in concentrated one-day form in January for those teaching only in Lent Term. All incoming GTAs are sent details of the programme through their home departments, and are offered the opportunity also to complete the PGCertHE.

In addition to these core induction programmes, the Teaching and Learning Centre provides training for new PhD supervisors and academic advisers.

### Academic development for all academic and research staff

The Teaching and Learning Centre runs a comprehensive range of events and development opportunities for all academic and research staff called Atlas, covering five thematic areas: developing teaching; inclusive practice; course development and review; professional development, and peer learning. The various Atlas events are designed to advance formal progression and informal development through

- Workshops on teaching excellence, student learning and the teaching-research nexus.
- Opportunities to participate in innovative projects and other events and channels where practice and research are shared.

- Bespoke workshops aimed at supporting department-specific needs.

For more details, see [lse.ac.uk/tlc/adp](https://lse.ac.uk/tlc/adp).

The Teaching and Learning Centre also publishes a range of resources, including

- Handbooks for GTAs, academic advisers and PhD supervisors.
- Resources on course and programme development and teaching skills.
- The upcoming LSE Assessment Toolkit.
- Case studies showcasing good teaching and learning practice across the School.

See [lse.ac.uk/tlc/resources](https://lse.ac.uk/tlc/resources) for more information.

### Departmental advising

LSE Teaching and Learning Centre departmental advisers – see [lse.ac.uk/tlc/advisers](https://lse.ac.uk/tlc/advisers) – are available to meet with teaching staff in departments, in one to one or small or large group settings, to discuss any aspect of teaching practice and educational provision in general (the design and implementation of any education-strategy related activities, course and programme design, assessment and feedback and research methods teaching, etc.).

### Funding

The Teaching and Learning Centre administers LSE's Teaching and Learning Development Fund, which funds a wide range of development activity across many aspects of programme and course design and educational enhancement at LSE, as well as funding for departmental awaydays and one to one coaching for HoDs. See [lse.ac.uk/tlc/funding](https://lse.ac.uk/tlc/funding).

### Support with teaching survey follow-up

Heads of Department are actively encouraged to look particularly carefully at the performance of class teachers, in order to identify any problems at an early stage. The LSE Teaching and Learning Centre receives summary data, for individual teachers, on the Michaelmas Term class teacher survey and Heads of Department are contacted early in the Lent Term to suggest which class teachers may require some additional support. At present we use two cut-off scores – we ask that you do some gentle checking on class teachers with core scores of 2 or higher, and put clear measures in place to support teachers with 2.5 or higher. The latter group will be re-surveyed wherever possible in the Lent Term survey and, on the basis of scores, feedback from teachers and any additional support from the Teaching and Learning Centre, you should then be ready to decide whether or not to appoint people to teach again the following year. We offer support direct to class teachers, and many contact us directly. With agreement from the class teachers we meet, we will provide feedback to you on the actions they are taking to improve their student feedback. You can also instruct teachers that they need to see us, and tell them that we will provide you with feedback.

Note that the Teaching and Learning Centre together with the Language Centre can arrange for specialist language pronunciation tuition as well as teaching skills support. The Language Centre now also has systems in place to assess teachers' English language proficiency for teaching purposes, which you can use prior to selection.

The Teaching and Learning Centre can also follow up on any potential problems highlighted in the teaching scores of full time faculty (which are seen by Head of the Teaching and Learning Centre, **Dr Claire Gordon**, and the Academic and Professional Development Division Director, **Dr Neil McLean**). If you have members of staff who appear to be having difficulties with engaging their students, please get in touch to discuss how this might best be tackled. There will be several options, including looking in detail at "problem" courses, possibly with an eye to using development funding to try out new approaches, as well as direct work with individual members of staff.

## **Key contacts**

### **Academic and Professional Development Division**

Director: Dr Neil McLean – [n.d.mclean@lse.ac.uk](mailto:n.d.mclean@lse.ac.uk)

### **LSE Educational Strategy Unit**

Head: Jane Hindle – [j.hindle@lse.ac.uk](mailto:j.hindle@lse.ac.uk)

email: [esu@lse.ac.uk](mailto:esu@lse.ac.uk)

web: [lse.ac.uk/esu](http://lse.ac.uk/esu)

### **LSE Language Centre**

Centre Manager: John Heyworth – [j.heyworth@lse.ac.uk](mailto:j.heyworth@lse.ac.uk)

email: [languages@lse.ac.uk](mailto:languages@lse.ac.uk)

web: [lse.ac.uk/languages](http://lse.ac.uk/languages)

### **LSE LIFE**

Head: Dr Claudine Provencher – [c.m.provencher@lse.ac.uk](mailto:c.m.provencher@lse.ac.uk)

email: [lselife@lse.ac.uk](mailto:lselife@lse.ac.uk)

web: [lse.ac.uk/lselife](http://lse.ac.uk/lselife)

### **LSE100**

Email: [lse100@lse.ac.uk](mailto:lse100@lse.ac.uk)

Web: [lse.ac.uk/lse100](http://lse.ac.uk/lse100)

### **LSE Teaching and Learning Centre**

Head: Dr Claire Gordon – [c.e.gordon@lse.ac.uk](mailto:c.e.gordon@lse.ac.uk)

email: [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk)

web: [lse.ac.uk/tlc](http://lse.ac.uk/tlc)

## Academic Registrar's Division:

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### Issues for the coming year 2017-2018

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This is a list of issues which are high on the ARD's agenda, in no particular order.

#### SMC Review

1. The School Management Committee reviewed the division on 27-28 April 2017. At the time of writing, the detailed report and recommendations are not yet available. However, some of the discussions we had with the panel are likely to influence how we interact with departments in the future.
2. As we noted in our Self-Evaluation Document, '[O]ur job as a service division is primarily to systematise the outcomes of the School's academic decision-making processes'. Our role is to operate the administrative architecture that enables the student experience at the School, and to ensure that that architecture is efficient.
3. One of the challenges for us in doing so is the high level of exceptionalism – or 'bespoking' – that we are asked to deliver for individual departments. It is difficult to provide process efficiency and simplicity while accommodating the wide set of interests and approaches to which departmental autonomy gives rise.
4. One thing we hope to do, then, is to work with departments to conduct end-to-end reviews of those processes that we co-deliver, like those that support exams and assessment. We think that reviewing these processes collaboratively will help to surface good practice, make things more efficient, improve the user experience, and – in the case of assessment processes – dovetail with the work that departments will already be doing under the Education Strategy (see next section).
5. We also heard from some departmental colleagues who fed into the review process that we can sometimes be difficult to contact; and that the vast amount of information about administrative processes and regulations we hold can be time-consuming to navigate. Improving our networks and communications with departments will be a priority area for the division.

#### Education Strategy

6. We support departments to implement the 3 May 2017 Academic Board decisions to review programmes, diversify assessment and introduce resits.
7. For programme review, we will work with departments and the Teaching and Learning Centre to help design a review template. This, together with TLC's 'LSE Assessment Toolkit' will be put to the Academic and Student Affairs Committee (ASC) for sign-off in Michaelmas Term 2017.
8. We will also be providing a suite of data reports (e.g. on student course choice) to help inform departmental programme reviews.
9. Separately, we will continue working through the Educational Processes Review Group – whose membership comprises central and departmental professional services staff – to reform the School's assessment regulations. The aim is to ensure that the School's 'rules' are flexible enough to accommodate the innovative practices that will arise from assessment diversification, in a way that does not compromise our external compliance obligations. We aim to complete this work so that the revised regulatory framework applies from the 2018-19 academic year.
10. We will also lead the Major Academic Initiative process to design an in-year resits process for the School. This work will be carried out across 2017-18, in close consultation with departments; with a view to introducing resits for first year undergraduates in Summer Term 2019.

## Recruitment and admissions

11. A Levels and GCSEs are being reformed and this will continue through to 2021. The changes introduce linear A Levels (with the loss of AS Levels for some applicants) and a reformed grading system for GCSEs (1-9 rather than A\*-G). Undergraduate Admissions are currently doing research into the use of GCSEs and predicted grades for selection purposes and are also looking at alternative forms of assessment such as additional testing (particularly for our quantitative programmes).
12. In 2014-15 Undergraduate Admissions introduced a Widening Participation flagging system and since then have been using this contextual data to inform decision-making. Following the introduction of this new system we have seen year-on-year increases in the number of WP students being made offers, accepting those offers and registering at the School. Recent UCAS equality reports have provided further evidence of the positive impact of the flagging system; they highlight significant increases in the number of offers made to students from low participation neighbourhoods and specific minority ethnic groups. LSE is at the forefront of the Russell Group (and indeed the sector as a whole) on these metrics and we aim to continue this trend of widening student diversity at the School.
13. In 2014 Graduate Admissions launched a centralised selection pilot, with a Central Graduate Selector selecting on behalf of three departments for five programmes. For the 2017-18 cycle the scheme will expand to nine staff centrally selecting for 15 departments and 66 programmes. At the time of writing the scheme is crowd-funded by departments; the School is currently considering a request to fund the scheme directly. We also offer a service to help those departments that are not yet part of the scheme to develop written admissions/selection criteria. We also offer a shadowing service for new departmental selectors.
14. We are also taking the opportunity to boost recruitment of promising students to programmes where demand is less strong. Using the written selection criteria provided by departments, the Central Graduate Selectors will look out for applicants who may be a good fit for programmes that they (i.e. the applicant) did not choose on their application form and will recommend them to the appropriate selector for consideration. If you would like to know more about the Central Graduate Selector scheme please contact **Simon Beattie** ([s.beattie@lse.ac.uk](mailto:s.beattie@lse.ac.uk) | 020 7955 6928) for further information.
15. Graduate Admissions is working with ARD Systems, IMT and departments to re-develop its IT systems. This work includes improvements for LSE colleagues and applicants. Firstly we intend to move to paperless admissions, making the process more secure and more flexible (allowing selection to take place off campus, for example). The second aim is to develop more integrated reporting tools which will allow more real-time monitoring of progress to target, analysis of applicant cohorts and measurement of how effectively our post-offer contact and marketing is working. Finally, we plan to group several of our applicant-facing systems into a single online portal to improve their experience of the admissions process from application to registration. We aim to have the majority of the internal facing work completed by October 2017, and to develop the applicant portal in cooperation with the new Student Hub. Please contact **Bryan Pilkington** ([b.j.pilington@lse.ac.uk](mailto:b.j.pilington@lse.ac.uk)) for further information.
16. Good quality post-offer contact improves conversion rates. It also reduces academic staff workload during the early weeks of term and throughout the time students are with us. It contributes to an improved student experience. During 2015-16 Graduate Admissions worked with departments to develop written post-offer communication plans. In 2017 Graduate Admissions expanded this to provide CRM capability to 15 departments and institutes, in order to automate the sending of newsletters and emails outlined in their post-offer communication plans. This further reduced burden on departmental staff and allows the collection of data to inform departments of the success of their communications. This ensures continual improvement to the student experience. Graduate Admissions also collaborate with ARD's Student Marketing and Recruitment team (SMR) to develop these plans further and link them into wider enquirer and applicant communication strategies. If you would like more information please contact **Simon Beattie** ([s.beattie@lse.ac.uk](mailto:s.beattie@lse.ac.uk)).

## Widening participation

17. The Widening Participation (WP) team continues to engage with schools and colleges across London to deliver the WP pre-entry programme of outreach work to participants from years 6-13 (ages 11 – 18). This includes: LSE students going out into schools/colleges to work as mentors or tutors; a wide ranging set of on-campus activities; and the continuation of the flagship post-16 multi-intervention programmes. The WP team is continuing to evaluate the impact of existing activity, and to support evidence-led development of WP pre-entry activity during 2017-18.
18. A new Widening Participation Steering Group, chaired by Professor Paul Kelly, met termly throughout 2016-17 and will continue in 2017-18 with its remit to take cross-institutional strategic oversight of the LSE Access Agreement and widening participation strategy. To supplement this Group and address guidance from Government to increasing strategic engagement with schools/colleges, a working group will be initiated in 2017-18 to bring in teachers to support our on-the-ground developments in widening participation.
19. The WP team continues to implement the new CRM system to enable more direct data driven processes, such as targeting of and communication with schools, participants and parents/carers, and monitoring repeat interventions with students. This will also see a move to nearly wholly online engagement with stakeholders and increase engagement with key stakeholders such as parents/carers, as well as continuing the WP network of activity for students who progress to LSE after engagement with a WP project.
20. By late 2017-18 the WP Team plan to have initiated a network of LSE staff who also have roles as school or college governors to further join-up School-wide strategic engagement with schools and colleges.

## Financial support

21. The Financial Support Office (FSO, like everyone else, is concerned about what Brexit will mean to students. For undergraduates from the EU they will face paying an overseas level fee, and losing the ability to borrow from the UK Government to fund it. For PhD students it will mean a loss of access to Research Council funding potentially. So as we look at overall demands for funding we are mindful that we will have to create schemes to support these students in the future. The Government's Postgraduate Loans (for taught postgraduate study) seem to be of use to PGT students, and PGR ones are to follow. For PGT students the other major Government support is for students from around the world funded by the FCO – Chevening Scholarships, where the increased numbers are being sustained, as are increases in other external country-specific awards. We invite departments to celebrate these awards by attending receptions for the scholars in Michaelmas Term.
22. The success of the ESRC bid for a Doctoral Training Partnership will mean that we continue to have cohorts of both LSE and ESRC funded research students, and LSE is now involved in a consortium bid for renewed AHRC funding. We dedicate a lot of time to supporting research students through the drop-ins we hold in the PhD Academy.

## Visas

23. The International Student Visa Advice Team (ISVAT) provides advice about UK immigration for overseas students. The team comprises **Bethan Ovens** and **Laura Blenkiron**, who provide expert advice to students, to senior management and to departments on study visas. They also lead on Erasmus and School-wide Undergraduate exchanges. Along with Academic Partnerships, they also advise departments who are considering developing opportunities to study abroad for their students.
24. Compliance with the Tier 4 Sponsor License requirements for registered students is led by **Chiara Milani** in the Registry. She ensures that the monitoring and reporting requirements outlined by the Home Office are completed to protect the School's ability to recruit international students.
25. The Home Office and the points-based system for student visas continues to present serious challenges for the School, not least because the students who are subject to UK immigration

law often wish to participate in activities, such as internships or other full-time work, which are expressly not permitted by the terms of their visas. The frequent changes to immigration policy changes means that students may be affected with little warning. For example, a student wishing to undertake a transfer to a new programme may no longer be permitted to do so under the rules. Your assistance in ensuring that departmental advice and student support is consistent with that of the central services is very much appreciated.

26. We urge departments to continue the completion of student registers at both undergraduate and graduate level, as these provide evidence of student contact with the School. By completing these records, which form an integral part of our pastoral duties, we also comply with the Home Office requirements to demonstrate academic engagement. Also, if you are approached by the Home Office e.g. about an individual student, please don't reply directly: instead, you should make sure the reply goes through us – the Home Office is very fussy about getting its information in very particular ways.
27. With the triggering of Article 50, it is likely that there will be an increase in the number of queries from both prospective and current EU/EEA students about their immigration status in the UK. ISVAT will provide initial advice, with referrals then made to external specialists depending on the nature of the query.
28. **Simon Beattie** (Admissions) is the source of knowledge on visa matters to do with applicants, and **Bethan Ovens** (ISVAT) on current and returning students.

### Timetabling

29. A new in-house system is being developed to facilitate the undergraduate student allocations to lectures and classes so that the old timetabling system can be decommissioned. Work and testing is progressing well, and we anticipate using the system for the forthcoming year. We still have the old system as contingency should any issues arise

### ARD Systems

30. A new CRM system has been in place over the last year, and we continue to do more with it – such as post-offer emails for applicants in conjunction with academic departments, event management, and a raft of functions for the widening participation team amongst others. In conjunction with IMT we will be talking to colleagues across the School about what a CRM approach and system can do to help, particularly for contact management, events, email/marketing campaigns, helpdesks, community groups, and a richer view of the student record.

### Quality assurance

31. TQARO will continue to work on assessing the implications of the new national quality assessment regime after the recent approval of the Higher Education Research Act 2017 and changes made to regulatory requirements in 2016-17. At the time of writing, results for the first assessment under the Teaching Excellence Framework (TEF) have yet to be released.
32. The new risk-based system involving Annual Provider Review (APR) and a revised set of baseline quality assurance requirements impact how internal quality assurance processes will need to evolve at LSE, with Council now responsible for assuring the School's academic quality and standards as part of the Annual Accountability Return. Under the APR system the School returns annual datasets to HEFCE (to be replaced by the new Office for Students) on e.g. NSS performance, student retention, student performance, etc., with reviews triggered only by adverse measures in these data sets. We are looking to realign our internal QA systems with these new requirements in ways that also help us to track progress with the Education Strategy.
33. Discussions at Academic Board in May 2017 on a range of issues associated with assessment resulted in a green light for work to commence on a two-year period of programme review across the 2017-18 and 2018-19 academic years, with a view to rationalising programme regulations and diversifying summative assessment on individual modules. TQARO will help support this process via its work with the Academic and Student Affairs Committee and in collaboration with colleagues in academic departments, the Teaching and Learning Centre and other ARD teams.

34. The Survey Review Group reported to Academic Board in May 2017 that work is underway to review and revise certain aspects of the course-level student satisfaction survey. TQARO will continue to support this review and enhancement project during the coming year.

## **Exams**

35. Registry is responsible for producing final hard copies of approximately 1100 different exam papers for over 41,000 individual exam sittings during the Summer Term. For the first time in 2015-16, the Registry also produced papers and ran exams in January. It is vital to the smooth running of exams that departments submit accurate exam papers by the deadlines circulated by Registry. It may appear that papers are requested a long time before the exam periods, particularly prior to Summer Term, but Registry carries out a number of checks on each paper and follow up a high number of queries.
36. Registry sometimes needs to contact Heads of Department during the exam period regarding errors in the examination papers identified by students during the exam sitting. When this happens, it causes disproportionate stress to students and considerable administrative fall-out. Most of the resulting work falls on Sub-Board Chairs, but Heads of Department can help by encouraging colleagues to ensure papers submitted to Registry are accurate. One method for this which has been successfully adopted within some departments is to arrange for PhD students to 'sit' the papers before they are sent to the Registry to identify any errors. Problems of this kind that arise during the exam period are handled in the Student Services Centre by **Caroline Thurtle** and **Martin Johnson**.
37. In response to a strong mandate from the Students' Union last year, we successfully published the Summer Term exam timetable four weeks earlier this year – at the end of Lent Term Week 7. The feedback we have had from students about this development has been overwhelmingly positive.

## **Student Wellbeing**

38. The School's Student Wellbeing Service comprises the Student Counselling Service and the Disability and Wellbeing Service. DWS underwent a restructure in summer 2016 with the aim of providing more time for student appointments and ensuring that the advisers in the service would be able to assist departments with understanding their role in supporting students with disabilities. The service has been re-establishing itself over the course of 2016/17 and is a valuable resource for advice and information. We would ask that you periodically remind staff about the availability of both counselling and disability support for students if they have any concerns about a student's wellbeing.

## **Conclusion**

39. ARD colleagues have a depth of knowledge about a number of very technical areas that underpin core student-facing services, e.g. admissions, registration, taught programmes and courses, assessment, etc. You, and your departmental colleagues (both academic and professional services staff) are encouraged to seek advice from us at the earliest opportunity if you are considering significant changes to your academic offering. Our staff will be able to offer you guidance and support that could make implementation a much smoother experience.
40. Finally, and perhaps most importantly for this purpose, we in ARD undertake on-going discussions with Departmental Managers about ways of strengthening our relationship with departments. Any input you may have on this – for example, topics we should be tackling, formats we should be using – would be gratefully received.
41. If you have queries on any of the matters above, please do get in touch.

**Mark Thomson**

May 2017

## Academic Partnerships

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The Academic Partnerships office is responsible for developing and implementing the School's strategy to cooperate with a select number of high-quality universities worldwide. It is a self-standing unit with a direct reporting line to the Pro-Director (Education).

Since 2002, LSE has been pursuing a strategy of establishing a small number of deep and meaningful 'institutional partnerships' with high-quality universities in globally relevant locations; these are normally based on a groundswell of bottom-up activity/interest by academics on both sides. At present, the School has established seven institutional partnerships. These are with Columbia University in New York, Sciences Po in Paris, Peking University in Beijing, the National University of Singapore, the University of Cape Town, the University of California, Berkeley and, most recently, Fudan University in Shanghai.

The main drivers of the strategy are: profile-raising in globally relevant locations; broadening our academic portfolio through collaborative teaching; promoting LSE expertise and collaborative research; promoting relations with non-academic users of research; and promoting alumni relations and fundraising efforts

The Academic Partnerships office also provides information, advice and guidance in respect of collaborative activities – e.g. double degrees, student exchanges, etc. – to the LSE community. Where an academic department wishes to establish a collaborative activity with a counterpart department at an overseas university – e.g. student exchange, teaching activity or an annual event – it should contact the Academic Partnerships office, who will liaise on their behalf to secure School approval. The office can compile appropriate due diligence material and will prepare formal agreements outlining the nature of the relationship and activity. The office may be able to provide modest, non-recurrent funding in support of existing or potential partnership activities.

The Academic Partnerships office manages the LSE-Peking University Summer School (in Beijing) and LSE-University of Cape Town July School (in Cape Town); LSE faculty teach on both. It coordinates reciprocal PhD mobility schemes with the School's seven institutional partners and a faculty mobility scheme with Sciences Po (Paris).

### Engaging with LSE alumni

The Academic Partnerships office manages the Linking-Up initiative, a fund to support academics who engage with non-academic audiences about School-related activities whilst travelling overseas. Past Linking Up activities have included meeting and speaking to alumni, policymakers, foreign media and donors. The fund covers extra direct costs (e.g. local travel, an extra night's accommodation) and potentially a contribution towards the 'original' costs of the trip.

### LSE China

The Head of LSE China and Chief Representative to the East Asia region leads on raising the School's profile and standing in China and the East Asia region and works with LSE academic units and professional services on their strategic engagement there. He supports the delivery and management of collaborative education (including double degrees) and research activities with universities, and helps to identify potential funding streams in China and the broader East Asia region. The Head and Chief Representative has a direct reporting line to the Pro-Director (Education).

### Key contacts:

**Mark Maloney** – Head, Academic Partnerships; [m.maloney@lse.ac.uk](mailto:m.maloney@lse.ac.uk)

**Fiona Conlan** – Deputy Head, Academic Partnerships; [f.conlan@lse.ac.uk](mailto:f.conlan@lse.ac.uk)

**Dr Brendan Smith** – Head of LSE China & Chief Representative to East Asia; [b.p.smith1@lse.ac.uk](mailto:b.p.smith1@lse.ac.uk)

# Communications Division

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The Communications Division helps support the School's strategic aims by providing academic departments and other parts of the School with a number of communications services. These services are developing as the division, created in 2014, matures.

## Corporate Marketing

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The marketing team is responsible for brand strategy, creative development and brand governance. They translate the School's strategic objectives into marketing strategies ensuring all communications produced are consistent in terms of branding and messaging.

Creative services, including the design unit and the film and audio team are located within marketing.

### Design Unit

The design unit provides design and consultancy across the print and online mix. They act as the School's brand guardians, so all publications conform to corporate identity guidelines. They ensure consistent style and quality in communications and that all content produced is to the highest level.

The design unit are experienced in all aspects of design for print from prospectuses, reports, campaigns, course materials to display and events. They also provide digital design services including web banners, social media and online advertising.

Services are free to academic departments, except for urgent or exceptionally demanding projects which require external services to be bought in. Heads of Department should advise their staff accordingly

The online portfolio can be accessed here <https://lseedesignunit.com/lseedesignunit2017>

### Film and Audio

The film and audio team is made up of filmmakers and audio experts, and supports professional services and academic departments at LSE to create high quality film and audio for different internal and external audiences.

The filmmakers work on a variety of projects across the School, creating films that promote research, the student experience, conferences, degree programmes and much more. They also provide advice on working with external suppliers and consultancy on how best to promote content. The team upload and publish the school's video and audio content on the LSE website and external platforms such as YouTube, iTunes U and SoundCloud.

Contact the team on [comms.filmandaudio@lse.ac.uk](mailto:comms.filmandaudio@lse.ac.uk)

### Use of the LSE name and logo

LSE's name and logo are integral to the School's reputation and are enormously valuable. Our name and logo should only be used where appropriate and in the correct way, whether in print or online. The logo may only be used by units of LSE (not by third parties whatever their relationship with LSE) and even then only in the approved way.

Heads of Department should ask all their staff to consult the Design Unit in Communications Division on any new proposal for use of the LSE name and logo.

### Infographics

Infographics can be designed and created that present data or information visually and clearly for print and web, especially for social media channels such as Facebook and Twitter. Infographics can advise on effective sizes and presentation style, some web animations, for example animated gifs and html 5 animations. For more complex data analysis or visualisation projects there may be a need to access external specialist companies, which would require funding.

## Digital

The new LSE website is now live after the project completed in Summer term 2016/17.

CMS training has been provided to nominated editors within Departments and a Web Producer within the digital team has been allocated to provide ongoing support, training and guidance on the CMS, digital content, functionality, user experience and ideas to improve analytics results. If there are any changes in your departmental editor please notify your Web Producer or contact us on [comms.digital@lse.ac.uk](mailto:comms.digital@lse.ac.uk). For full guidance about where to go for digital help and resources please visit [info.lse.ac.uk/staff/divisions/communications-division/digital/home.aspx](http://info.lse.ac.uk/staff/divisions/communications-division/digital/home.aspx)

For any digital requests please contact your web producer or contact the team on [comms.digital@lse.ac.uk](mailto:comms.digital@lse.ac.uk). Heads of Department should advise all staff needing web help to refer to this guidance.

## External Communications

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### Media work

Heads of Department should advise staff requiring media relations support to contact the **Media Relations Office**. We can provide: dissemination of research; press liaison; reputation management; and media training, amongst other related media services.

### Social Media

The School's **social media manager** advises departments on using social media to promote news, events and multimedia, on both Department- and School-level social channels. Training for individual staff encompasses both in-person and online. Resources available include guides on content planning and campaign ideas, using social media platforms safely, and measuring the reach of your content.

### LSE Events

The Events Office delivers the LSE Public Lecture Programme, and as well as School events such as the Honorary Fellows Dinner and Director's Reception for Academics. The Events Office can assist with many aspects of event arrangement at LSE. For further information please email [comms.events@lse.ac.uk](mailto:comms.events@lse.ac.uk)

### Public Affairs

The Public Affairs team in the Communications Division identifies opportunities to raise the profile of LSE interests and concerns (recently, most notably Brexit and the Higher Education Bill) in Westminster and Whitehall. Our weekly public affairs newsletter provides an overview of developments in HE, Parliamentary business and LSE's involvement in public affairs as well as a list of upcoming policy events, select committee hearings and calls for evidence. Email [Comms.Publicaffairs@lse.ac.uk](mailto:Comms.Publicaffairs@lse.ac.uk) if you wish to receive this. In order to ensure the School is in a position to maximize its public affairs work, please let the PA team know of any upcoming related activities.

## Internal Communications

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The Internal Communications team is seeking to improve communications from (and between) senior management, academic staff and units, service divisions and professional staff, and students. The team produces weekly/fortnightly email editions of Staff News and Student News, and welcomes content from across the School, sharing the latest news and events, celebrating achievements, and seeking to improve engagement and visibility - Heads of Department and their staff can send relevant content to [communications.internal@lse.ac.uk](mailto:communications.internal@lse.ac.uk). This content can also be used on the new Staff and Student intranet pages which are also managed by the Internal Communications team, along with the plasma screens around campus.

The team offers strategic advice and practical support for departmental/divisional internal communications initiatives. Please contact the Head of Internal Communications for further information.

## Estates Division

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The Estates Division is responsible for maintaining the School's 1.3 million square foot of academic floor space and 8 halls of residence. It is the LSE's biggest spending Division and employs in the region of 170 staff and 330 out sourced cleaners. It has three main service functions:

- **Capital Development** (construction of new buildings, refurbishment of existing buildings, minor works, Long Term Maintenance projects and energy management)
- **Facilities Management** (cleaning, security, planned and reactive maintenance, post, porters, room bookings, waste, environmental management and the sports ground.)
- **Property & Space Management** (disposals and acquisitions, rates, landlord and tenant issues, planning and allocation of space and moves and logistics)

The professional teams that make up the Estates Division are working together to develop the School's buildings, spaces and facilities to a quality commensurate with the LSE's international academic standing. We aim to ensure the safe, secure and environmentally sound operation and maintenance of LSE assets, considering the human needs of the staff and students, in a cost effective manner.

Many of the roles and responsibilities of the Estates Division are necessary for statutory compliance and areas such as Building Regulations, Electrical testing, Gas Safety, Fire Safety, Legionella and Asbestos Management form a significant part of its workload.

Whether booking a room, reporting a maintenance issue, requesting minor building works or more space, the Estates Division's web pages contain clearly displayed links to our helpdesk and on line service request forms, together with details of the services we provide. If you are unable to find what you are looking for, you can get in touch with one of our key contacts from the list below:

### Compliments and complaints

**Sidhu, Jasinder** – Customer Services Manager

Deals with all aspects of the Estates Helpdesk management and associated Customer Services, incl. dealing with queries and complaints; edits the FM newsletter; responsible for all relevant MIS and administration.

Contact details: 1KW, 3rd Floor, 020 7955 7778, [j.sidhu@lse.ac.uk](mailto:j.sidhu@lse.ac.uk)

### Property and space requests

Office moves and space management requests including allocation of space, relocation, acquisitions and disposals, please contact: [Estates.space.requests@lse.ac.uk](mailto:Estates.space.requests@lse.ac.uk)

**Boyd, Matthew** – Assistant Estates Surveyor

Assists with the day to day management of the School's property interests. The first point of contact for all landlord and tenant issues relating to the School, responsible for dealing with any issues in any of the School's leased accommodation or any issues faced by any of the School's Tenants.

Contact details: 1KW, 3rd Floor, 020 7955 7985, [m.boyd@lse.ac.uk](mailto:m.boyd@lse.ac.uk)

**Baltouna, Athanasia (Nancy)** – Information Management Officer

Responsible for managing the operation and development of data gathering and information management analysis and processes within the Unit, with a particular focus on producing TRAC and EMR returns. Responsible for supporting aspects of the strategic planning and resource allocation that the Unit carries out.

Contact details: 1KW, 3rd Floor, 020 955 7985, [a.baltouna@lse.ac.uk](mailto:a.baltouna@lse.ac.uk)

### PA to Director

**Hooker, Mandy** – Head of Admin and PA to Estates Director

Responsible for managing all administration and secretarial functions within the Estates Division.

Contact details: 1KW 3rd Floor, 020 7852 3614, [m.hooker@lse.ac.uk](mailto:m.hooker@lse.ac.uk)

## **Maintenance**

**Franklin, Paul** – Head of Maintenance

Responsible for the maintenance team and overseeing all aspects of the day to day maintenance around the Houghton Street campus. Also responsible for the building stores and furniture supplies.

Contact details: 1KW, 3rd floor, 020 7955 6736, [p.l.franklin@lse.ac.uk](mailto:p.l.franklin@lse.ac.uk)

## **FM Services**

**Allister, Chris** – Head of Facilities.

Responsible for the operational delivery and performance of all FM soft service contracts across the LSE campus. Line manager of FM team, post room and sports ground.

For all FM related issues please contact [Estates.FM@lse.ac.uk](mailto:Estates.FM@lse.ac.uk)

Contact details: 1KW, 3rd Floor, 020 7955 6080, [j.m.allister@lse.ac.uk](mailto:j.m.allister@lse.ac.uk)

## **Postroom services**

**Gladstone, Ben** – Post Room Supervisor.

The post room is responsible for the distribution of all internal, external incoming and outgoing mail and can arrange courier services.

Contact details: KGS 55, 020 7955 6564, [b.gladstone@lse.ac.uk](mailto:b.gladstone@lse.ac.uk)

## **Portering services**

**Allen, Richard** – Facilities Manager, Operational.

Richard manages the portering team

Contact details: SHF B.01, 020 7955 6760, [r.allen1@lse.ac.uk](mailto:r.allen1@lse.ac.uk)

## **Security**

**Thornbury, Paul** – Head of Security.

Paul is responsible for all facets of security for the LSE including the security management of high profile visits and lectures.

Contact details: OLD 1.02, 020 7955 6055, [p.c.thornbury@lse.ac.uk](mailto:p.c.thornbury@lse.ac.uk)

**Mulcahy, Richard** – Security Operations Manager.

Contact details: OLD 1.02, 020 7955 6589, [r.mulcahy@lse.ac.uk](mailto:r.mulcahy@lse.ac.uk)

## **Room Bookings**

**Ward, Rachel** – Head of Room Bookings and Commercial Events.

Responsible for managing commercial events, income from hire of space and internal room booking processes.

Contact details: 1KW, 3rd Floor, 020 7955 7461, [r.l.ward@lse.ac.uk](mailto:r.l.ward@lse.ac.uk)

## **Sustainability**

**Emmett, Jon** – Acting Head of Environmental Sustainability

Leads the sustainability team overseeing the implementation of strategy and delivery of services across campus and residences.

Contact details: 1KW, 3rd Floor, 020 7852 1135, [j.emmett@lse.ac.uk](mailto:j.emmett@lse.ac.uk)

## **Capital Development**

**Dunster, Phoebe** – Capital Development Team Secretary

Provides support to Director of Capital Development and all Capital Development Project Managers in respect of building works across the School.

Contact details: 1KW, 3rd Floor, 020 7106 1158, [p.i.dunster@lse.ac.uk](mailto:p.i.dunster@lse.ac.uk)

# Finance Division

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## 1. Heads of Department financial responsibilities

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Heads of Department are accountable for the use of the resources at their disposal to the Finance Committee and Council. During the year, the HoD should:

### In the beginning of the year

- Acknowledge budgets you are responsible for and review signers for each budget on file;
- Review carried forward budgets before committing any significant expenditures;

### During the year

- Have an overview of staffing budgets and Non-staffing budgets such as allocations for stationery and printing (set annually by the Academic Planning and Resources Committee (APRC) by formula);
- Be appraised of other Departmental activities (e.g. donations, outside funds, other sources of funding other than establishment) to ensure no overspend;
- Update budget signers when staff leaves, joins or assumes financial responsibilities;
- Involve Procurement for purchasing goods and services when the value is more than £8,000;
- Get in touch with Fees, Income, Credit Control and Cashiers when students approach Department with regards to difficulties paying their fees.

### Second half of the year

- Ensure all expenditures related to the current financial year are recorded against the budgets;
- Work with Financial Planning & Analysis Manager to set the budgets for the next year.

### Financial responsibility of departmental staff

The HoD may delegate day-to-day financial operations to departmental staff. They can be set up as budget signers to authorise invoices and reimbursement claims and procure goods and services. Staff with financial responsibility should:

- Monitor expenditure budgets and maintain records of outstanding purchase orders and known future items of unavoidable expenditure to ensure that the total budget for the year is not exceeded, and to notify the HoD and the Finance Director (via FP&A Manager) of both actual and potential negative and positive variances as soon as information becomes available;
- Monitor income budgets and notify the HoD and the Finance Director (via FP&A Manager) of both actual and potential negative and positive variances as soon as information becomes available;
- On request, provide information to the Finance Division on the most likely outturn for the year (on both income and expenditure budgets) to assist in the preparation of accurate financial forecasts;
- Report as soon as possible to the HoD and the Finance Division if it is foreseen that the budget for the year (either expenditure or income) will be subject to a variance of +/- £5,000;
- Ensure that purchasing and tendering procedures are carried out in accordance with the financial regulations (the Purchasing Section will assist in this area);
  - Work with the Procurement Section for any tender when purchasing goods or services

costing £8,000 or more. You will need to specify the requirements in the form of a tender specification and obtain at least three written quotes;

In all these matters if you require assistance please contact relevant Financial Planning & Analysis Managers (<https://www.lse.ac.uk/intranet/LSEServices/financeDivision/internal/staff/Budgets-and-financial-planning.aspx>). We suggest you schedule a one-to-one meeting with them where they can brief you on your department's budget, regular and ad-hoc reporting via "Statements 5" and your responsibilities as a budget controller.

## 2. Financial regulations and legislative framework:

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Financial Regulations sets out the framework for the financial operations. They were rewritten and were approved in June 2016. Heads of Department are advised to review the new Financial Regulations and their associated Financial Procedures which can be accessed at the following webpage: <http://www.lse.ac.uk/intranet/LSEServices/financeDivision/Financial%20Regulations.aspx>.

## 3. Key Contacts in Finance

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Position/area	Name	Extension
Finance Director	Mike Ferguson	7094
Head of Financial Planning & Analysis	Naomi Richardson	1284
Budgets/transaction queries	Laura Gilbert	5241
	Madhu Murali	6222
	Hennreitta Harsca	5218
	Ioannis Tsolkas	7880
Fees and student debts	Glenn Ruane	6480
Hiring fund check	Ioannis Tsolkas	7880
Paying invoices and reimbursement claims	Mike Black	5422
Tax matters including VAT and benefit in kind	Rudy Ghosh	6268
Insurance	Contact GLPD	
Travel facilities (foreign currency)	Sherry Vaid	6372
Access to financial system/reports	Keith Adams	6149
Procurement	Glen Humble	6480
Update budget signers	Teresa Kok-Shun	5312
Financial Regulations	Ashley Wang	5041

## 4. Financial training and additional information

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In addition to termly Finance Division briefings with Departmental Managers, the Finance Division runs various courses including Finance Awareness and How to use Statements 5. If you are interested in going to any of the training courses, please contact **Ashley Wang**, Financial Controller.

# Human Resources

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## Welcome to your new role as Head of Department

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Welcome to your new role as Head of Department.

The HR team is here to support and guide you on all aspects of your role which involve staff. The induction session will give you a basic insight into some of the relevant policies and procedures and you will meet members of HR who are there to support you throughout the year. We also recommend you familiarise yourself with the material held on the HR section of the School's intranet. In particular we refer you to the LSE People Management Toolkit – an online tool developed to give Heads of Department reference material and guidance on key people management matters, which can be accessed 24/7 as and when you are dealing with people issues.

The HR team is led by me with **Lisa Morrow**, Senior HR Partner, **Chris Watt**, Head of Organisational Development, **Louise Handley** leading on Policy matters (including employee relations, union activities and employee engagement) and **Neelam Talewar** leading on Transformation, (including development of systems) and recruitment

Each of you has an HR Partner who will work closely with you, the academic managers and your management team to provide advice and guidance on addressing the people challenges you face. They will identify and advise on all staffing matters, including workforce planning, career development and people management. Any HR issue can be discussed in absolute confidence with your HR Partner and they will support you in exploring and selecting the most appropriate course of action. Your Partner, with the support of others in HR, will also provide you with management information for your Department to assist with your planning, and update you on any relevant changes to employment law and HR processes/procedures. The HR Partners work closely with the Departmental Advisory Team within HR, who are available to help you in dealing with day-to-day operational demands.

Training and Development support is also available to you through the Organisational and Learning (OL) Team. They work with the Teaching and Learning Centre (who are responsible specifically for academic development) to provide events relevant to all staff across the School on a wide range of areas including leadership and management. These can be tailored for you, your team or Department, or for a small group of staff such as those involved in managing professional services staff.

HR produces policies of a wide variety of matters relating to staff and their employment. These can be accessed on the website via:

<http://www.lse.ac.uk/intranet/staff/humanResources/aToZOfDocumentsAndInformation.aspx>

The HR priorities paper, which sets out an on a rolling basis the following three years' priority, can be accessed at:

<http://www.lse.ac.uk/intranet/staff/humanResources/HR%20Priorities/HR-Strategy.aspx>

I trust you will find the information on the Induction Day and in this document helpful, and please feedback to us on any additional areas that would also be of interest to you. We can in such a short time only give you a summary introduction, but please refer to the links below, and do not hesitate to contact individual staff within HR for further help as staff challenges arise in your role.

I wish you every success and satisfaction in your role as Head of Department.

Thank you

**Indi Seehra**

Director of Human Resources

## HR support

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As Head of Department, you will be involved in all aspects of staff employment at the School. As well as the academic staff within your area, working closely with your Departmental Manager, you will also oversee professional services staff. References are therefore made to both below.

The most straightforward way to access on the internet relevant staff in HR Division is chronologically, from the start of an individual's employment contract through to its end. Of course not all staff will require all steps, nor necessarily in the same order, but this will flag to you the information and the relevant individuals who can help.

Please visit the **HR Who's Who** and/or Key contacts to help you in identifying the right person to answer your queries:

<http://www.lse.ac.uk/intranet/staff/humanResources/Whos%20Who/home.aspx>

The **LSE People Management Toolkit** can be accessed at:

<http://www.lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Online-learning-and-development/Online-learning-and-development.aspx>

The People Management Toolkit is designed to support managers and leaders in their day-to-day role. It is packed with useful information, practical resources, hints and tips, and it provides you with both the theoretical knowledge and practical tools necessary to address leadership and management challenges as well as supporting strategic planning activities

## School Committees

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The HR Division is responsible for a number of Committees within the School:

### Appointments Committee

It is the body responsible for advising the Director on policy issues in respect of the Promotion and Review and recruitment for Academic Staff; and to consider and approve revisions to policy and procedures in these areas.

The Appointments Committee has 2 sub-committees:

- **Promotions Committee** (Secretary: Nicola Littlewood, HR Manager, Promotions and Review)
- **Research Staff Committee** (Secretary: Meeta Bhatt, HR Adviser).

(Secretary for the Appointments Committee: **Nicola Littlewood**, HR Manager, Promotions and Review).

### Remuneration Committee

It is the body that reviews and monitors School strategy and policies on pay and remuneration.

(Secretary: **Indi Seehra**, Director of HR or **Seema Haria**, HR Manager, Review, Reward and Promotions Team ).

The Remuneration Committee has three subcommittees:

- Academic Staff Reward Committee (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)
- Sub Committee(ASRC) Excellence in Education (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)
- Professional Services Staff Contribution (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)
- Office Holders Group (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)

For any further information on any of the above mentioned committees please contact **Indi Sehra**, Director of HR (ext: 3659)).

**Joint Negotiating and Consultative Committee of the LSE and the Local Association of the UCU** (JNCC) (Secretary: **Louise Handley**, Head of Employment Relations)

**Joint Negotiation, Information and Consultation Committee of the LSE and the trade union, UCU, UNISON and Unite** (JNICC) (Secretary: **Louise Handley**, Head of Employment Relations).

**Human Resources Advisory Group** (Secretary – **Neelam Talewar**, Head of HR Transformation)

## Recruiting staff

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Your HR Adviser (as found in the Who's Who link above) may be contacted with specific enquiries in relation to recruiting staff of all staff groups.

This is one of the most significant HR support activities and further information can be found at: <http://www2.lse.ac.uk/intranet/staff/humanResources/joiningLSE/recruitingContracting/home.aspx>

Recruitment decisions are key to the sustained reputation and future of the School, and guidance from HR will ensure you make them according to best practice, in an open, transparent and therefore fair way. The implications and costs to the School of poor recruitment decisions are high and long-lived, so whilst this is a time consuming activity, it repays that investment in volumes.

Please see the HR Website for the Recruitment and Selection Guidance on the Appointment of Academic and Research staff:

<http://www.lse.ac.uk/intranet/staff/humanResources/pdf/Recruitment-and-Selection-Guidance-2015.pdf>

If you require details of the training available on recruitment processes and techniques and how to get the best out of them please visit:

<https://apps.lse.ac.uk/training-system/userBooking/course/160593>

## Immigration Compliance and Recruitment

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As an employer, LSE has a duty to prevent illegal working. The LSE has a statutory duty to check that all new employees, or employees who are returning to the School after a break in service, have the right to work in the UK **before they start their employment**. If an employee is unable to provide evidence of their right to work in the UK, their start date will be deferred and their salary payments will commence from the revised start date.

If LSE fails to carry out these checks correctly, or at all, and we are found employing someone illegally, the UKVI will take tough action. LSE could face a number of sanctions including a financial penalty of up to £20,000 for each illegal worker, imprisonment and/or an unlimited fine.

In addition the sponsorship license for staff could be revoked. This means that LSE will no longer be able to sponsor any new staff on Tier 2 and Tier 5 and all existing staff on Tier 2 or Tier 5 would need to leave our employment with immediate effect. In addition, the School's Tier 4 license for students would be affected, which would affect our ability to sponsor overseas students.

Further information about the types of visas that are available can be found on our website: <https://info.lse.ac.uk/Staff/Divisions/Human-Resources/Immigration>

If you have any queries about right to work, please contact your HR Adviser or HR Partner in the first instance.

## Academic leave

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Please contact your HR Adviser for any type of academic staff leave, including sabbatical leave issues. For further information please see:

<http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/leave/academicStaffLeave/Home.aspx>

## Information and Systems

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The HR Information and Systems Team can advise you on data or reporting requirements regarding your Department or the School. The team produces a variety of reports focusing on absence, turnover, staffing levels and other information tailored to specific internal committees as well as providing data for external organisations such as HESA.

Working closely with your Departmental Manager and HR Partner, you may wish to explore the standard reports that are available to you, and discuss any specific information you would like to see, either ad hoc or on a regular basis.

Further information can be found on the HR Information and Systems page or please contact [HR.Systems@lse.ac.uk](mailto:HR.Systems@lse.ac.uk) or your HR Partner if you wish to explore this topic.

## Academic Review and Promotion

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The annual Academic Review and Promotions Guidelines (separate Guidelines for Lecturers and NAC staff) are delivered to Departments at the start of every Academic year. These cover the current School procedures for academic promotion and review in detail, and this area will also be covered in the HoD induction session. Full information can also be accessed at:

[http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/promotionAndReview/PromRev\\_Home.aspx](http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/promotionAndReview/PromRev_Home.aspx)

Please contact **Nicola Littlewood**, HR Manager, Review and Promotion on ext: 3734 or at [hr.reviewandpromotion@lse.ac.uk](mailto:hr.reviewandpromotion@lse.ac.uk) for any queries on Academic Review and Promotions.

## Academic Career Development Review (ACDR)

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The Academic Career Development Review (ACDR) has been designed to reflect the School's commitment to ensuring that staff receive the best possible advice in relation to their career and professional development, noting that the knowledge, skills and experience required to move successfully to the next career stage may not be the same as those required to achieve the current position. More information about the Academic Career Development Review can be found at:

<http://www2.lse.ac.uk/intranet/staff/humanResources/changingCircumstancesMovingOn/careerDevelopment/home.aspx>

Please contact **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961) for further information on the Academic Career Development Review process.

## Annual Performance Reviews

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The Annual Performance Reviews (APR) are for Associate Professors and Professors only: that is, senior faculty members who are post-Major Review. All Assistant Professors, Lecturers and Readers do not need to complete the Annual Performance Review, however Heads of Department may choose to opt in their Assistant Professors to complete the APR process. The APR covers three main categories: Research (over a three-year rolling cycle); Teaching/Education; and Service/Citizenship.

As part of this process, Associate Professors and Professors, submit a CV and a Faculty Information Form (FIF) for review. Staff, are expected to complete the APR process if they are, or have been, on secondment, sabbatical leave or research leave during the period of review. FIFs will be evaluated by the Head of Department alone or by a Department Evaluation Committee (usually a small group of Departmental staff, which may include the Head of Department and/or Deputy Heads).

While the primary purpose of the FIF is review, it should be noted that no senior faculty member can be put forward to the Academic Staff Reward Committee for contribution pay who has not filled in a FIF and sent an up to date CV.

More information about the APR process can be found here:

<http://www.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/Annual-Faculty-Performance-Review.aspx>

Please contact **Seema Haria**, HR Manager, Reward and Contribution (ext:2961) for information on the Annual Performance Reviews.

## Contribution pay

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The School is committed to recognising and rewarding the exceptional contribution and outstanding performance of individual members of staff and has systems in place to ensure this happens in a fair, consistent and timely way.

As Head of Department, you will be asked to make and support cases for additional increments or non-recurrent payments to recognise exceptional performance amongst staff in your Department.

Further information about contribution pay can be found here:

<http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/home.aspx>

If you have any queries on contribution pay, please contact: **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961)

The School's salary scales for all staff are available at:

<http://www.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/salaryInformation/lseSalaries/salaryInformation.aspx>

## Retention issues

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The School may consider retention cases as a result of an offer from a comparator academic institution.

Please contact **Neelam Talewar**, Head of Operations (ext: 1311).

## Research staff

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The School has gained European recognition for its work on supporting Research staff, and ensuring they have access and information on standard School procedures. The Research Staff Committee is responsible for implementing the School's strategy for managing and supporting researchers. There is comprehensive information on the website on all matters regarding research staff. Please see:

[http://www.lse.ac.uk/intranet/staff/humanResources/joiningLSE/newArrivals/infoForRS/RSI\\_HomeResearchStaffInformation.aspx](http://www.lse.ac.uk/intranet/staff/humanResources/joiningLSE/newArrivals/infoForRS/RSI_HomeResearchStaffInformation.aspx)

Please contact: **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961).

## Replacement teaching issues

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The purpose of replacement teaching is to provide compensation to Departments in the following circumstances:

- Academic Office Holders
- Staff with UCU responsibilities
- Academic Staff on sabbatical leave (in exceptional circumstances)
- Commutation of Heads of Department sabbatical leave entitlement into cash payment.

For queries about replacement teaching in relation to Academic Office Holders please contact **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961).

For further information on replacement teaching issues please see:

<https://www2.lse.ac.uk/intranet/staff/humanResources/joiningLSE/recruitingContracting/internal/essentialInformation/replacementTeachingBudget/Home.aspx>

For any issues in relation to your Head of Department role or Deputy Heads of Departments please contact **Indi Sehra**, Director of HR or **Neelam Talewar**, Head of Operations (ext: 1311)

## Additional work outside normal contract

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Academic staff may be permitted to work outside their contract. This will usually require the permission of the School before undertaking work outside their contract. Payment for work outside normal contract may also be permitted, but will require the approval from the School.

Further information can be found in the Terms and Conditions of Employment for Academic Staff (2014) and in the School's Financial Regulations.

Additional payments to Professional services staff will be paid in line with the School's overtime and additional hours policy.

For queries about additional work outside of normal contract, please contact your HR Partner.

## Development and training

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The Organisational Learning (OL) team in conjunction with your HR Partner will be able to advise you on individual and group development in addition to that offered by the Teaching and Learning Centre.

Whilst the Teaching and Learning Centre traditionally offers a primary link to the development needs of academic staff, the Organisational Learning team also delivers a wide range of provision (primarily for professional services staff however open to all staff ) encompassing coaching, courses, briefings and practical skills sessions. The coverage extends from work on leadership and management, with a focus on the people-related aspects of the role, through business skills to more broadly defined personal development and wellbeing events.

Alongside this, the Organisational Learning team can provide bespoke activity addressing specific issues and working in partnership with local teams to ensure maximum relevance and 'fit'.

The team also runs the monthly Flying Start Induction Programme for professional services staff.

Full details of the learning and development provision are available on the OLL website at:

<http://www.lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Home.aspx>

Details of the core learning and development programme can be accessed at:

<https://apps.lse.ac.uk/training-system/>

## **Concerns regarding sickness absence (including disability), capability (performance), flexible working requests, grievances and disciplinary matters**

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Your HR Partner will be able to advise you on matters relating to these and other individual staff concerns. HR Partners are able to have confidential informal discussions with you as HOD. You are advised to speak to them about such matters at the earliest possible stage.

Some of these issues will be covered by the Academic Annex, employment law and statutory codes. Your HR Partner will be able to provide you with specific advice on managing individual cases as they arise in line with the relevant requirements.

Also, there may be circumstances where mediation may be appropriate. HR Partners will provide more information. There are short video clips on the HR Website to show:

- The benefits of mediation
- An introduction to mediation
- Process and feedback.

## **Maternity, paternity, parental, shared parental and adoption leave**

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Your HR Adviser (as found in the Who's Who link above) should be contacted with any enquiries in relation to Maternity, Paternity, Parental, Shared Parental or Adoption pay and leave for all staff groups.

Details of the School's Family Friendly benefits can be found here:

<http://www.lse.ac.uk/intranet/staff/humanResources/changingCircumstancesMovingOn/familyFriendlyBenefits/home.aspx>

## **Trade Union relations**

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The School recognises three trade unions: UCU, UNISON and Unite. It is inevitable that from time to time HR matters will arise where trade union involvement is a necessary request in accordance with the School policies. The HR Partner should be your primary source of advice and support in liaising with trade unions.

## **End of contracts and retirement**

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Staff leave the School for many reasons and in a number of ways and have different support requirements as a result.

It is particularly important that we appropriately support those on Fixed Term Contracts and staff on open-ended contracts subject to continued availability of funding. For further information please visit:

<https://www2.lse.ac.uk/intranet/LSEServices/divisionsAndDepartments/humanResources/internal/managingStaffOnFixedTermContracts.aspx>

For open ended contracts subject to continued availability of funding:

<https://www2.lse.ac.uk/intranet/staff/humanResources/internal/managingStaffOnOpenEndedContractsSubjectToContinuedAvailabilityOfSpecificFunding.aspx>

## Pensions and Tax Relief

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Staff in salary bands 1-5 will normally be eligible to join SAUL, a Defined Benefit pension scheme.

Staff in salary bands 6 and above will normally be eligible to join USS, a Defined Benefit pension scheme for earnings up to a salary threshold (£55,000 from 1 April 2017) with a Defined Contribution section for contributions on earnings above the salary threshold.

More information on pensions, including a valuable summary of benefits of working at the School can be accessed at:

<http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/staffBenefitsAndPay/staffBenefitsAndPay.aspx>

The Government has set limits to tax relief and tax-free benefits that pension scheme members are entitled to receive. These include the Lifetime Allowance and the Annual Allowance. The Lifetime Allowance is the total value of pension benefits that can be built up over a lifetime without incurring a tax charge (payable at the point of benefit settlement). The Annual Allowance is the total value of pension (and lump sum) growth in a Defined Benefit scheme plus the annual contributions paid to a Defined Contribution scheme possible before an annual tax charge is incurred.

Increases in pensionable salary can have implications for both Annual Allowance and Lifetime Allowance. Anyone with taxable earnings (from all sources) of over £110,000 (2017/2018) in any tax year will need to carefully assess their personal Annual Allowance limit at the start of that tax year. Anyone with large pension pots should find out the combined value of their pensions for Lifetime Allowance purposes and assess whether they have scope to build up tax-efficient pension benefits. Pensions tax is a complex (and regularly changing) area, it is likely that Independent Financial Advice will be required on an annual basis for high earners.

For further information on pensions, please email [HR.Pensions@LSE.ac.uk](mailto:HR.Pensions@LSE.ac.uk) or refer to the Human Resources, SAUL ([www.saul.org.uk](http://www.saul.org.uk)) and USS ([www.uss.co.uk](http://www.uss.co.uk)) websites.

## Legal and Compliance Matters

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The School's governing body, Council, is ultimately responsible for legal and compliance matters at LSE. However, it is impractical for it to perform this role on a day-to-day basis, so it delegates managerial (not legal) responsibility to various committees or senior members of staff in the School. The different types of responsibility are set out in the School's Scheme of Delegation, which is managed by my office. An entry in this Scheme also refers to another document called the Scheme for Delegated Legal Authority, which sets out Council's wish that only the LSE Director or School Secretary can sign legal documents on behalf of the School.

The Governance, Legal and Policy Division (GLPD), managed by the Director for Government Relations, **Robin Hoggard**, acts as the focal point for legal and compliance issues, particularly those which relate to governance, student matters (e.g. complaints and disciplinary matters), contracts, ethics, health and safety, business continuity, data protection and freedom of information. This is not to say that other service divisions are without legal responsibility. For example, Estates Division is best placed to deal with property law, Human Resources Division (usually through your department's HR Partner) for employment matters and Finance Division for the School's Financial Regulations. Another notable point of contact for legal matters is the Head of our Legal Team, **Kevin Haynes**. His team includes a Legal Officer, Ethics Manager, and Records and Information Manager, who deals with data protection and freedom of information matters. However, while I encourage you to make use of these avenues of advice, you should note that managerial responsibility for legal and compliance matters in your Department rests with you, as its most senior member of staff.

A question that often arises is whether we, or indeed a Court, would consider an academic department or a member of staff to be liable for an act or dispute. The general rule of thumb in both instances is that there is no liability, provided correct procedure has been followed, or employment duties properly performed. We would normally expect an academic department to cover, or at least contribute to, the payment of any costs, compensation or settlement funds which arise from its actions, policies or practices. Action will not be taken against a member of staff, provided s/he has acted within the terms of her/his employment contract.

We do set aside money for our legal costs each year, but this fund, which is used by our non-revenue raising departments, is unable to carry the burden of student disputes or litigation cases. We do have liability insurance, but it excludes legal fees and requires us to pay a £50,000 excess charge before we can recover funds. My advice is to be vigilant in this area and to be quick to seek advice from individuals such as **Martin Johnson** in the Student Services Centre (for academic appeals and misconduct cases), **Marcus Cerny** in the PhD Academy (for research matters) or **Kevin Haynes** or **Caroline Hong** in the Legal Team (for complaints, disciplinary and other legal matters). In a similar vein, you should contact your HR Partner for advice on staff matters.

On the topic of insurance, I should mention that overseas travel, such as fieldwork and student projects, can affect the level of cover given to a student or member of staff. It is therefore advisable to contact **Mel Boucher** in the School's Health and Safety Team (for overseas risk assessments) if any members of your department – staff or students – are travelling overseas. You are responsible for approving the overseas risk assessments in your department.

Finally, you should be aware that we use a preferred firm of suppliers for legal advice – Pinsent Masons LLP. You can contact the firm through **Kevin Haynes**, **Robin Hoggard** or me, although I have explained above that as one of our revenue-raising areas, your department will need to pay for any advice. You should also note that we will not normally get involved in matters which we deem to be a personal dispute, such as an intellectual property issue between a member of staff and her/his publisher, unless we ('the School') are in some way involved in the contractual relationship.

**Andrew Webb**  
School Secretary

# Business Continuity and Emergency Planning

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The objective of business continuity planning is to enable the School to manage the impact of unexpected incidents on its most important activities so that they are not disrupted to the point that the viability and reputation of the institution are damaged.

The capacity of an organisation to recover from disruption back to normal working can significantly affect its longer term competitiveness. These disruptions can occur at a departmental or School level, and it is the Department's responsibility to ensure that it has a business continuity plan as a minimum to deal with the localized effects of a disruption.

The School's response to any major incident (defined as an event which involves the widespread loss of buildings, infrastructure and facilities or people) is set out in the **Major Incident Initial Response Procedure (MIIRP)**. Your department should have at least two hard copies, but it can also be found on the School's Business Continuity webpage and at <https://info.lse.ac.uk/Staff/Divisions/Governance-Legal-and-Policy/Assets/Documents/Business-Continuity/MIIRP-July-2015.pdf>

The actions all staff are required to take during a major incident are set out in the pocket-sized leaflet, "*What to do in an emergency incident*". All staff should have a copy. It is also on the Business Continuity webpage. After the initial response to an incident has been completed, the business recovery stage begins using the Major Incident Business Recovery Plan. As part of this, the Business Continuity Manager has been working with departmental business continuity representatives to develop simple non-bureaucratic business recovery plans for academic units that will guide them in the steps they will need to take in this situation to maintain key operations such as teaching, examinations and induction in partnership with the School. These can be used to deal with localised incidents where the MIIRP has not been invoked; or to provide the necessary local operational response in line with advice issued by the School when the MIIRP has been invoked. It is the responsibility of the Department to ensure that it has a business continuity plan, and the School expects every department to have its own plan as a minimum.

The School also has plans to respond to specific potential high-impact risks to normal working such as a Terrorist Attack, a flu pandemic or the effects of major public events (such as the 2012 London Olympics on the School's operations). However, most interruptions to normal working arise from more mundane causes such as severe weather, utility failure, public transport difficulties and the impact of more routine national, regional or local public events held in Central London. The School continually seeks to develop its capability to contain the impact of such incidents and to enable normal working to be maintained.

Where possible, the School also takes steps to prevent avoidable disruptions to normal working by identifying and addressing areas of particular vulnerability in its infrastructure and working practices, known as single points of failure. There is also a great deal that can be done at departmental level, through the secure handling of information and data, maintaining vigilance over the security of accommodation and equipment; good health and safety practices and dealing promptly and effectively with people issues, such as appointing deputies, sharing specialist knowledge, and dealing promptly with performance issues.

I am always pleased to receive and respond to queries from Departmental Managers and Heads of Department on business continuity. The Director of Business Continuity can be contacted on extension 7061 or by email: [r.hoggard@lse.ac.uk](mailto:r.hoggard@lse.ac.uk). You can contact the Business Continuity Manager, **Veronique Mizgailo**, on extension 5415 or by email: [v.mizgailo@lse.ac.uk](mailto:v.mizgailo@lse.ac.uk).

Information about business continuity in general and updates on "live" continuity issues may be found on the LSE intranet on the business continuity webpage <http://www.lse.ac.uk/intranet/news/businessContinuity/home.aspx> and on the IT Services Service Status page <http://itservices.lse.ac.uk/itservices.asp>.

## Steps Academic Departments will be asked to take in a major incident

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1. This note summarises the responsibilities of the School and academic departments in the event of a major incident which impacts on teaching, examinations and student induction. Copies of the Major Incident Initial Response Plan (MIIRP) have been distributed to every academic department. It is also available on the Business Continuity webpage or from the Business Continuity Manager.
2. The School's response to such an incident will be directed by the Gold and Silver teams (the School's emergency response teams), made up of the School's senior management. They will work as required with the emergency services, and direct implementation by service units, but there will be a minimum of actions the School will ask academic departments to take in conjunction with their local business recovery plans.
3. The actions staff should follow in the immediate aftermath of an emergency incident are summarised in a z fold leaflet "*What to do in an Emergency Incident*" which is issued to all staff and with which all colleagues are asked to make themselves familiar. Staff should also monitor LSE's website and social media channels for regular updates during major incidents.
4. Most service units have compiled plans for the selective recovery of the most important functions which they have responsibility for, based on the scenario of a major incident requiring the evacuation of the accommodation they normally occupy for up to two weeks. Academic departments may wish to use this note to provide a checklist of actions they will be asked to take to help recover teaching, examinations and student induction. The actions identified have been discussed with representatives of the departmental managers and endorsed by the Business Continuity Steering Group.
5. **The general role of academic departments in a major incident is:**
  - to re-enforce and support messages from the School's Gold and Silver teams to its staff and students;
  - to take steps to recover suspended critical activities within the department, and if necessary using resources and guidance provided by the School's Gold and Silver teams;
  - to raise any queries and requests for additional resources to resume suspended activities with the School's Gold and Silver teams;
  - to offer academic support and advice to students registered in the department.
6. **When an incident occurs, the School will ask academic departments:**
  - to help ensure that staff and students required to leave evacuated premises transfer to emergency holding locations as directed by the School and help account for them;
  - to transfer professional services staff from emergency holding locations to temporary replacement office accommodation according to the School's guidance;
  - to convey to staff and students the implications for the department of the decisions of the Gold and Silver teams regarding the suspension and resumption of activities;
  - to offer advice on academic matters to students seeking guidance while normal activities are suspended;
  - to raise any issues for the department with the Silver teams, including any needs for additional resources;
  - to contact the Timetables Office to discuss the rearrangement of cancelled teaching.
7. **Academic departments may wish to prepare for these actions by:**
  - appointing a business continuity representative for the Department and ensuring a minimum level of business continuity planning is undertaken. The Business Continuity Manager will work with the Department in this respect;
  - agreeing who will take overall responsibility for the department's actions during a major incident and informing the Business Continuity Manager;
  - considering appointing a small departmental business recovery team to support and advise the person with overall responsibility for the department's actions during a major incident. Such a team might include the Head of Department, Departmental Manager, Departmental Tutor and other colleagues key to the department's critical operational activities;

- nominating two members of the department to liaise with the School's Silver team, letting the Business Continuity Manager know who they are and their contact details;
- maintaining up-to-date lists of contact details of staff in the department which can be used in an emergency to establish their safety.

**8. Teaching. Should a major incident disrupt scheduled teaching:**

**(a) the School's Silver team will:**

- advise on whether all scheduled conventional teaching for undergraduates and taught postgraduates should be suspended for a period;
- publicise the decision to suspend teaching through a range of internal media (eg website, e-mail, text messages, plasma screens, manual notices).

**(b) academic departments will be asked:**

- to help disseminate information about the suspension of teaching to their staff and students;
- to draw students' attention to the continued availability of virtual learning resources through Moodle and other facilities they may have available;
- to take such steps they consider appropriate to advise and assist students to optimise their use of alternative or Moodle-based facilities while conventional teaching is suspended.

**9. Examinations.**

**If a major incident occurs during:**

**Academic departments will be asked to:**

arrange the transmission of approved examination question papers for component courses run by the department to the Examinations Office;

ensure that approved hard copy examination papers held in the departmental office prior to despatch to the Examinations Office are stored in secure and ideally fire-proof storage in the department, or elsewhere, and that papers held in electronic format are backed up on memory sticks stored by the DM outside the office;

arrange the transmission of completed examination scripts from the departmental office to examiners for marking;

ensure completed examination scripts are stored in secure and ideally fire-proof storage within or outside the department pending transmission to the examiners;

arrange the storage of returned marked examination scripts in the departmental office during the completion of mark frames for each component paper and the transmission of mark frames to the Examinations Office;

ensure that returned marked examination scripts are stored in secure and ideally fireproof storage within or outside the department pending transmission to the Examinations Office. to save completed mark frames electronically with back-ups kept on memory sticks outside the office prior to transmission to the Examinations Office;

arrange the holding of Examination sub-board meetings and the transmission of degree classifications to the Examinations Office;

await guidance from the Examinations Office on arrangements for rescheduling sub board meetings cancelled as a result of the incident.

**10. Student Induction. Should an incident disrupt student induction:**

- (a) The School's Silver Team will advise Departments whether induction should be deferred altogether until further notice or may be continued by departments by alternative means during an interruption to normal activities.
- (b) If the advice from the Silver Team is that induction may be continued by alternative means, academic departments may wish to consider some or all of the following options:
- giving essential advice and guidance via email or Moodle instead of induction meetings;
  - establishing a help-point in a location to be agreed with the Emergency Management Team;
  - arranging social functions in off-campus venues.

**Robin Hoggard**

# Copyright information

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## Copyright information

It is important that staff take steps not to infringe the copyright of others when making material available either to students, others in their department or to the public. The Copyright, Designs and Patents Act (CDPA) 1988 is in force in the UK and should be considered when copying (photocopying or scanning) any work for which you or LSE are not the copyright owner.

A short guide to copyright for staff is available online and staff should be directed to this guide if they have any queries:

<http://lti.lse.ac.uk/copyright/index.php>

## Introduction to copyright

Copyright exists in a wide range of literary and artistic works and applies equally to material on the Internet as it does to published books and journals. The copyright symbol © is often used to identify a copyright owner but the absence of this symbol does not mean a work has no copyright. Copyright in literary works usually lasts for 70 years after the death of an author; however different rules apply for other types of media. Photocopying for private, non-commercial research and study is usually covered by a provision in the law called 'Fair Dealing', which allows a single copy of a small amount of a work (typically not more than 10%) to be copied. You can also copy small amounts of copyright material for the purposes of 'Illustration for Instruction' under Section 32 of the CPDA; however, multiple copying (for example of core readings) for teaching is not covered by this provision (see below).

## Photocopying for class use

Multiple copying for educational use – for example, producing photocopies of a single journal article for a class, or producing a paper course pack – can be undertaken under the School's Copyright Licensing Agency (CLA) Higher Education Licence. This licence covers most UK publishers and some overseas publishers; however further advice about what is covered by this licence can be sought from [Library.Teaching.Support@lse.ac.uk](mailto:Library.Teaching.Support@lse.ac.uk). See

<http://www.lse.ac.uk/intranet/LSEServices/legalAndCompliance/copyright/Home.aspx> for further details. Full details about the CLA Licence are available in the CLA Licence User Guidelines from their website: <https://he.cla.co.uk/>.

## Scanning material for use in online courses (Moodle)

Staff within departments should not scan any copyright material for distribution via the School's virtual learning environment – Moodle – or any other online network. A Scanned Readings service is available from the Library and further details about this service are available from: <http://www.lse.ac.uk/library/usingTheLibrary/academicSupport/digitisedReadings.aspx>. If you have any queries about this service please contact [epacks@lse.ac.uk](mailto:epacks@lse.ac.uk).

## Using electronic journals / downloading from the web

Any material downloaded from an electronic journal or from a website is usually subject to a licence which means it can usually only be used for private research and study. If you wish to make any library materials available to students in electronic format you should contact your Academic Support Librarian <http://www.lse.ac.uk/library/usingTheLibrary/academicSupport/digitisedReadings.aspx> or Learning Technology and Innovation ([lti.support@lse.ac.uk](mailto:lti.support@lse.ac.uk)) for further advice.

Information about finding and using copyright-free images and multimedia resources suitable for teaching is also available from Learning Technology and Innovation <http://lti.lse.ac.uk/copyright/copyright-images-multimedia.php>

### Lecture capture service

Staff using the lecture capture service should take care to ensure that substantial amounts of copyright material (such as videos or DVDs) that they show in class are excluded from the recording unless they have written permission from the copyright holder. Learning Technology and Innovation can advise you and further information is available at <http://lti.lse.ac.uk/copyright/copyright-and-recorded-lectures.php>

### Copyright advice and training

Copyright training courses are available for all staff and research students advertised on the LSE Training and Development System <https://apps.lse.ac.uk/training-system/>. However, copyright queries related to teaching and learning can be directed to **Peter Bryant** [lti.support@lse.ac.uk](mailto:lti.support@lse.ac.uk)

## Data Protection

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The Data Protection Act 1998 sets out in eight principles how data relating to living individuals should be processed. It also requires us to notify the Information Commissioner about the types of personal information being processed at the School and why we are processing it. This will be replaced by the General Data Protection Regulation, which creates new rights such as data portability and the right to be forgotten. We will need to respond to requests for personal data within one month and there will no longer be an exemption for examination scripts, so these will have to be provided on request.

Researchers collecting or using personal data will need to make clear to research participants why they are collecting the data and what it will be used for. This includes placing an anonymised dataset in a repository at the end of the research project. Researchers requiring a letter from the School's Data Protection Officer (DPO) to support funding or data access should provide their research proposal and ethics review form to the DPO in a timely fashion. We have also found that some data providers are requiring privacy impact assessments before providing the data and this can be found on the website here: [www.lse.ac.uk/intranet/LSEServices/IMT/about/policies/documents/Privacy-Impact-Assessment-template-v2.docx](http://www.lse.ac.uk/intranet/LSEServices/IMT/about/policies/documents/Privacy-Impact-Assessment-template-v2.docx). Researchers should contact the DPO or Information Security team if they need help filling out the privacy impact assessment template.

Heads of Department have no specific Data Protection Act responsibilities. However, all staff need to comply with the eight principles of data holding outlined in the Act and to raise with the Data Protection Officers any issues relating to notification of data on which they are uncertain.

For general information on Data Protection see the LSE website at

<http://www.lse.ac.uk/collections/dataProtection/>

The School's Data Protection policy is available at

<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProPol.pdf>

The Data Protection Officer is **Rachael Maguire**, ext. 4622, email: [r.e.maguire@lse.ac.uk](mailto:r.e.maguire@lse.ac.uk) or email [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk)

#### Note:

*The nature of academic work means that often information will be held by staff which belongs to another organisation. Any information which is said to belong to a public authority in these circumstances will be subject to the provisions of the Act. Legal advice obtained by the School has argued that the issue of whether information is "held" regards interest, creation and control. Mere "possession" of information by the public authority, in the sense that it is stored on a public authority server as part of a faculty member e-mail account, does not amount to "holding" of it under the terms of the Act. It must be created or collected by the faculty member in the course of his or her duties as a member of staff of the public authority.*

# Equity, Diversity and Inclusion at LSE

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**LSE is committed to building a diverse, equitable and truly inclusive university.**

With students and staff from over 140 countries around the world, diversity is integral to LSE. The School's dynamic mix of people and ideas underpins our global reputation for excellence in the social sciences, and makes studying and working at LSE a unique and enriching experience.

In support of the ongoing success of LSE students, staff and the wider School community, LSE is committed and accountable for advancing equity, diversity and inclusion in all its forms. LSE believes that diversity is critical to maintaining excellence in all of our endeavours.

The School's commitment to equity, diversity and inclusion is one of its six strategic priorities, as highlighted in the **LSE Strategy 2020**, and 'equality of respect and opportunity' is one of the core principles set out in the School's **Ethics Code**. The **EDI Office** acts to promote and further LSE's commitment to equity, diversity and inclusion for all members of the School community.

## The Legal Context

As detailed on the Equality and Human Rights Commission's website<sup>2</sup>, the Equality Act 2010 imposes a general equality duty on all public bodies to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The pursuit of the second of these involve, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

These public sector equality duties cover nine protected characteristics – race, sex, disability, age, religion and belief, sexual orientation, gender identity<sup>3</sup> and pregnancy and maternity and marriage and civil partnership.

The Equality Act 2010 states that meeting different needs includes (among other things) taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It explains that compliance with the general equality duty may involve treating some people more favourably than others.

The School's Equity Diversity and Inclusion website ([www.lse.ac.uk/equityDiversityInclusion](http://www.lse.ac.uk/equityDiversityInclusion)) highlights the key priorities the School aims to meet to enable it to fulfill our public sector equality duties.

As a Head of Department, you are required to not only oversee your department's commitment to the principles of the legislation but, moving beyond compliance, to proactively to consider and promote equity, diversity and inclusion in your department's core business and day-to-day practices.

The EDI Advisers' Network is a key part of making the School's commitment to EDI practicable. EDI advisers play a leading role in encouraging departments and service units to plan, take action and monitor the development of inclusive, welcoming and equitable study and work environments.

The appointment of advisers and committees around the School provides departments and service units with the autonomy to focus on what they perceive to be the most pressing matters in relation to EDI. As part of a wider network, advisers and committees are free to collaborate with colleagues in other parts of the School who may face similar issues and to share good practice and effective actions.

The School is committed to embedding and mainstreaming equity, diversity and inclusion. We seek to enable all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity.

For further advice or information please contact LSE's Equity, Diversity and Inclusion office: <http://www.lse.ac.uk/equityDiversityInclusion>; Tel 020 7106 7096; [EDI@lse.ac.uk](mailto:EDI@lse.ac.uk)

<sup>1</sup> [https://lasedesignunit.com/LSE\\_Strategy2020/](https://lasedesignunit.com/LSE_Strategy2020/)

<sup>2</sup> <https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance>

<sup>3</sup> Referred to as 'gender reassignment' in the 2010 Equality Act

## Bullying and Harassment

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The School is committed to a working and learning environment where people can achieve their full potential free of bullying and harassment.

It should be noted that a member of the LSE community is personally liable for their actions, which in some instances could lead to criminal or civil action in the Courts under the Protection from Harassment Act 1997, Equality Act 2010 or other relevant legislation, such as the Crime and Disorder Act 1998.

You can find the School's Anti-Bullying and Anti-Harassment Policy on the 'Policies and Procedures' webpage at: [www.lse.ac.uk/resources/schoolRegulations/harassmentPolicy.htm](http://www.lse.ac.uk/resources/schoolRegulations/harassmentPolicy.htm). It sets out the School's definition of:

- Harassment, which is "unwanted conduct that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment." A person is also guilty of harassment if they treat a person less favourably because that person has rejected or submitted to unwanted conduct of a sexual nature or that is related to gender identity or sex, and which has had the purpose or effect described in this section; and
- Bullying, which is "offensive, intimidating, malicious or insulting behaviour, which may include an abuse or misuse of power, through means that threaten, undermine, humiliate, denigrate, take advantage of, or injure the recipient." It makes clear that "Power does not always mean being in a position of authority, but can include both personal strength and the power to coerce through fear or intimidation."

The School has separate procedures for dealing with staff only cases of bullying or harassment, cases involving a complaint against a student, and cases involving a student against a member of staff. You should contact your HR Partner for advice on staff-related issues and the Head of the School's Legal Team, **Kevin Haynes** (7823 or [k.j.haynes@lse.ac.uk](mailto:k.j.haynes@lse.ac.uk)), for student-related matters.

The School's Equity, Diversity and Inclusion office can also give general advice on bullying and harassment. This Taskforce has also set up an online reporting form, and a network of anti-bullying and harassment advisers, for staff and students wishing to raise instances of bullying or harassment. For further details, please see <http://lse.ac.uk/reportit> This project has been led by Joy Whyte (7096 or [j.m.whyte@lse.ac.uk](mailto:j.m.whyte@lse.ac.uk)).

# Ethics

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## The Ethics Code

The School's Ethics Code and Guidance provides a set of principles by which the whole LSE community, including all staff, students, and governors of the LSE, are expected to act. The six principles are:

- Responsibility and Accountability
- Integrity
- Intellectual Freedom
- Equality of Respect and Opportunity
- Collegiality
- Sustainability

The Ethics Policy Committee (EPC) oversees both the Ethics Code and the School's wider ethical framework. This includes an Ethics (Grants and Donations) Panel which assesses whether the sources of funding coming in to the School via prospective grants or donations referred to it are ethically acceptable. The EPC also has a remit to consider ethical issues which might have policy implications for the School, as well an oversight and monitoring role over the Ethics Code itself.

All Heads of Department are responsible for ensuring that the Ethics Code is embedded within their departments. The full Code (with references to relevant policies and procedures) and the guidance document are available at [www.lse.ac.uk/ethicscode](http://www.lse.ac.uk/ethicscode). For copies of the Ethics Code Booklet or postcard for dissemination or display in your department please order through [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk). The Ethics Code and Guidance forms the core of the School's ethical framework which also includes:

## Annual Declarations of Interest Survey

All staff members are required to complete the annual Declarations of Interests survey and confirm that they have read and will abide by the Ethics Code. The survey asks a range of questions on interests so that any potential conflicts may be addressed. Heads of Department and Departmental Managers are asked to support this process to ensure all staff in their departments complete the exercise. Staff and governors should declare any other relevant interests as they arise by notifying the Ethics Manager by email at: [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk).

## Conflict of Interest Policy

This policy sets out individual responsibility to declare conflicts of interest in writing to the Head of Division or Department. The Head of Division or Department should then inform the Ethics Manager at [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk) to ensure that an accurate central register of interests can be maintained.

## Anti-fraud and anti-bribery training

The LSE Policy against Bribery and Fraud can be found on the policy and procedures section of the website. Training is available, particularly for those that are at high risk of exposure to fraud and bribery or those who are likely to be able to identify fraud and bribery. To request training email [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk).

## Gifts and Hospitality registers

Each Department should have its own gifts and hospitality register. The Gifts and Hospitality procedure is available online and gives further guidance on the recording of gifts and hospitality. There is a link to this procedure on the ethics webpage [www.lse.ac.uk/ethics](http://www.lse.ac.uk/ethics).

## Whistleblowing

The School's Whistleblowing policy aims to encourage the reporting of suspected serious wrongdoing in the knowledge that concerns will be taken seriously and investigated. The School is committed to ensuring that individuals are not adversely affected as a result of reporting such wrongdoing. The policy sets out the scope of concerns that might be reported, how to raise a concern, the investigation process and protection for Whistleblowers. Details of the confidential and anonymous hotline are below. You can read the full whistleblowing policy at [lse.ac.uk/ethics](http://lse.ac.uk/ethics)

## Ethics queries or concerns

The School encourages everyone who has a genuine concern to 'speak up' and raise the matter so that it can be addressed. Matters may be raised with you directly as a Head of Department. Queries or concerns can also be raised in the following ways:

1. with the Ethics Manager, by email to [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk) or calling 020 7955 7975.
2. through the School's whistleblowing hotline, which provides a confidential and anonymous external reporting mechanism. Reports can be made by email, phone or online:  
By email: [lse@expolink.co.uk](mailto:lse@expolink.co.uk)  
By direct Link to web-reporting: <https://wrs.expolink.co.uk/lse>  
Through the EXPOLINK website: [www.wrs.expolink.co.uk](http://www.wrs.expolink.co.uk) and the access code: LSE  
UK Freephone number: 0800 374 199.
3. bullying and harassment reports can be made confidentially through the School's Report it. Stop it. reporting form.

For further information on ethics please contact:

**Stephanie Allison**, ext. 7975, email: [s.allison@lse.ac.uk](mailto:s.allison@lse.ac.uk)

email: [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk)

visit the ethics web pages [www.lse.ac.uk/ethics](http://www.lse.ac.uk/ethics)

## Environmental Information Regulations

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The Environmental Information Regulations 2004 cover requests for information relating to environmental information. This can be anything from air quality to recycling. In most respects it is like the Freedom of Information Act, except that requests can be verbal.

Heads of Department have no specific Environmental Information Regulation responsibilities. Any requests for information that appear to relate to the environment should be forwarded to the Records Manager. Anyone requesting this information verbally should also be directed to the Records Manager.

For more information on the regulations, please contact **Rachael Maguire**, ext. 4622, email: [r.e.maguire@lse.ac.uk](mailto:r.e.maguire@lse.ac.uk) or email [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk) or visit the Environmental Information Regulations web pages

<http://www.lse.ac.uk/collections/FOI/environmentalInformationRegulations.htm>

## Freedom of Information

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The Freedom of Information Act 2000 places an obligation on all public authorities (including LSE) to make available to the public (with certain specific exemptions) information it holds for the conduct of its business. This is done through responding to written requests for information within 20 working days and through a publication scheme which provides access to certain classes of material as a matter of course.

The Freedom of Information Act specifically covers datasets which must be provided in reusable format. However, we will be able to make a reasonable charge if the School holds the copyright in the dataset.

Section 22A of the Freedom of Information Act means that research data that is still being processed does not need to be released on request until the publication of the research outputs. The number

of requests directly for research material remains around zero for the School and most of the sector; however, this exemption does stop other researchers/journalists/the general public from obtaining research that LSE staff are still working on.

Heads of Department have no specific Freedom of Information Act responsibilities. Any requests for information should be forwarded to the Records Manager.

For more information on Freedom of Information, or to have information included in the publication scheme, please contact **Rachael Maguire**, ext. 4622, email: [r.e.maguire@lse.ac.uk](mailto:r.e.maguire@lse.ac.uk) or email [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk) or visit the Freedom of Information web pages <http://www.lse.ac.uk/collections/FOI/>

## Health and Safety

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The LSE is committed to developing a culture where health and safety are core values, adopted and practiced throughout the School. Overall responsibility for ensuring the health, safety and welfare of everyone at the School lies with the Council, however all members of the School have health and safety responsibilities.

The Health and Safety team fosters partnerships with staff and students to enable them to recognise risks and empower them to learn and work safely. We accomplish this by providing support, advice, information and training.

The LSE has a policy and associated arrangements in place to manage health and safety. Organisationally these can be found on the Health and Safety website. As a Head of Department, you have responsibilities for implementing and managing the arrangements in place to protect the staff, students and visitors working in your Department. You will need to speak to your Departmental Manager to find out your existing local arrangements.

The School is implementing the '*University Safety and Health Association Leadership and management of health and safety in higher education institutions*' guidance. Following the appropriate section in the guidance will help you to ensure you are managing health and safety effectively in your area.

Briefly you will need to:

- Ensure that there are appropriate arrangements in place to comply with the School's health and safety policy;
- Ensure that a local policy statement is in place for your area, as a minimum this should include:
  - Name and contact details of the nominated health and safety coordinator;
  - Name and contact details of other staff assigned specific health and safety functions, e.g. first aider, fire wardens;
  - Name and contact details of the person(s) responsible for undertaking risk assessments;
  - List of activities undertaken in the department that require risk assessments, and any relevant control measures identified;
  - Details of how staff can access copies of completed risk assessments;
  - Details of how staff can access fire action instructions and other relevant emergency information;
  - Details of how staff report accidents, incidents and near misses;

- Details of how health and safety issues within the department or division can be raised and discussed, e.g. team meetings.

### **Travel Risk and Fieldwork**

As Head of Department you are also responsible for managing the risks to staff or students travelling for business or fieldwork. You also need to be aware that the Schools travel insurance has limitations and cover is not automatic.

You will need to ensure that staff in your Department are aware of and are following the arrangements in place to manage travel risk. This is particularly important for all travel to high or extreme risk areas. Further information is available on the Health and Safety website or by contacting the team on the email below.

### **Monitoring Your Arrangements**

It is not enough to have arrangements in place. You will need to monitor your local arrangements regularly to make sure they are working and that everyone in your Department knows what their responsibilities are.

### **The Health and Safety Team**

The health and safety team (all two of us) at LSE have an advisory role. We will happily give you advice and support to enable you to manage health and safety in your Department but we won't 'do' health and safety for you.

If you can't find the information you need on our website  
<http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/Home.aspx>  
please email us on [Health.And.Safety@lse.ac.uk](mailto:Health.And.Safety@lse.ac.uk)

## **Policies and Procedures**

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Access to LSE's policies, procedures, regulations and other essential documents is available at the following link  
<http://www.lse.ac.uk/intranet/LSEServices/policies/home.aspx>

Any queries about the policy site should be sent to **Dan Bennett** [d.bennett@lse.ac.uk](mailto:d.bennett@lse.ac.uk)

## **Risk Management**

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An awareness of risk is key to enabling all plans, activities or projects. By identifying relevant risks, we are better able to achieve our aims. All members of the School have a responsibility to identify and manage the kind of risks which may threaten the objectives of their work.

In March 2017, Council approved a Risk Framework for the School, comprising a Risk Policy, Strategy and Procedure. The documents are available through the Policy site, at the following links:

Risk Policy: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/risPol.pdf>  
Risk Strategy: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/risStr.pdf>  
Risk Framework: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/risPro.pdf>

Heads of Department are expected to take steps to ensure that their Department identifies and takes steps to control the risks to the delivery of its objectives, and to the strategic objectives of the School, in line with the Risk Framework.

The School's strategic risk register is held in the Governance, Legal and Policy Division, and reported to Council with recommendations from Audit Committee once a term.

Heads of Departments' responsibilities for risk fall principally into the following areas:

1. Research (including research quality and ethics);
2. Staffing (including recruitment, retention, performance management and health and safety);
3. Programme health and income generation.

The APRC Annual Monitoring exercise, administered by the Planning Unit, monitors risks relating to programme health. To support this exercise, each department is asked to consider how risks at departmental level feed into the School's overall Risk Framework. To complete this exercise, department heads may want to adopt the format of the School's Risk Register template for their own purposes.

As School Secretary, Andrew Webb has overall oversight of risk management in the School. For any further advice or information on risk management, and to request a copy of the risk register template, please contact **Dan Bennett** on [d.bennett@lse.ac.uk](mailto:d.bennett@lse.ac.uk), or 020 7955 6481. Guidance about risk is also available at <https://info.lse.ac.uk/Staff/Divisions/Governance-Legal-and-Policy/Risk-Management>

# Staff Wellbeing

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## Disabled Staff

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### How to define disability

Disability is a protected characteristic under the Equality Act 2010 (this replaced the Disability Discrimination Act 1995). To come within the definition of disability the burden of proof is on an employee to show that he or she meets the four requirements contained in s.6 of the Equality Act 2010:

- Does the claimant have an impairment which is either mental or physical?
- Does the impairment affect the claimant's ability to carry out normal day-to-day activities?
- Is the adverse effect substantial?
- Is the adverse effect long term?

Advice for disabled staff can be found at

<http://www.lse.ac.uk/intranet/LSEServices/disabilityAndWellBeingService/CareersEmployment/disabledStaff.aspx>

### Disability Two Ticks Scheme

The School has gained accreditation of the voluntary scheme developed by the Government for employers to demonstrate their commitment to good practice in employing and retaining disabled staff. The School will be reviewing its policies, procedures and practices in the promotion of disability equality. See:

<http://www.lse.ac.uk/intranet/staff/humanResources/joiningLSE/recruitingContracting/Two-Ticks-Scheme/Two-Ticks-Scheme.aspx>

### How to avoid discrimination during the application process

By applying the necessary reasonable adjustments you can ensure that a disabled candidate is not treated unfairly during the recruitment process for a reason relating to their disability. The Recruitment Toolkit can help you to recruit in a fair and non-discriminatory way.

### How to prepare for job interviews and first meetings with colleagues

You may not know beforehand that the person is disabled and many impairments are not visible. One way to prepare for this possibility is to include in any invitation the phrase 'do we need to make any reasonable adjustments to ensure that you can participate fully during the interview/meeting?' Give a contact name to discuss the issue further. The disabled person will know best what is needed.

<http://www2.lse.ac.uk/mapsAndDirections/AccessibilityMap.pdf> and 'LSE For You' give information on physical access to buildings and rooms.

If material needs to be produced in Braille, there is a Braille printer and Duxbury Braille translation software in the Library (Rooms R25); contact Sebastiaan Eldritch-Böersen, Support Specialist – Assistive Technologies, [its.disabilities.support@lse.ac.uk](mailto:its.disabilities.support@lse.ac.uk) for further information.

Job applicants who need help with communication at a job interview e.g. an interpreter should contact Access to Work immediately on receiving notice of a job interview as they will provide support free of charge.

If you are aware that a person is disabled, please seek help from your HR Partner on the questions that you should ask about the disability to establish what, if any, adjustments may be needed.

### How to prepare for the new recruit's start at work

If a new recruit has declared a disability, a post-recruitment or pre-start date meeting is a useful way to check if any reasonable adjustments need to be considered. It may be that no adjustments need

to be made or, if adjustments are vital and entail a cost, financial support may be available under the Access to Work Scheme. It is important to ensure that communication channels are clear and DPA-compliant. A disabled person may disclose their disability at interview for example and expect the information to be passed on, with their permission, if they are appointed.

### **The Access to Work Scheme**

Reasonable adjustments to help a person remain in employment are usually inexpensive. However, if there are costs, the Access to Work scheme, run by the Employment Service, may be able to provide help towards the extra costs of employing a disabled person. Examples of the support include:

- Adaptations to premises and equipment;
- Assistive technology solutions;
- Support workers;
- A contribution towards the extra cost of travel to and from work if using public transport is not possible.

Types of software support include voice-activated software, Texthelp Read/Write and Inspiration; there is usually provision for training on use of the software. Support workers include a reader for someone who is blind, or a palantypist for a deaf person.

The application to the Access to Work Scheme must be made by the disabled person. No one else can apply on the employee's behalf. On request, the respective HR Partner can help the employee with the application.

If a new member of staff at the School who requires support which has a significant cost associated with it (currently over £1,000) makes an Access to Work application within the first six weeks of starting work, the Access to Work Scheme will be more likely to cover up to 100 percent of the approved costs of the adjustments. If the employee requiring adjustments is not a new member of staff, the balance of the cost of adjustments recommended by the Access to Work Adviser will be met from a central budget managed by the HR Manager, Policy and ER. Neither the employee nor their department will be expected to meet the balance of the cost of adjustments recommended by an Access to Work Adviser.

Information on the steps for making an access to work application can be found on: <http://www.lse.ac.uk/intranet/LSEServices/disabilityAndWellBeingService/CareersEmployment/accessToWorkFunding.aspx>

### **What to do if a person becomes disabled after recruitment**

Many people become disabled during their working careers. Age is often a factor.

If a person declares a disability, check with the individual concerned if any adjustments are required. Some adjustments, e.g. altering working hours (refer to the Managing Flexible Working Toolkit) or arranging a swap of selected duties, may be agreed with the person without the need to seek further advice. Other adjustments may be quickly made with the help of service departments e.g. on completion of an assessment, Estates may change the lighting and/or decoration of the room. More expensive adjustments may be eligible for funding under the Access to Work Scheme (see above). Please contact your HR Partner for advice if the person is unclear about the adjustments required or you need further advice. Your HR Partner may suggest that an occupational health assessment could be helpful.

A person who becomes disabled may not wish to reveal the fact at work. If the impairment has little or no impact on work performance, it may not be necessary for the individual to disclose. However, a change in performance or attendance may be related to an acquired impairment. Please seek advice from your HR Partner to ensure that you do not unwittingly discriminate against a disabled person. Employment tribunal cases have shown that lack of disability knowledge may not protect an employer against a claim of disability discrimination and may well cause unnecessary stress to the disabled person.

If a person does describe a disability to you, check with the individual concerned if this information should be treated as confidential. If it is necessary to brief other managers or colleagues for the purpose of implementing any reasonable adjustments, the disabled person should be in control of the process. Bear in mind that others do not need to know the precise reasons why an adjustment is necessary. It is essential that the disabled person retains control of their personal information.

The Library holds a range of information about disability equality. If you are unfamiliar with the Library facilities, you can get assistance from the Help Desk.

## **Staff Counselling Service**

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The Staff Counselling Service supports all LSE staff in their work, whether full- or part-time. It is confidential, staffed by accredited and experienced counsellors, and can be used to look at any personal difficulty or work-related issue, for example bereavement, relationship problems and depression, as well as stress, anxiety and self-esteem.

### **Key contacts and location**

Staff Counselling Service

**Paul Glynn**

([P.Glynn@lse.ac.uk](mailto:P.Glynn@lse.ac.uk))

Tower 3, floor 4

Tel: 020 7955 6963

Email: [staff.counselling@lse.ac.uk](mailto:staff.counselling@lse.ac.uk)

Web: <http://www.lse.ac.uk/intranet/staff/staffCounselling/Home.aspx>

## Student Wellbeing Service

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The Student Wellbeing Service brings together two key student-facing services: the Disability and Wellbeing Service and Student Counselling Service. It aims to provide a single integrated approach to help and assist students.

SWS provides advice and help to students through its counsellors, disability advisers and mental health advisers, and is based in Tower 3 (floors 3 and 4). If you have a concern about a student and are not sure what help may be needed, you can contact any part of SWS, who will advise on how best to support them. SWS also works closely with key staff throughout the School, including Residences, Student Services and EDI to help respond to student difficulties. It also leads a wider initiative to improve student wellbeing across the School.

The Service runs a series of seminars and workshops, with lunchtime CPD sessions for academic staff with a particular interest in student wellbeing. These have covered areas such as eating disorders, drugs and alcohol abuse, sexual harassment and managing boundaries; it has also run E&D (Equality and Diversity) lunchtime meetings with sessions covering numerous areas of inclusivity, including gender, disability, race and religion.

Key Contact: **Adam Sandelson**, Head of Student Wellbeing: [a.sandelson@lse.ac.uk](mailto:a.sandelson@lse.ac.uk)

## Disability and Wellbeing Service

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The DWS provides information, advice, guidance and support to students with physical and sensory impairments, long-term medical conditions, mental health difficulties and Specific Learning Difficulties, such as dyslexia and dyspraxia.

LSE is committed to enabling all students to achieve their full potential in an environment characterised by dignity and mutual respect and aims to ensure that all individuals are treated equitably. To this end, the School's Disability and Wellbeing Service provides a free, confidential service to all LSE students and is a first point of contact for all disabled students, prospective and current. Students are encouraged to make early contact with the Service as early as possible. Specialist advisers are available to see students on a one-off or ongoing basis and cover the following:

- physical / sensory impairments and long term medical conditions;
- specific learning difficulties, such as dyslexia and dyspraxia;
- mental health difficulties.

The Disability and Wellbeing Service (DWS) co-ordinates the School's provision for disabled students and works closely with professional services and academic departments. DWS can also give confidential advice to staff with questions or concerns about students.

### School Policy on Disability

LSE is positive about disability as an aspect of diversity and is aware that disabled students have often overcome additional barriers in order to gain access to higher education. Universities have a duty of care to students, and particular responsibilities arising from the Equality Act 2010. The School is committed to complying with the disability provisions of the Equality Act by:

- maximising accessibility to the School's services and activities and taking all necessary steps to ensure that no-one is treated less favourably on the ground of disability;
- developing a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to negotiating access requirements in order to promote equal participation in the School's services and activities;

- reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the Equality Act 2010 and the SENDA 2001, in addition to the Human Rights Act 1998, which includes the right not be denied access to education;
- creating, maintaining and disseminating information about services and facilities available for disabled students, staff, alumni, visitors and prospective students and staff.

For the purposes of these provisions, the term “*disability*” has the same meaning as that given in the Equality Act 2010: “*a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities*”. In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue, and a past history of disability.

The Equality and Diversity Action Plan 2014-17 identifies actions the School needs to undertake in order to progress equality and diversity, and can be viewed at [lse.ac.uk/equalityanddiversity](http://lse.ac.uk/equalityanddiversity).

Facilities and services at LSE include:

- assistance in the Library including specialist software, lockers, a book fetch service and photocopying assistance;
- IT support and assistive technology;
- a number of accessible and adapted rooms in most halls of residence;
- infra-red hearing support systems in all lecture theatres and some classrooms;
- readers, note-takers and support assistants;
- a community service volunteer (CSV) who can provide practical assistance;
- a rest room, with a bed and easy chairs;
- an Inclusion Plan (IP) that records recommended “reasonable adjustments” for individual students and is circulated with the student’s consent on a need-to-know basis;
- information about Individual Exam Adjustments (IEAs);
- help (for UK students) with accessing Disabled Students’ Allowance.

UK students may be eligible for a Disabled Students’ Allowances (DSA) to fund disability related costs of study. Further details are available at [direct.gov.uk/studentfinance](http://direct.gov.uk/studentfinance). It is advisable to start the process as early as possible. Please inform the DWS if you are already in receipt of the DSA.

In all situations, confidentiality is respected and information shared only with the express permission of students.

### **Key contacts and location**

**Sarah Slater**, Disability and Wellbeing Service Manager: [s.slater1@lse.ac.uk](mailto:s.slater1@lse.ac.uk)  
 Tower 3, floor 4  
 tel: 020 7955 7767  
 email: [disability-dyslexia@lse.ac.uk](mailto:disability-dyslexia@lse.ac.uk)  
 web: [lse.ac.uk/disability](http://lse.ac.uk/disability)

## Student Counselling Service

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A team of qualified counsellors sees more than 700 students each year and provides confidential, one-to-one sessions on a pre-booked or drop-in basis – see [lse.ac.uk/counselling](https://lse.ac.uk/counselling).

The Service also runs a series of groups and workshops across the academic year for students, covering areas such as good writing psychology, perfectionism, exam stress and eating disorders.

It also provides staff counselling service, which offers confidential free counselling to all staff, whether full- or part-time. Workshops are also available to staff on a range of topics, including Sleep Well, Procrastination, Mindfulness and Stress Management, and Emotional Resilience.

### Key contacts and location

**Paul Glynn**, Student Counselling Service Manager: [p.glynn@lse.ac.uk](mailto:p.glynn@lse.ac.uk)

Student Counselling Service Administrator: email: [student.counselling@lse.ac.uk](mailto:student.counselling@lse.ac.uk)

### Student Counselling Service

KSW 5.07 (5th floor, 20 Kingsway)

tel: 020 7955 3627

email: [student.counselling@lse.ac.uk](mailto:student.counselling@lse.ac.uk)

web: [lse.ac.uk/counselling](https://lse.ac.uk/counselling)

## Library Services

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The Library collections are internationally recognized and provide a unique resource for scholarship in the social sciences. The Library contains over four million printed items alongside a wide range of archives and other rare primary sources. The Library's exceptional online content includes around 60,000 ebooks and over 100,000 ejournals. Our team of professional librarians and information specialists provide a range of services to support your research and teaching.

### Academic Support Librarian Service

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All Departments have a designated Academic Support Librarian who acts as the main point of contact for all Library queries.

They are especially happy to:

- Attend Department meetings;
- Discuss a Department's information resource and training needs;
- Provide advice on services and collections;
- Consult over new resources for research and teaching;
- Provide bespoke Library and information skills training for staff and students, both on a one to one and group basis;
- Arrange specialist training sessions in e.g. data, UN, US, UK and government information.

The contact details for Academic Support Librarians are listed on the Library website at <http://www.lse.ac.uk/library>.

### Research Support Services

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- **Open Access:** LSE Research Online is the School's institutional repository. It aims to be a complete database of research produced by LSE staff and contains articles, working papers, book chapters, reports, blogs, datasets and more. LSE Research Online enables LSE staff to disseminate Open Access versions of their work, where permitted by publishers, and is managed by a dedicated team who can advise on deposit, copyright issues, download statistics, article processing charges (APCs) and compliance with funder Open Access policies, including RCUK and HEFCE.
- **Research Data Management:** The Library has a Data Librarian who can advise on all aspects of research data management and the wide range of subscribed data sources we hold. We offer support with data management planning, funder policies, collection, use, storing, sharing and archiving.
- **Measuring Research Impact and Bibliometrics:** We can help with analysing traditional and emerging bibliometric data including the h-index and altmetrics. We offer departmental / individual citation analysis reports upon request, run training sessions on finding bibliometric data, useful tools and offer journal metrics advice.
- **Research Consultations:** Academic Support Librarians are available to provide tailored one-to-one research consultations on literature searching, resource discovery and making the most out of our collection for staff and research students.

## Teaching Support Services

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- **Electronic course packs:** The Library can produce digital scans of book chapters and journal articles which course teachers have identified as high-demand items. Scans are produced under the School's Copyright Licencing Agency licence, ensuring that they are copyright-compliant. The PDF documents produced are then made available to students via Moodle, where they can be printed, downloaded or read online.
- **Reading lists:** The Library can check reading lists for all taught courses and purchase the required materials, preferably in electronic form. The online reading list system, Reading Lists @ LSE, enables teaching staff to create lists which link directly to teaching resources and to the Library's catalogue, and which can also provide metrics on how reading materials are being used by students.
- **Course Collection:** Multiple copies of books identified on reading lists as essential are held in a separate area on Floor 1 of the Library and are made available solely to LSE students.

## Learning Support Services

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- **Information skills training:** We have an extensive programme of classes on how to find, use and cite information resources for students at all levels

In addition we can incorporate sessions on information skills into courses or programmes. This can include training on finding and using archives and other primary sources, drawing on examples drawn from the Library's extensive special collections. Your Academic Support Librarian will be able to arrange this for you.

Please contact your Academic Support Librarian for advice on any of these services or visit the Library website – <http://www.lse.ac.uk/library> – for further information.

## What is Advancement?

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*“Advancement is a strategic, integrated method of managing relationships to increase understanding and support among an educational institution's key constituents, including individual alumni and friends, and philanthropic entities of all types.”*

Source: Council of Advancement and Support of Education (CASE)

The primary core disciplines of educational advancement at LSE are alumni relations, fundraising, communications, and operational systems. LSE's Advancement professionals work on behalf of LSE to:

- Engage alumni in the life of the institution as volunteers, advocates and supporters;
- Secure private financial support from potential donors committed to the mission of LSE;
- Communicate within and outside the institution with those who have a stake in the success of fundraising and alumni relations.

## Working with LSE Advancement

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LSE Advancement is committed to building stronger relations with the School's faculty.

The information below seeks to clearly define the opportunities and challenges for academic departments in advancing LSE through alumni relations and fundraising. This information is to complement the ongoing dialogue and strong relations we seek to develop and maintain with the School's Heads of Departments.

## How we can work together: LSE Advancement and Heads of Departments

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The School's Chair, Council, Director, Senior Management Committee (SMC), key volunteers, senior administration and academic staff are integral to LSE Advancement's success and are vital in setting funding priorities and personally demonstrating to donors the difference their donations can make.

As Department Heads, you have a vital role to play in this process and LSE Advancement seeks to be proactive in building stronger relationships with academic leadership. Your support and cooperation is integral to our capacity to enhance your work and the School as a whole, and to meet the objectives set out in the LSE Strategy 2020. LSE Advancement's senior management would be delighted to meet with Department Heads and/or organise a presentation to departmental management groups to discuss how the School's mission of alumni relations and fundraising can complement your plans and academic priorities. Please see contact details further below.

**The LSE Advancement division is split into three distinct but complementary pillars:**

### Constituency Relations

Constituency Relations is designed to ensure the School maximises the effectiveness of its outreach to our global alumni community by engaging them in the life and work of the School. It develops lasting connections with them through alumni relations programmes, events and volunteering opportunities, and fulfills the corresponding philanthropic potential of alumni in broad-based regular giving, while ensuring these activities are well supported through a robust database and customer relationship management system (CRM).

- We can advise and work with you to develop departmental alumni programmes in order to engage and build relationships with alumni – and we can coordinate appropriate mass communications on your behalf, reaching alumni with messaging about departmental developments or initiatives.

- If your work involves travel on behalf of the School and you would be willing to talk to our international alumni groups during your visit, please contact the Alumni Relations team. The School's Linking Up programme (coordinated by Academic Partnerships) can make a financial contribution to LSE academics willing to undertake alumni engagement activity during their overseas travel.
- If you would be willing to participate in the alumni events programme as a speaker or host, please contact the Alumni Relations team.
- We work to provide regular, relevant reports on alumni populations as well as alumni philanthropic and volunteer contributions to the School.
- The Annual Fund (the School's programme for regular giving) also provides supporters with an opportunity to direct gifts towards a preferred academic department (Department Heads may wish to proactively promote this mechanism at events and/or in the department's communications with its alumni). The Annual Fund team provides all Heads of Departments and Departmental Managers with an annual report on departmental alumni contributions.
- The LSE Advancement Communications team delivers strategically segmented communications specifically tailored for alumni and donor audiences. Key communications produced relevant to Department Heads:
  - **Alumni Echo** – monthly email update to c 80,000 alumni worldwide, sharing School thought leadership, Alumni Relations programme details, events and stories with the global alumni audience;
  - **Advancement news** – internal newsletter, informing the School of LSE Advancement's work, successes with departments and how we can complement departmental activities;
  - **Impact** – biannual newsletter targeted towards the School's alumni volunteers and philanthropic supporters, outlining the key major and principal gift news stories and giving opportunities.

A full list of publications and channels can be found at:

<http://www.lse.ac.uk/intranet/LSEServices/Advancement/Staff/PublicationsandChannels.aspx>

*Please consult with Advancement before engaging with segments of your department's alumni body.*

## Development

Development is focused on generating philanthropic gifts for strategic School funding priorities from alumni, friends, corporate organisations, trusts, foundations and other charitable entities. A key part of this is balancing the passions of our donor community with the strategic intent of the School and fostering a culture of profound gratitude to those who provide philanthropic support.

In accordance with the policies and procedures put in place by Council and the Ethics Policy Committee, Heads of Department seeking philanthropic investment for their departments must contact LSE Advancement at an early stage to gain School approval to fundraise for their project and to develop a convincing case for support. Please be prepared for a process of relationship-building designed to yield long-term success

- The development function is keen to involve Heads of Department in creating a case for support both in terms of the School more generally and respective departments specifically.
- We can work with you to ensure that philanthropic investment for your department complies with the working ethical procedures of the School. Following the completion of either a full screening request form or initial screening request form, LSE Advancement can produce a screening, guide colleagues through the approval process and ensure that the exercise is documented, including the screening requester at each stage.
- LSE Advancement can work with Heads of Department to ensure that philanthropic investment for their departments complies with the working ethical procedures of the

School. Following the completion of either a full screening request form or initial screening request form, LSE Advancement can produce a screening, guide colleagues through the approval process and ensure that the exercise is documented, including the screening requester at each stage.

- The **Foundation Partnerships** team seeks to partner with foundations and business organisations from the UK and around the world whose interests are compatible with the School's strategic aims. The team has the capacity to:
  - o Research global foundations and business organisations whose interests are aligned with priority LSE activity;
  - o Connect leadership of divisions, departments, centres and other units in the School with the staff and philanthropic objects of the world's largest and/or most promising charitable foundations and businesses;
  - o Coordinate visits from foundations and businesses to LSE, and School leadership and senior faculty visits out to foundations and businesses (mainly in the UK, USA, and Europe).

Please note: Fundraising by Advancement for specific research projects is coordinated with the School's Research Division which provides support for costing projects and tracking progress on funded research

- The Donor relations team runs the School's stewardship programme, ensuring that major donors to LSE are thanked and recognised in a consistent and appropriate way.

*Please consult with our team before undertaking any philanthropic fundraising activity.*

## **Operations**

The Operations function ensures that systems, budgets, policy and procedures, human resources, financial reporting and performance measurement functions of the office are able to run smoothly. The team is also responsible for banking and recording all donations and their future instalments, ensuring these reach their designated purposes, and obtaining Gift Aid for all appropriate gifts. LSE Advancement maintains a central record of donors and donations received, removing the administrative burden from the department and ensuring consistent stewardship.

**LSE Advancement is currently working with GLPD and Finance Division on a range of revised and updated procedures to bring further clarity to areas including fundraising, gift acceptance and stewardship and address General Data Protection Regulation requirements as effective from May 2018.**

## **Related areas of interest to Department Heads:**

### **Principal gifts (£2,000,000+)**

The principal gifts team focuses on supporting LSE's executive and academic leadership in developing transformative investment opportunities for the School's highest rated prospects. Heads of Department are most welcome to engage with this partnering process.

### **Strategic Projects Planning**

The Strategic Projects Planning team ensures the School is in (and owns) a continuous campaign cycle and that LSE Advancement and its stakeholders maximise the effectiveness of each stage. The team also maintains a pipeline of the School's priority focuses which are translated into marketing materials for front line major gift fundraising.

**Bhavna Malkani**, Strategic Projects Manager, would be very happy to connect with Heads of Departments, and/or present departmental management groups with an overview of the role faculty can play in campaigns and how priorities are agreed with leadership and designated for fundraising. We would very much like Heads of Department to understand and engage with the established process.

## LSE Foundation

The LSE Foundation is a subsidiary of LSE dedicated to developing relationships with US, Mexican and Canadian alumni, friends, foundations and corporations. It has six employees who are based in New York, managed by LSE Advancement in London.

The American Fund for LSE (previously known as the LSE Centennial Fund), an IRS 501(c)(3) body headed up by a volunteer board, ensures the tax deductible status of gifts from US donors.

**LSE Advancement in London should be the first point of contact for Heads of Department looking to link with US or Canadian alumni and foundations.**

## The North American Advisory Board (NAAB)

The North American Advisory Board (NAAB) provides the School with a structured framework for leading alumni in the US, Mexico and Canada to advise on developing and promoting the relationship between LSE and the region, especially around philanthropic support. NAAB members help to further the vision, position and ambition of the School in North America.

## Contact us

We appreciate and welcome every opportunity to engage with Heads of Department in enhancing LSE's leadership position. If you are interested in learning more about LSE Advancement and how philanthropy and/or alumni relations might make a difference in your department, please contact us:

**Cath Baldwin**, Interim Director of LSE Advancement  
+44 (0)20 7955 5334, [c.r.baldwin@lse.ac.uk](mailto:c.r.baldwin@lse.ac.uk)

## Websites

[lse.ac.uk/supportingLSE](http://lse.ac.uk/supportingLSE)

<http://www.lse.ac.uk/intranet/LSEServices/Advancement/home.aspx>

[www.alumni.lse.ac.uk](http://www.alumni.lse.ac.uk)

More information on LSE Advancement – including relevant contacts within our various functions – and how we work with Heads of Department can be found on

**[lse.ac.uk/intranet/LSEServices/Advancement](http://lse.ac.uk/intranet/LSEServices/Advancement)**.

Please note that within LSE:

- **LSE Advancement** is the School's primary mechanism for alumni engagement and solicitation, and has structured programmes for Alumni Relations and Annual Fund activity.
- **LSE Advancement** is home to the School's central repository and definitive institutional memory for alumni and donor data. Our Database team will manage any data collected by academic departments, and welcomes all updates on existing contacts or notifications of new contacts for the benefit of the School.
- **LSE Advancement** is responsible for soliciting philanthropic gifts on behalf of the School and fully responsible for processing gifts and philanthropic grants from individuals and organisations.
- **Research Division** is responsible for generating research grants that are typically based on a research contract and often, but not exclusively, publicly funded.
- **LSE Advancement** is responsible for the screening of all potential donors irrespective of source, in accordance with the School's procedures for the ethical screening of grants and donations.

# Planning Unit

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## Heads of Department Responsibilities

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Most of the responsibilities expected of a Head of Department in relation to the Planning Unit's functions are covered elsewhere in this document, but it is worth spelling them out separately as follows:

- encouraging a constructive approach to strategic and operational planning within the department, including realistic projections of future staffing requirements, student targets and fee levels for new programmes (and where appropriate the withdrawal of programmes) and research developments, as all of these activities have resource implications that should be addressed in good time and through the appropriate channels;
- ensuring that a watchful eye is kept on the performance of the department, not just teaching and research, but also its market position, student admissions processes and their out-turn, and that necessary action is taken;
- keeping colleagues adequately informed, particularly on planning matters; and
- value for Money, i.e. the use of resources in an effective and efficient manner.

## Resource Allocation

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Resources are centrally allocated to Academic Departments via the Academic Planning and Resources Committee (APRC), informed by recommendations from the Directorate of the School through the Annual Monitoring process and the consideration of key departmental information. Prior to Annual Monitoring meetings with the Directorate in the Michaelmas Term, Heads of Department are provided with a Department Profile consisting of a scorecard underpinned by 15 data sets across the range of departmental activity.

The APRC considers proposals for amendment to departmental resources on their merits. The metrics and indicators provided in the Department Profile do not trigger automatic changes in departmental resource levels. Rather, they allow the Directorate and APRC to compare the relative position of academic units when considering adjustments to future resource levels.

The information provided in the Department Profile is being improved on an iterative basis. Feedback from Heads of Department is welcomed and encouraged to inform future versions.

## Cash Staff Budgets (CSB)

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From 1 August 2017, staff budgets for all departments will migrate from the Minimum Staffing Levels (MSLs) system to Cash Staff Budgets (CSB). Heads of Department will become Budget Controllers for their departmental CSB. The CSB will be managed through two documents: the CSB1 containing a list of posts and grades referred to as the department's "Establishment"; and the CSB2 using next year's budget and Financial Plan forecast data to derive departmental cash budgets. The CSB1 is maintained by the Planning Unit while the CSB2 is controlled by the Finance Division.

Guidelines and training for the new CSB system will be rolled out prior to implementation.

## Departmental Funding

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The School's model for allocating non-staff departmental funding brings together seven main streams under a single payment:

- Core Departmental Funding (to cover general service costs associated with reprographics, stationery, telecommunications, postage and consumable office supplies)
- Student Hospitality
- Special Factors (such as travel support for Double Degree programmes)
- Premium Fee Allocation (relating to improving the student experience)
- Moodle Maintenance Funding
- Staff Research Fund
- Funding for Replacement of IT Equipment within Academic Departments

The distribution of non-staff funding is determined annually by the Planning Unit in line with guidelines agreed by the APRC and in consultation with the Pro-Director (Planning and Resources) and Finance Director.

The Departmental Funding guidelines are available via the Planning Unit website at (<http://www2.lse.ac.uk/intranet/LSEServices/planningUnit/Home.aspx>).

## Research Division

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The Research Division (RD) enables academic colleagues to focus on high quality research. We support externally-funded research from application stage throughout the lifecycle of a funded grant; in addition we support the School's research policies and Research Excellence Framework (REF) preparations. RD can be found on the 7th floor of Tower 1; 0207 106 1202, [rescon@lse.ac.uk](mailto:rescon@lse.ac.uk).

Heads of Departments will be invited to work closely with the Division to ensure that new funding applications have their support prior to any new funding submission. Our Research Development Team will offer to meet with you to discuss the strategic research aims of your department and how we might best support these. Please do contact the Division to arrange a meeting to discuss any of these issues if you have not heard from us directly.

### **The Research Development Team (pre-award)**

Can help you with the following:

- Identifying appropriate funding opportunities;
- Offering research development training workshops;
- Assisting with the design, development and submission of research grant applications including advice on the presentation of proposals and ensuring compliance with sponsors' regulations;
- Advising on costing and pricing of research;
- Liaising with other service providers within the School to plan the provision of support required of research projects and programmes;
- Negotiating contracts and agreements.

Within the Research Development Team, the Business Development Manager can help you by identifying appropriate corporate research partners and funding opportunities.

### **The Research Awards Team (post-award)**

Can help you by:

- Coordinating, managing and providing support in all aspects of research grant management;
- Acting as intermediary or coordinators between all grant stakeholders including LSE service departments, divisions, sponsors and researchers;
- Providing budgetary and financial information and assistance;
- Ensuring contractual and financial compliance with sponsors' regulations;
- Offering advice on award management;
- Offering research award management training workshops.

### **The Research Policy Team**

Can help you by:

- Supporting your preparations for the next REF, including in areas relating to impact, as well as other areas of research policy and strategy;
- Advising on appropriate knowledge exchange activities within grant applications and pointing you in the right direction for support across the School for KE activities;
- Advising on the availability of internal funds (HEIF and the ESRC Impact Acceleration Account) for knowledge exchange activities;
- Offering advice on the School's Research Ethics Policy.

### **The Business Systems and Communications Team**

Can help you with:

- Any research-related management information needs you may have;
- Research news stories you may wish to publicise;
- Issues in relation to the use of pFACT costing tool and Converis grants award management system.

Further information can be found on the website links below. Please note the website is currently being revised. Should any information not be available please phone or email the Division instead.

- **News updates**

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/home.aspx>

- **Current Funding Opportunities**

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/fundingOpportunities/fundingOpportunities.aspx>

- **Research Policy**

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/home.aspx>

- **General Information about RD**

<http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/home.aspx>

## Academic Planning and Resources Committee (APRC) Review Cycle

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From 2014/15 full APRC Reviews were reintroduced and will operate on a five-year cycle. The intention is for APRC Reviews to occur in the year following review by the Academic and Student Affairs Committee (ASC); the report from the ASC review can then inform the APRC process without the need for duplication. The APRC Reviews take a holistic approach to address key strategic questions and share best practice across the School. They consider all aspects of the work of a Department, including teaching, student recruitment, research, PhD programme, comparative standing, financial position, management and operations, and equality and diversity. The Reviews are conducted by a Panel formed of internal and external members and typically chaired by the Pro-Director (Planning and Resources). Departments are required to submit a self-evaluation document ahead of the Review and present a strategy which articulates the Department's mission, ambitions, goals and the measures by which achievement will be assessed.

To complement the full reviews, the Directorate leads an Annual Monitoring process for all Departments. The Directorate meets with each Head of Department during Michaelmas Term to assess student numbers, staffing levels and resources within the context of a broader evaluation of the overall standing and performance of a Department, looking across its profiles in research, teaching, engagement and finance as well as internal operations. The Directorate will review the Department against its own strategic plan and appropriate external benchmarks. A report is submitted to APRC with any recommendations from the Directorate for amendments to resource levels, programme portfolios, tuition fee levels or student targets.

This combined approach of APRC Review (on a five-year cycle) and Annual Monitoring (which includes a forward-looking dimension) allows APRC to ensure that all adjustments to resources are considered alongside one another in an equitable manner. Strategic issues arising from APRC Reviews will feed into resourcing considerations at the next round of Annual Monitoring, particularly with reference to opportunity costs and investments. Resource requests will not be considered through the APRC Reviews.

## Teaching Quality Assurance and Review Office (TQARO)

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TQARO is an office in the Academic Registrar's Division. It is responsible for assuring the quality of the School's teaching and academic standards to all stakeholders. It does this by managing the School's engagement with the Quality Assurance Agency (QAA) and its policies and other statutory and regulatory bodies as defined under the revised operating model for quality assessment implemented in 2017-18. Its staff service senior School committees and conduct reviews of academic departments. They also carry out teaching surveys and update programme regulations and course guides for the School Calendar, and provide advice and guidance on the many procedures and policy areas that support this activity.

Contact between departments and TQARO revolves around four main areas:

- (i) Academic and Student Affairs Committee (ASC) reviews, which each department undergoes every five years;
- (ii) termly teaching surveys, in Michaelmas and Lent Terms;
- (iii) annual programme monitoring and the review and updating of course and programme information, including proposals for new provision; and
- (iv) communication with departments about any major policy decisions that senior School committees make.

More information about TQARO and its work can be found here:

<http://www.lse.ac.uk/intranet/LSEServices/TQARO/Home.aspx>

Please address any questions about TQARO or its work to **Tom Hewlett**, who would be happy to help ([t.w.hewlett@lse.ac.uk](mailto:t.w.hewlett@lse.ac.uk), 6387).

## LSE acronyms

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AB	Academic Board
ABAC	Academic Board Agenda Committee
AC	Appointments Committee
ACDR	Academic Career Development Review
ANC	Academic Nominations Committee
APD	Academic and Professional Development Division ( <i>LSE Education Strategy Unit, Language Centre, LSE Life, LSE100, Teaching and Learning Centre</i> )
APR	Annual Performance Reviews
APRC	Academic Planning and Resources Committee
APTOS	The LSE finance IT system
ARD	Academic Registrar's Division
ASC	Academic and Student Affairs Committee ( <i>formerly TLAC, SAC, TLISC &amp; Residences Coms</i> )
AUM	Academic Unit Manager
AUT	Association of University Teachers
BME	Black and Minority Ethnic
CDP	Career Development Plans
CDR	Career Development Review
CERG	Council Effectiveness Review Group
CIERP	Common Initial Response Procedure ( <i>now replaced by MIIRP</i> )
CPAID	Centre for Public Authority and International Development
CSB	Cash Staff Budgets
DDCF	Diversity and Disability Consultative Forum
DDP	Departmental Development Plans
DEC	Department Evaluation Committee
DHF	Department Heads' Forum
DM	Departmental Manager
DQG	Data Quality Group
DWS	Disability and Wellbeing Service
EPC	Ethics Policy Committee
ECU	Equality Challenge Unit
EDC	Equality and Diversity Committee
EGDP	Ethics (Grants and Donations) Panel
ESU	Educational Strategy Unit
fEC	Full Economic Costings
FIF	Faculty Information Form
FC	Finance Committee
GCRF	Global Challenges Research Fund
GLPD	Governance, Legal and Policy Division
GSSC	Graduate Studies Subcommittee
GTA	Graduate Teaching Assistant
HEIF	Higher Education Innovation Fund
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HR	Human Resources
HSC	Health and Safety Committee
IGA	Institute of Global Affairs
IGC	International Growth Centre
III	International Institute on Inequalities
IMT	Information Management & Technology
IPA	Institute of Public Affairs

## LSE acronyms

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ITPB	IT Portfolio Board
JNCC	Joint Negotiating and Consultative Committee
JNICC	Joint Negotiating, Information and Consultation Committee
KEI	Knowledge, Engagement and Impact
KSB	Knowledge, Skills and Behaviours
MIIRP	Major Incident Initial Response Plan
MIPSE	Marshall Institute for Philanthropy and Social Entrepreneurship
MSL	Minimum Staffing Level ( <i>LSE resource system which operates as points</i> )
NPA	Non-Professorial Academics
OFFA	Office for Fair Access
OHG	Office Holders' Group
OL	Organisational Learning
OPPP	Operational Pounds per Point
PD	Pro-Director
PDSC	Pro-Director Selection Committee
PFR	Personal Financial Rewards
QAA	Quality Assurance Agency ( <i>external agency which reviews quality of teaching and undertakes institutional reviews</i> )
QR	Quality-related research funding – the element of HEFCE grant affected by REF scores
RAE	Research Assessment Exercise ( <i>replaced by REF</i> )
RAM	Resource allocation model
RDSC	Research Degree Sub Committee
REC	Research Ethics Committee
REF	Research Excellence Framework
REFSC	Research Excellence Framework Strategy Committee
RD	Research Division
RIIF	Research Infrastructure and Investment Fund
RQIF	Research Quality Investment Fund
RRE	Resource Refocusing Exercise
SDP	Service Development Plan
SDR	Service Development Review
SERG	Special Economies and Revenue Generation
SITS	Student Information Technology System ( <i>computer system used to store student records</i> )
SNAF	Student Numbers and Fees Group
SMC	School Management Committee
SPES	Size planning and estate strategy sub-group
SRI	Socially Responsible Investment
SSEP	Summer School & Executive Programmes
SSR	Staff : Student ratio
TEF	Teaching Excellence Framework
TLC	Teaching and Learning Centre
TQARO	Teaching Quality Assurance and Review Office ( <i>part of Academic Registrar's Division</i> )
TRAC	Transparent approach to costing
TTF	Teaching Task Force
UCAS	Universities and Colleges Admissions Service
USS	Universities' Superannuation Scheme
USSC	Undergraduate Studies Subcommittee
VCAB	Vice-Chair of the Academic Board
VCAC	Vice-Chair the Appointments Committee
WPS	Women, Peace and Security ( <i>Centre within the IGA</i> )

## Key contacts

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(when calling externally all numbers are prefixed by 0207 955 except where noted)

### Academic and Professional Development Division

Dr Neil McLean	Director	ext 7180
Jane Hindle	Head, Educational Strategy Unit	ext 7462
Dr Claudine Provencher	Head LSE Life	ext 3715
Dr Claire Gordon	Head Teaching and Learning Centre	ext 5344

### Academic Registrar's Division

Mark Thomson	Academic Registrar	ext 6114
Angela Dalrymple	Head of Student Services Centre	ext 7457
Cath Baldwin	Director of Recruitment	ext 6750
Simon Beattie	Head of Admissions	ext 6928
Tom Hewlett	Head of TQARO	ext 6387

**Admissions Enquiries** Selectors Hotline for Enquiries ext 6799

### Communications Division

Adrian Thomas	Director of Communications and Public Affairs	ext 7053
Sarah Coyle	Head of Internal Communications ( <i>maternity leave</i> )	7107 ext 5501
Amanda Saunders	Acting Head of Internal Communications	7107 ext 5501
Fiona Metcalfe	Head of External Communications	ext 2892
Daniel O'Connor	Head of Press and Information Office	ext 7417

### Conference and Events Office

Alan Revel Events Manager ext 6446

### Data Protection

Rachael Maguire Records Manager ext 4622

### Directorate

Dame Minouche Shafik	Director	ext 6285
Prof Julia Black	Pro-Director (Research)	ext 7936
Prof Eric Neumayer	Pro-Director (Faculty Development)	ext 7598
Prof Paul Kelly	Pro-Director (Education)	ext 7190
Prof David Webb	Pro-Director (Planning and Resources) & CFO	ext 6369
Dr Andrew Young	Chief Operating Officer	ext 7091
Selina Hannaford	Head of Directorate Office	7852 ext 3675
Andrew Wilson	Executive Officer	ext 5214
Alana Lythgoe	Executive Officer	ext 3601
Marta Gajewska	EA to COO & PD (Faculty Development)	ext 7007
Clair Harrison	EA to Director	ext 6285
Marlene Worrell	EA to PD (Education) & (Planning and Resources) & CFO	ext 7014
Laura Ross	EA to PD (Research)	ext 7100

### Disability & Wellbeing Service

Adam Sandelson	Head of Student Wellbeing Service	ext 3627
Paul Glynn	Head of Counselling Service	ext 6953
Sarah Slater	Head of Disability and Wellbeing Service	ext 6034

### Equity, Diversity and Inclusion office

Joy Whyte Executive Officer ext 7096

**LSE Enterprise Ltd**

Simon Flemmington	Chief Executive Officer	ext 6852
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**Estates**

Julian Robinson	Director of Estates	ext 6761
Allan Blair	Director of Facilities Management	ext 6748
Ken Kinsella	Director of Capital Development	7849 ext 4951
Richard Jenden	Director of Property and Space Strategy	7852 ext 3647

**Freedom of Information (Fol)**

Rachael Maguire	Records Manager	ext 4622
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**Finance**

Mike Ferguson	Finance Director	ext 7094
Naomi Richardson	Head of Financial Planning & Analysis	ext 1284
Laura Gilbert	Budgets/transaction queries	ext 5241
Madhu Murali		ext 6222
Hennreitta Harsca		ext 5218
Ioannis Tsolkas		ext 7880
Glenn Ruane	Fees and student debts	ext 6480
Ioannis Tsolkas	Hiring fund check	ext 7880
Mike Black	Paying invoices and reimbursement claims	ext 5422
Rudy Ghosh	Tax matters including VAT and benefit in kind	ext 6268
Contact GLPD	Insurance	
Sherry Vaid	Travel facilities (foreign currency)	ext 6372
Keith Adams	Access to financial system/reports	ext 6149
Glen Humble	Procurement	ext 6480
Teresa Kok-Shun	Update budget signers	ext 5312

**Health and Safety**

Mel Boucher	Head of Health and Safety	7852 ext 3677
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**Human Resources Division**

Indi Seehra	Director of Human Resources	ext 6659
Louise Handley	Head of Employee Relations	ext 7782
Chris Watt	Head of Organisational Learning	ext 6205
Neelam Talewar	Head of Operations	ext 1311
Lisa Morrow	Senior HR Partner	ext 7070
Seema Haria	HR Manager, Reward and Contribution	ext 2961
Nicola Littlewood	HR Manager, Promotions and Review	ext 3734
Sharon Moore	Pensions Manager	ext 7093

**Information Management and Technology**

Nick Deyes	Director ( <i>until end August 2017</i> )	ext 6633
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**Library**

Nicola Wright	Director of Library Services	ext 7217
Martin Reid	Deputy Director and Head of Academic Services	ext 7616
Anna Grigson	Head of Collection Services	ext 7943
Simon Machell	Teaching Support Service Manager	ext 7528
Anna Towlson	Archives and Special Collections Manager	ext 7578
Beth Clark	Head of Digital Scholarship and Innovation	ext 5010
Sheila Gopaulen	Library Departmental Manager	ext 3523

**LSE Advancement**

Cath Baldwin	Interim Director of LSE Advancement	ext 5334
Karen Lippoldt	Deputy Director, LSE Advancement – Constit. Relations	7106 1281
Julian Szego	Deputy Director, LSE Advancement – Operations	ext 7853
Zoe Povoas	Head of Alumni Relations ( <i>until 12 July</i> )	ext 7421
Shona Aitken	Deputy Head of Principal and Major Gifts	7849 4683

**LSE Careers Service**

Mark Maloney	Acting Director of Careers	ext 6964
Jenny Blakesley	Director of Careers	ext 6964
<i>(on maternity leave until January 2018)</i>		

**Planning Unit**

Wayne Tatlow	Head of Planning Unit	ext 7407
Gary Barclay	MSL/resources enquiries	ext 7948

**Research Division**

David Coombe	Director of Research Division	ext 7114
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**Residential Services and Catering**

Ian Spencer	Director of Residential Services	ext 7083
Jacqui Beazley	Head of Catering	ext 7817

**Risk and Compliance Unit**

Robin Hoggard	Head of Risk and Compliance	ext 7061
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**Secretary's Division**

Andrew Webb	School Secretary (until 31 December 2017)	7849 ext 4959
Danny Hassell	EA to the School Secretary	ext 7554
Stephanie Allison	Ethics Manager	ext 7975
Kevin Haynes	Head of Legal Team	ext 7823
Rachel Knight	Head of Governance Team	ext 6811
Jane Pugh	Governance Officer	ext 6866

**Security and Portering**

Paul Thornbury	Head of Security	ext 6055
Richard Allen	Team leader, portering	ext 6760

## Heads of Department, Deputy Heads of Department and Departmental Managers' contact details 2017-2018



### Accounting

**Head:** Professor Wim Van der Stede (OLD2.18, 6695, w.van-der-stede@lse.ac.uk)

**Departmental Manager:** Yvonne Guthrie (OLD3.19, 6408, y.guthrie@lse.ac.uk)



### Anthropology

**Head:** Professor Katy Gardner (OLD5.07, 5064, k.j.gardner@lse.ac.uk)

**Deputy Head:** Professor Matthew Engelke (OLD6.12, 6494, m.engelke@lse.ac.uk)

**Departmental Manager:** Yanina Hinrichsen (OLD6.03, 7202, y.hinrichsen@lse.ac.uk)



### Economic History

**Head:** Professor Albrecht Ritschl (SAR6.06, 6482, a.o.ritschl@lse.ac.uk)

**Deputy Head Teaching:** Professor Tirthankar Roy (SAR6.16, 6248, t.roy@lse.ac.uk)

**Deputy Head Teaching:** Professor Joan R Roses (SAR5.15, 6678, j.r.roses@lse.ac.uk)

**Departmental Manager:** Jennie Stayner (SAR6.05, 7857, j.c.stayner@lse.ac.uk)



### Economics

**Head:** Professor Leonardo Felli (32L4.02, 7525, Economics.HoD@lse.ac.uk)

**Deputy Head for Teaching:** Professor Erik Eyster (32L.4.29, 7869, e.eyster@lse.ac.uk)

**Deputy Head for Research:** Professor Maitreesh Ghatak (32L.3.08A, 3568, m.ghatak@lse.ac.uk)

**Dept Managers:** Charlotte Knights – Planning & Resources (32L1.28A, 7230, c.knights@lse.ac.uk)

John Curtis – Ops (32L1.24, 7545, j.curtis@lse.ac.uk) **PA:** Emma Taverner (7418, e.taverner@lse.ac.uk)



### European Institute

**Head:** Professor Kevin Featherstone (COW2.02, 6027, k.featherstone@lse.ac.uk)

**Deputy Head:** Dr Jennifer Jackson-Preece (COW2.06, 6109, j.jackson-preece@lse.ac.uk)

**Departmental Manager:** Carl-Ludwig Campbell (COW3.11b, 6780, c.l.campbell@lse.ac.uk)



### Finance

**Head:** Professor Christopher Polk (CON1.04, 4917, c.polk@lse.ac.uk)

**Deputy Head Teaching:** Professor Daniel Ferreira (CON2.07, 7544, d.ferreira@lse.ac.uk)

**Deputy Head Research:** Dr Daniel Paravisini (OLD M3.10, 5371, d.paravisini@lse.ac.uk)

**Departmental Manager:** Osmana Raie (OLD301, 7324, o.raie@lse.ac.uk)



### Gender

**Head:** Professor Clare Hemmings (TW1.11, 7572, c.hemmings@lse.ac.uk)

**Deputy Head Teaching:** Dr Sadie Wearing (TW1.11, 7194, s.wearing@lse.ac.uk)

**Deputy Head Research:** Dr Sumi Madhok (TW1.11, 6024, s.madhok@lse.ac.uk)

**Departmental Manager:** Hazel Johnstone (TW1.11, 5316, h.johnstone@lse.ac.uk)



### Geography and Environment

**Head:** Professor Susana Mourato (STC503, 7718, s.mourato@lse.ac.uk)

**Deputy Head Teaching:** Professor Steve Gibbons (STC5.11, 6245, s.gibbons@lse.ac.uk)

**Departmental Manager:** Sam Colegate (STC411, 6089, s.colegate@lse.ac.uk)



### Government

**Head:** Professor Chandran Kukathas (CON5.04, 7910, c.kukathas@lse.ac.uk)

**DH Teaching:** Prof Cheryl Schonhardt-Bailey (CON6.05, 7187, c.m.schonhardt-bailey@lse.ac.uk)

**Deputy Head Research:** Professor Michael Bruter (CON4.06, ext 6547, m.bruter@lse.ac.uk)

**Departmental Manager:** Shelly Brindley (CON3.12, 6751, s.a.brindley@lse.ac.uk)



### International Development

**Head:** Professor Ken Shadlen (CON7.08, ext 3681, k.shadlen@lse.ac.uk)

**Deputy Head Teaching:** Dr Diana Weinhold (CON7.10, ext 6331, d.weinhold@lse.ac.uk)

**Deputy Head Research:** Professor Jean-Paul Faguet (CON8.06, 6435, j.p.faguet@lse.ac.uk)

**Departmental Manager:** Peter Campbell (CON8.08, 6235, p.campbell1@lse.ac.uk)



### International History

**Head:** Professor Matthew Jones (SAR3.09, 3791, m.c.jones@lse.ac.uk)  
**Chair Teaching Committee:** Professor Piers Ludlow (SAR2.16, 7099, n.p.ludlow@lse.ac.uk)  
**Director of Teaching:** Dr Paul Keenan (SAR.2.13, 6654, p.keenan@lse.ac.uk)  
**Departmental Manager:** Demetra Frini (SAR.1.03B, 7548, d.frini@lse.ac.uk)



### International Relations

**Head:** Professor Peter Trubowitz (CLM.4.05, 6978, p.trubowitz@lse.ac.uk)  
**Deputy Head Teaching:** Dr Uli Sedelmeier (CLM.5.06, 7166, u.sedelmeier@lse.ac.uk)  
**Deputy Head Research:** Dr Tomila Lankina (CLM.6.07, 7394, t.lankina@lse.ac.uk)  
**Departmental Manager:** Nyssa Lee-Wolf (CLM.6.05, 3769, n.lee-woolf@lse.ac.uk)



### Law

**Head:** Professor Jeremy Horder (NAB7.10, 7246, j.horder@lse.ac.uk)  
**Deputy Head:** Professor Neil Duxbury (NAB6.10, 3750, n.duxbury@lse.ac.uk)  
**Departmental Managers:** Matt Rowley – Strategy & Resources (NAB6.16, 7278, m.rowley@lse.ac.uk)  
Harriet Carter – Operations and Personnel (NAB6.14, 7271, h.c.carter@lse.ac.uk)



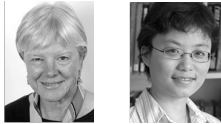
### Management

**Head:** Professor Naufel Vilcassim (NAB4.38, 1105, n.vilcassim@lse.ac.uk)  
**Deputy Head:** Professor Om Narasimhan (NAB5.06, 5031, o.narasimhan@lse.ac.uk)  
**Chair Teaching Committee:** Dr Edgar Whitley (NAB3.32, 7410, e.a.whitley@lse.ac.uk)  
**DM – Strategic Planning and Development:** Joanne Hay, (NAB4.36, 6249, j.hay@lse.ac.uk)



### Mathematics

**Head:** Professor Martin Anthony (COL3.13, 7623, m.anthony@lse.ac.uk)  
**Deputy Head Teaching:** Professor Jozef Skokan (COL3.04, 7008, j.skokan@lse.ac.uk)  
**Deputy Head Research:** Professor Gregory Sorkin (NAB 3.19, 1228, g.b.sorkin@lse.ac.uk)  
**Departmental Manager:** Kate Barker (COL3.10, 6373, k.barker@lse.ac.uk)



### Media and Communications

**Head:** Professor Robin Mansell (TW3.7.01E, 6380, r.e.mansell@lse.ac.uk)  
**Deputy Head:** Dr Bingchun Meng (TW2.7.01H, 5020, b.meng@lse.ac.uk)  
**Departmental Manager:** Catherine Bennett (TW3.7.01D7, 6107, c.l.bennett@lse.ac.uk)



### Methodology

**Head:** Professor Kenneth Benoit (COL8.11, 6821, k.r.benoit@lse.ac.uk)  
**Deputy Head:** Dr Flora Cornish (COL8.09, 6792, f.cornish@lse.ac.uk)  
**Departmental Manager:** Gillian Urquhart (COL8.08, 7639, g.urquhart@lse.ac.uk)



### Philosophy, Logic & Scientific Method

**Head:** Professor Miklos Redei (LAK.4.03, 6323, m.redei@lse.ac.uk)  
**Deputy Head:** Professor Richard Bradley (LAK2.03, 7330, r.bradley@lse.ac.uk)  
**Departmental Manager:** Becky Matthams (LAKG.01B, 7340, r.matthams@lse.ac.uk)



### Psychological and Behavioural Science

**Head:** Professor Paul Dolan, (QUE.3.08, 7237, p.h.dolan@lse.ac.uk)  
**Deputy Head Teaching:** Dr Bradley Franks (QUE.3.03, 7704, b.franks@lse.ac.uk)  
**Deputy Head Research:** Dr Thomas Reader (QUE.3.10, 7709, t.w.reader@lse.ac.uk)  
**Departmental Manager:** Champa Heidbrink, (QUE.3.07, 7402, c.heidbrink@lse.ac.uk)



### Social Policy

**Head:** Professor Stephen Jenkins (OLD2.29, 6527, s.jenkins@lse.ac.uk)  
**Deputy Head Teaching:** Dr Hakan Seckinelgin (OLD2.27, 6038, m.h.seckinelgin@lse.ac.uk)  
**Departmental Manager:** Damian Roberts (OLD2.46, 7345, d.p.roberts@lse.ac.uk)



### **Sociology**

**Head:** Professor Nigel Dodd (STC1.06, 7571, n.b.dodd@lse.ac.uk)

**Deputy Head:** Dr Fran Tonkiss (STC1.14, 6601, f.tonkiss@lse.ac.uk)

**Departmental Manager:** Louise Fisher (STC1.19D, 7305, l.c.fisher@lse.ac.uk)

### **Statistics**



**Head:** Professor Pauline Barrieu (COL6.03, 6016, p.m.barrieu)

**Deputy Head Teaching Strategy:** Professor Irini Moustaki (COL6.05, 5172, i.moustaki)

**Deputy Head Teaching:** Professor Erik Baurdoux (COL6.04, 6717, e.j.baurdoux@lse.ac.uk)

**Departmental Manager:** Imelda Noble (COL6.13, 7731, i.noble@lse.ac.uk)

### **LSE Language Centre**



**Director:** Dr. Neil McLean (20KSW.G.07, 7180, n.d.mclean@lse.ac.uk)

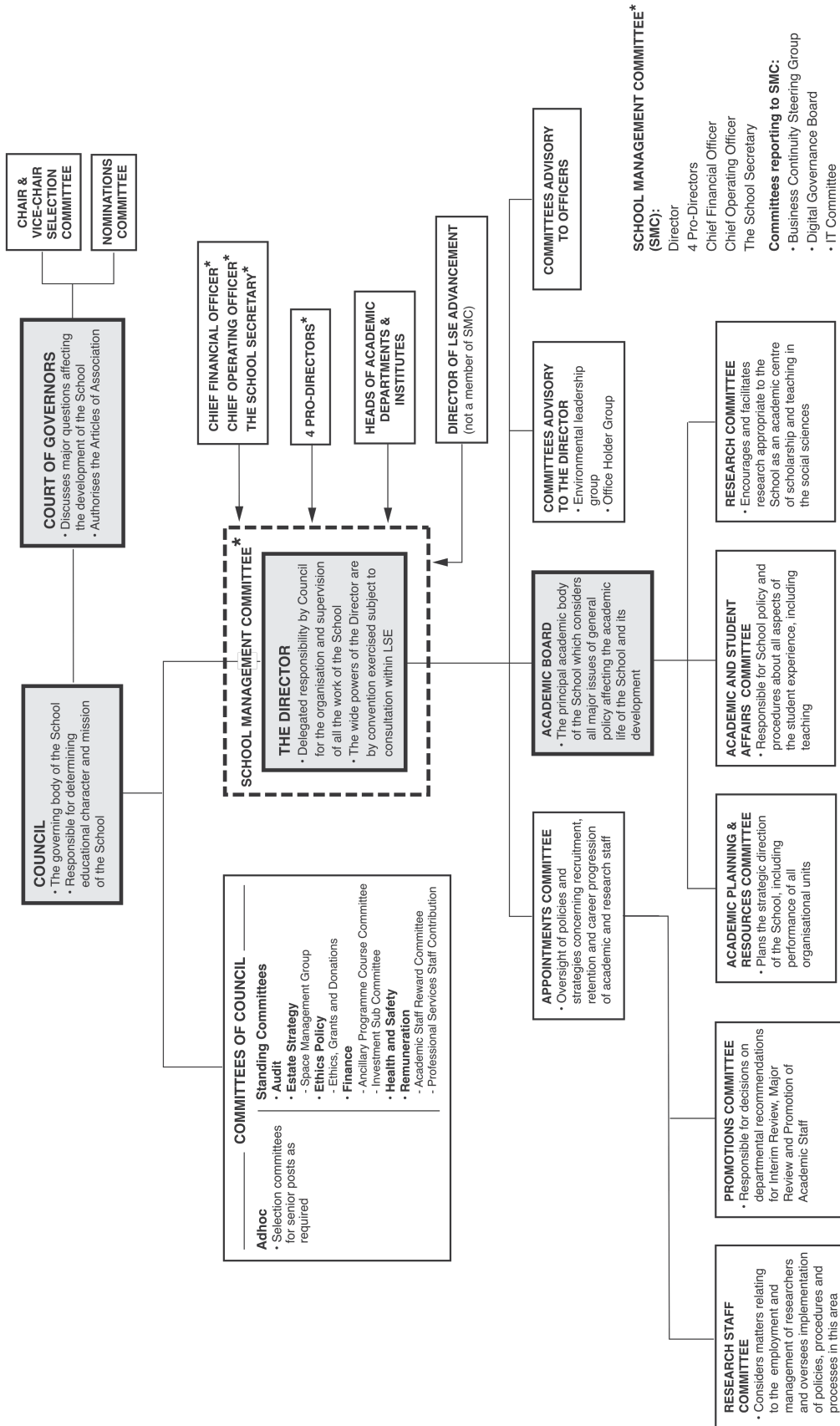
**Deputy Director:** Alison Standring (TW3.6.01e, 7019, a.standring@lse.ac.uk)

**Manager:** John Heyworth (20KSW.G.06, 7933, j.heyworth@lse.ac.uk)

### **Health Policy**

**Head:** Professor Elias Mossialos (COW.4.08, 7564, e.a.mossialos@lse.ac.uk)

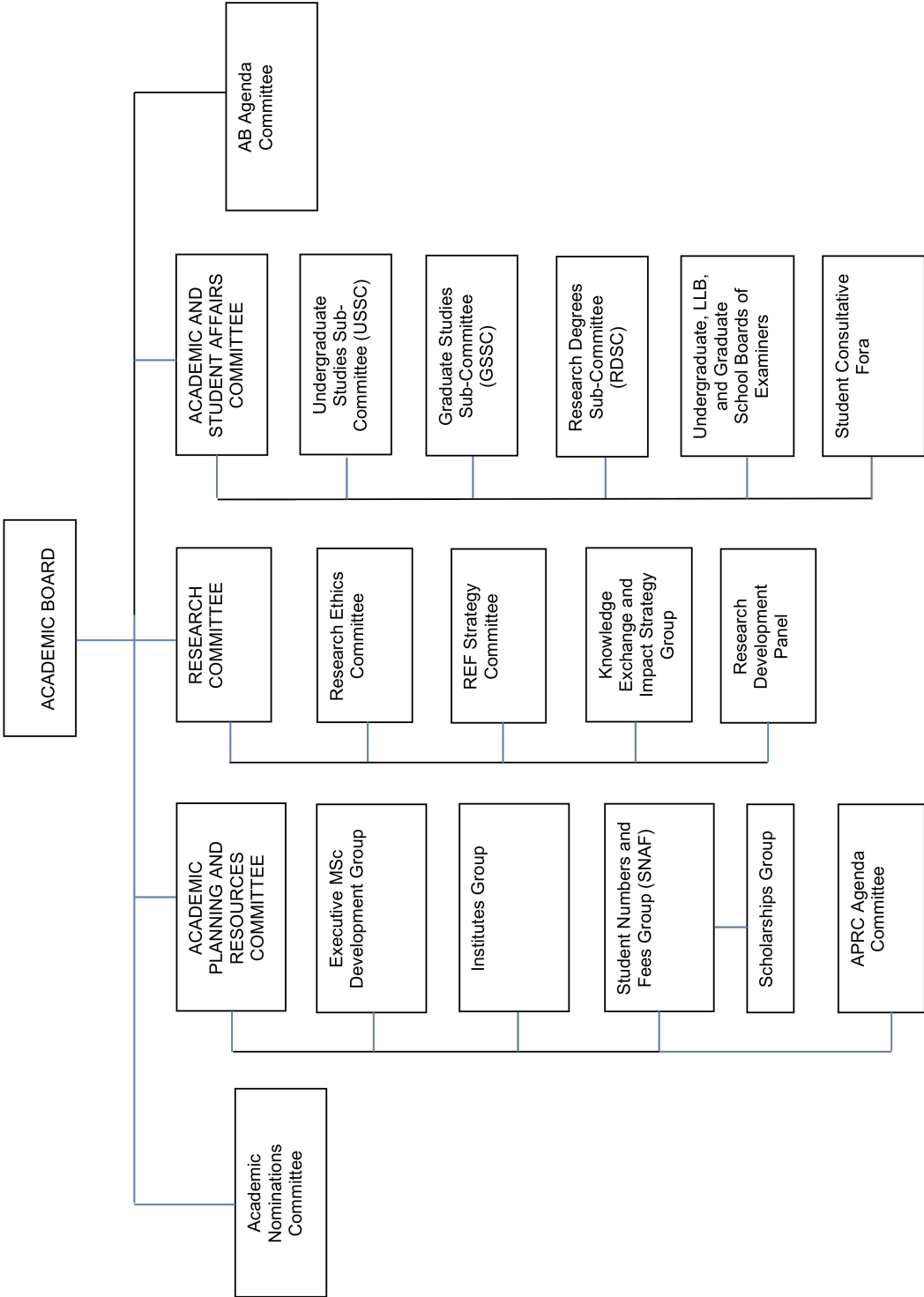
# The Structure of School Governance



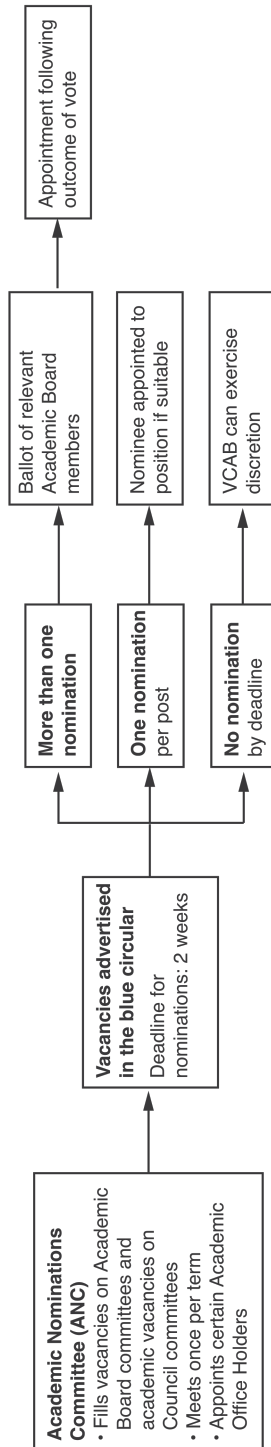
## The Senior Management of the School – effective from 01.09.17

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# Academic Board Committee Structure



# Committee Selection Procedure



- Committee members serve a 3 year term of office after the full completion of which they can opt to serve a further 3 year term or stand down.
- Once term of office has been completed they cannot be called on for committee service again for 3 terms
- They cannot be called upon if on sabbatical leave

# Heads of Department Calendar 2017 – 2018

## APRC reviews 17/18

- Accounting
- Economics
- Finance
- International Development

## ASC reviews 17/18 (Lent term)

- International History
- Economic History
- Philosophy
- Anthropology
- Language Centre

Department Profiles are released to Departments 31st

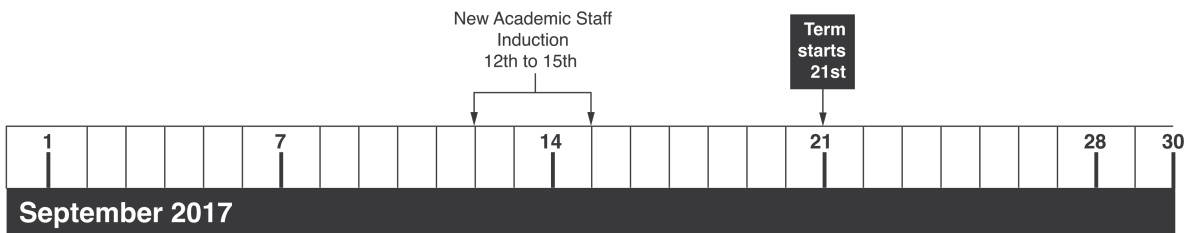
Visiting Fellows & Visiting Snr Fellows application deadline date tbc 27th



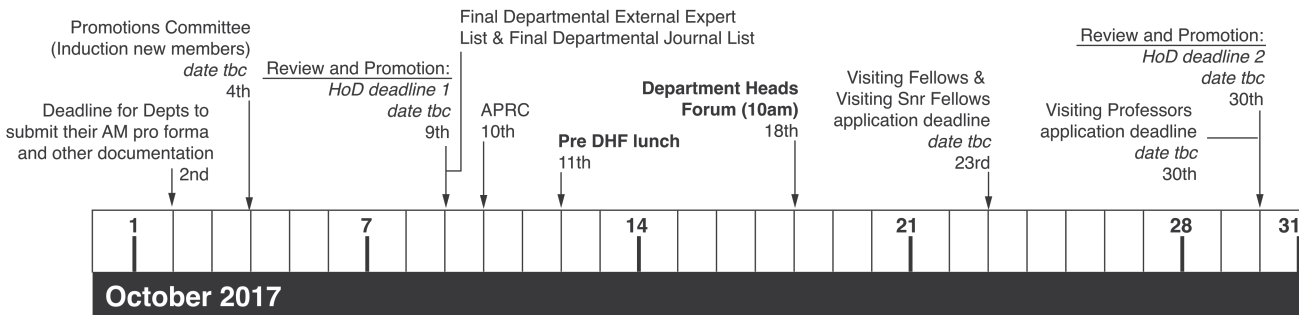
August/September: Heads of Department to start planning submission for promotions.

Heads of Department to note they should hold regular staff meetings/Departmental meetings through session but especially:

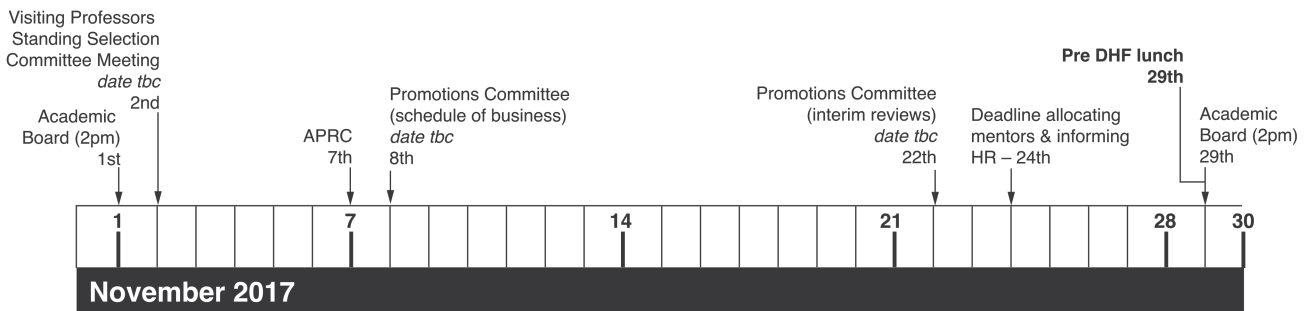
- A meeting in the summer term to discuss indicative budgets, staff loads and responsibilities for forthcoming session
- A meeting in September to review previous session and to ensure smooth operations at the beginning of term



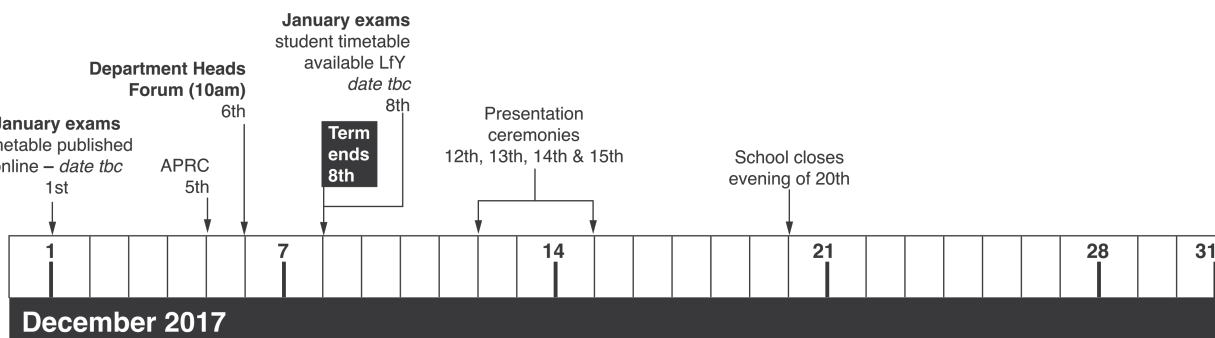
Nomination of Examination Sub-Board Chairs (UGs) Examination Board Chairs (PGs) – September/October of the academic year they would be acting.



AM meetings are held in Michaelmas Term each year, normally mid-October to end of November



Deadline: Nomination of Examination Sub-Board Chairs (UGs) Examination Board Chairs (PGs) – November/December of the preceding academic year (10 months in advance).



# Heads of Department Calendar 2017-18

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# Heads of Department Calendar 2017-18

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## Committee Calendar 2017-18

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13/09/2017	Wed	13:00	17:30	Audit Committee
19/09/2017	Tue	09:30	17:00	Council Awayday
26/09/2017	Tue	14:00	15:00	APRC Agenda Committee
26/09/2017	Tue	15:30	18:30	Audit Committee
04/10/2017	Wed	13:00	16:00	Promotions Committee (Induction for new members)
04/10/2017	Wed	09:30	11:00	Space Management Group
05/10/2017	Thu	16:00	18:00	Ethics Policy Committee
05/10/2017	Thu	13:00	15:30	Research Committee
09/10/2017	Mon	14:00	16:00	International Programmes Board
10/10/2017	Tue	14:00	16:00	APRC
10/10/2017	Tue	17:00	18:30	Nominations Committee
11/10/2017	Wed	12:30	14:00	Department Heads Informal Lunch
12/10/2017	Thu	13:00	15:00	Research Ethics Committee
16/10/2017	Mon	13:00	16:00	Knowledge Exchange & Impact Strategy Group (KEISG)
18/10/2017	Wed	10:00	12:00	Department Heads Forum
18/10/2017	Wed	14:00	16:00	Doctoral Programme Directors' Forum
18/10/2017	Wed	15:00	16:00	Graduate Studies Sub Committee
18/10/2017	Wed	12:30	15:00	Undergraduate Studies Sub Committee
19/10/2017	Thu	12:00	14:00	Agenda Committee of the Academic Board
19/10/2017	Thu	12:00	15:00	Investments Sub Committee
24/10/2017	Tue	14:00	15:00	APRC Agenda Committee
25/10/2017	Wed	14:00	16:00	Academic and Student Affairs Committee (ASC)
25/10/2017	Wed	10:30	13:00	Research Staff Committee
26/10/2017	Thu	14:00	16:00	Estate Strategy Committee
26/10/2017	Thu	13:00	15:00	REF Strategy Committee
31/10/2017	Tue	09:30	15:00	Court Away Day
31/10/2017	Tue	17:00	19:00	Finance Committee
01/11/2017	Wed	14:00	16:00	Academic Board
01/11/2017	Wed	12:00	13:30	Research Students Consultative Forum
01/11/2017	Wed	09:30	11:00	Space Management Group
02/11/2017	Thu	10:00	12:00	Research Centre Directors Forum (RCDF)
02/11/2017	Thu	10:00	12:30	Visiting Professor Standing Selection Committee
07/11/2017	Tue	14:00	16:00	APRC
07/11/2017	Tue	15:30	18:30	Audit Committee
07/11/2017	Tue	10:00	12:00	Residences User Group
08/11/2017	Wed	14:00	16:00	Academic Nominations Committee
08/11/2017	Wed	15:00	17:00	Catering Services User Group
08/11/2017	Wed	11:00	12:00	Nursery Governance Committee
08/11/2017	Wed	12:00	16:00	Promotions Committee (Schedule of Business)
09/11/2017	Thu	13:30	17:00	Graduate School Board of Examiners
09/11/2017	Thu	15:30	17:00	Joint Negotiating and Consultative Committee
09/11/2017	Thu	13:30	15:30	Joint Negotiation, Information and Consultation Committ
14/11/2017	Tue	10:00	12:00	Student Numbers and Fees (SNAF)
15/11/2017	Wed	14:00	16:00	Departmental Tutors' Consultative Forum
15/11/2017	Wed	14:00	16:00	Research Degrees Sub Committee
16/11/2017	Thu	12:00	14:00	Agenda Committee of the Academic Board
16/11/2017	Thu	16:00	18:00	Ethics Policy Committee
21/11/2017	Tue	14:00	15:00	APRC Agenda Committee
21/11/2017	Tue	17:15	19:15	Council
22/11/2017	Wed	15:00	16:00	Graduate Studies Sub Committee
22/11/2017	Wed	09:00	17:00	Promotions Committee (Interim Reviews)

## Committee Calendar 2017-18

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22/11/2017	Wed	12:30	15:00	Undergraduate Studies Sub Committee
23/11/2017	Thu	14:00	17:00	Office Holders Group
23/11/2017	Thu	13:00	15:30	Research Committee
23/11/2017	Thu	12:00	14:00	Taught Grad Students Consultative Forum
27/11/2017	Mon	14:00	16:00	International Programmes Board
29/11/2017	Wed	14:00	16:00	Academic Board
29/11/2017	Wed	10:30	13:00	Briefings with Professional Services Staff
29/11/2017	Wed	12:30	14:00	Department Heads Informal Lunch
30/11/2017	Thu	14:00	16:00	Briefings with Professional Services Staff
30/11/2017	Thu	12:00	14:00	Undergraduate Students Consultative Forum
04/12/2017	Mon	12:00	13:00	Ethics (Grants and Donations) Panel
05/12/2017	Tue	14:00	16:00	APRC
06/12/2017	Wed	10:00	12:00	Department Heads Forum
06/12/2017	Wed	09:30	11:00	Space Management Group
07/12/2017	Thu	17:00	19:00	Court
12/12/2017	Tue	17:00	19:00	Finance Committee
10/01/2018	Wed	14:00	16:00	Academic and Student Affairs Committee (ASC)
11/01/2018	Thu	12:00	14:00	Agenda Committee of the Academic Board
16/01/2018	Tue	14:00	15:00	APRC Agenda Committee
16/01/2018	Tue	09:00	12:30	Professional Services Staff Contribution Pay Pre-Meeting
17/01/2018	Wed	10:00	12:00	Promotions Committee (Teaching Prizes Sub-Committee)
17/01/2018	Wed	15:00	17:00	Taught Grad GSF: post offer contact workshop
18/01/2018	Thu	16:00	18:00	Ethics Policy Committee
18/01/2018	Thu	13:00	15:30	Research Committee
23/01/2018	Tue	14:00	16:00	APRC
24/01/2018	Wed	14:00	16:00	Academic Board
24/01/2018	Wed	12:30	14:00	Department Heads Informal Lunch
30/01/2018	Tue	17:00	19:00	Finance Committee
30/01/2018	Tue	17:00	18:30	Nominations Committee
31/01/2018	Wed	14:00	16:00	Academic Nominations Committee
31/01/2018	Wed	10:00	12:00	Department Heads Forum
31/01/2018	Wed	15:00	16:00	Graduate Studies Sub Committee
31/01/2018	Wed	14:00	17:00	Remuneration Committee
31/01/2018	Wed	09:30	11:00	Space Management Group
31/01/2018	Wed	12:30	15:00	Undergraduate Studies Sub Committee
01/02/2018	Thu	12:00	15:00	Investments Sub Committee
05/02/2018	Mon	13:00	16:00	Knowledge Exchange & Impact Strategy Group (KEISG)
06/02/2018	Tue	14:00	15:00	APRC Agenda Committee
06/02/2018	Tue	17:15	19:15	Council
07/02/2018	Wed	15:00	17:00	Catering Services User Group
07/02/2018	Wed	14:00	16:00	Departmental Tutors' Consultative Forum
07/02/2018	Wed	11:00	12:00	Nursery Governance Committee
07/02/2018	Wed	10:00	16:00	Promotions Committee (Major Review)
07/02/2018	Wed	13:30	17:00	School Board of Examiners (Business)
08/02/2018	Thu	12:00	14:00	Agenda Committee of the Academic Board
08/02/2018	Thu	13:00	15:00	Research Ethics Committee
08/02/2018	Thu	10:00	12:00	Residences User Group
13/02/2018	Tue	10:00	12:00	Student numbers and Fees (SNAF)
14/02/2018	Wed	12:30	14:00	Department Heads Informal Lunch
20/02/2018	Tue	14:00	16:00	APRC
21/02/2018	Wed	14:00	16:00	Academic Board

## Committee Calendar 2017-18

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21/02/2018	Wed	10:30	13:00	Research Staff Committee
22/02/2018	Thu	15:30	17:00	Joint Negotiating and Consultative Committee
22/02/2018	Thu	13:30	15:30	Joint Negotiation, Information and Consultation Committee
22/02/2018	Thu	13:00	15:00	REF Strategy Committee
22/02/2018	Thu	10:00	12:00	Research Centre Directors Forum (RCDF)
27/02/2018	Tue	15:30	18:30	Audit Committee
27/02/2018	Tue	13:00	17:00	Ethics Policy Committee - Away Day
27/02/2018	Tue	10:00	12:00	Visiting Professor Standing Selection Committee
28/02/2018	Wed	14:00	16:00	Academic and Student Affairs Committee (ASC)
28/02/2018	Wed	10:30	13:00	Briefings with Professional Services Staff
28/02/2018	Wed	10:00	12:00	Department Heads Forum
28/02/2018	Wed	13:30	17:00	Graduate School Board of Examiners (Business)
01/03/2018	Thu	14:00	16:00	Briefings with Professional Services Staff
01/03/2018	Thu	13:00	15:30	Research Committee
01/03/2018	Thu	12:00	14:00	Taught Grad Students Consultative Forum
06/03/2018	Tue	14:00	15:00	APRC Agenda Committee
06/03/2018	Tue	17:15	19:15	Council
07/03/2018	Wed	15:00	16:00	Graduate Studies Sub Committee
07/03/2018	Wed	09:00	17:00	Promotions Committee (Promotions)
07/03/2018	Wed	12:00	13:30	Research Students Consultative Forum
07/03/2018	Wed	09:30	11:00	Space Management Group
07/03/2018	Wed	12:30	15:00	Undergraduate Studies Sub Committee
08/03/2018	Thu	12:00	14:00	Agenda Committee of the Academic Board
08/03/2018	Thu	09:00	17:00	Promotions Committee (Promotions)
08/03/2018	Thu	12:00	14:00	Undergraduate Students Consultative Forum
12/03/2018	Mon	14:00	16:00	International Programmes Board
13/03/2018	Tue	14:00	17:00	Office Holders Group
14/03/2018	Wed	14:00	16:00	Research Degrees Sub Committee
15/03/2018	Thu	17:00	19:00	Court
15/03/2018	Thu	14:00	16:00	Estate Strategy Committee
19/03/2018	Mon	12:00	13:00	Ethics (Grants and Donations) Panel
20/03/2018	Tue	14:00	16:00	APRC
20/03/2018	Tue	17:00	19:00	Finance Committee (strategic meeting)
21/03/2018	Wed	14:00	16:00	Academic Board
22/03/2018	Thu	16:00	18:00	Ethics Policy Committee
11/04/2018	Wed	09:30	11:00	Space Management Group
17/04/2018	Tue	14:00	15:00	APRC Agenda Committee
23/04/2018	Mon	12:00	14:00	Agenda Committee of the Academic Board
24/04/2018	Tue	14:00	16:00	APRC
25/04/2018	Wed	14:00	16:00	Academic and Student Affairs Committee (ASC)
25/04/2018	Wed	14:00	16:00	Departmental Tutors' Consultative Forum
02/05/2018	Wed	14:00	16:00	Academic Board
02/05/2018	Wed	15:00	17:00	Catering Services User Group
03/05/2018	Thu	13:00	15:30	Research Committee
03/05/2018	Thu	10:00	12:00	Residences User Group
03/05/2018	Thu	10:30	12:30	Visiting Professor Standing Selection Committee
08/05/2018	Tue	14:00	15:00	APRC Agenda Committee
08/05/2018	Tue	17:00	19:00	Finance Committee
08/05/2018	Tue	17:00	18:30	Nominations Committee
08/05/2018	Tue	10:00	12:00	Student Numbers and Fees (SNAF)
09/05/2018	Wed	12:30	14:00	Department Heads Informal Lunch

## Committee Calendar 2017-18

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09/05/2018	Wed	14:00	16:00	Doctoral Programme Directors' Forum
09/05/2018	Wed	12:00	16:00	Promotions Committee (Review)
09/05/2018	Wed	09:30	11:00	Space Management Group
10/05/2018	Thu	13:00	15:00	Research Ethics Committee
15/05/2018	Tue	14:00	16:00	APRC
15/05/2018	Tue	17:15	19:15	Council
16/05/2018	Wed	14:00	16:00	Academic Nominations Committee
16/05/2018	Wed	10:00	12:00	Department Heads Forum
16/05/2018	Wed	15:00	16:00	Graduate Studies Sub Committee
16/05/2018	Wed	14:00	16:00	Research Degrees Sub Committee
16/05/2018	Wed	12:30	15:00	Undergraduate Studies Sub Committee
17/05/2018	Thu	12:00	14:00	Agenda Committee of the Academic Board
17/05/2018	Thu	12:00	15:00	Investments Sub Committee
21/05/2018	Mon	14:00	15:00	APRC Agenda Committee
22/05/2018	Tue	15:30	18:30	Audit Committee
23/05/2018	Wed	10:30	13:00	Research Staff Committee
23/05/2018	Wed	12:00	13:30	Research Students Consultative Forum
30/05/2018	Wed	14:00	16:00	Academic Board
30/05/2018	Wed	10:00	12:30	Graduate Studies Sub Committee
31/05/2018	Thu	13:00	15:00	REF Strategy Committee
04/06/2018	Mon	13:00	16:00	Knowledge Exchange & Impact Strategy Group (KEISG)
04/06/2018	Mon	09:00	12:30	Professional Services Staff Contribution Pay: Moderation Meeting
04/06/2018	Mon	12:00	13:00	Ethics (Grants and Donations) Panel
05/06/2018	Tue	14:00	16:00	APRC
05/06/2018	Tue	17:00	19:00	Finance Committee
06/06/2018	Wed	14:00	16:00	Academic and Student Affairs Committee (ASC)
06/06/2018	Wed	14:00	16:00	Appointments Committee
06/06/2018	Wed	09:30	11:00	Space Management Group
06/06/2018	Wed	17:00	21:00	Strawberry Tea
07/06/2018	Thu	15:30	17:00	Joint Negotiating and Consultative Committee
07/06/2018	Thu	13:30	15:30	Joint Negotiation, Information and Consultative Committee
07/06/2018	Thu	13:00	15:30	Research Committee
14/06/2018	Thu	14:00	16:00	Estate Strategy Committee
14/06/2018	Thu	16:00	18:00	Ethics Policy Committee
18/06/2018	Mon	14:00	16:00	International Programmes Board
19/06/2018	Tue	17:15	19:15	Council
20/06/2018	Wed	10:30	13:00	Briefings with Professional Services Staff
20/06/2018	Wed	09:00	13:00	LLB Pts 1 & 2 Board of Examiners
21/06/2018	Thu	14:00	16:00	Briefings with Professional Services Staff
21/06/2018	Thu	10:00	12:00	Research Centre Directors Forum (RCDF)
25/06/2018	Tue	09:00	18:00	Academic Staff Reward Committee
27/06/2018	Wed	11:00	12:00	Nursery Governance Committee
28/06/2018	Thu	17:00	19:00	Court
28/06/2018	Thu	13:30	17:00	Graduate School Board of Examiners
29/06/2018	Fri	09:00	13:00	School Board of Examiners
04/07/2018	Wed	09:30	11:00	Space Management Group
17/07/2018	Tue	10:00	12:00	Remuneration Committee
17/10/2018	Tue	17:15	19:15	Council

## Key Dates for your Diary

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### **Term dates: 2017-18:**

#### **Michaelmas Term**

Thursday 21 September – Friday 8 December 2017

#### **Lent Term**

Monday 8 January – Friday 23 March 2018

#### **Summer Term**

Monday 23 April – Friday 8 June 2017

### **School closures:**

Thursday 21 December 2017 to Monday 1 January 2018 inclusive, and Thursday 29 March to Wednesday 4 April 2018 inclusive.

### **Degree Ceremony Dates:**

#### **December 2017:**

Monday 11, Tuesday 12, Wednesday 13, and Thursday 14 December

#### **July 2018:**

Wednesday 11, Thursday 12 and Friday 13 July

#### **December 2018:**

Monday 17, Tuesday 18, Wednesday 19, and Thursday 20 December