

**UNIVERSITY OF SUSSEX**  
**School of Global Studies**

**VISION AND STRATEGY 2020-2025**

The School of Global Studies will provide transformative learning and teaching, based on world-class research and engagement in the context of an environment that is inclusive, supportive and respectful for all our staff and students

**December 2019**

## The School of Global Studies

The School of Global Studies brings together three Departments (Anthropology, Geography and International Relations) and a teaching and research programme in International Development (ID). Our ID programme draws on faculty from all three Departments and beyond the School. All four subject areas in Global Studies are in the top 100 in the World according to the QS rankings, and Development at Sussex is ranked no.1. Our disciplinary mix contributes to the uniqueness and success of Global Studies. Vibrant interdisciplinarity exists within and between each of our Departments, and neighbouring schools, through joint undergraduate degrees, cross-listed options, world-leading postgraduate programmes, and a research culture that transcends disciplinary boundaries.

The School has a student body of just under 1800, including some 1300 undergraduates, 400 postgraduate taught and around 100 postgraduate research students. We have about 100 teaching and research faculty, supported by doctoral tutors and 16 professional service colleagues. In addition, we are proud to host to a variety of postdoctoral researchers and visiting researchers from around the globe.

### Our vision

The overarching aim of the School of Global Studies is to generate and share transformational knowledge that makes a difference to the world and that creates new understandings, insights and solutions. We seek to do this through our research; through engagements with policy, industry and professional practice; and through teaching that enables our students to be agents of change. Global Studies will be an inclusive, respectful and enjoyable working environment for all.

We will produce research of the highest quality that is published in the best journals and presses, cited widely and with impact, including through the co-production of research with collaborators, users and participants. We will expand our international research partnerships, leading to increased research contribution income and a higher international profile.

Our global connections will be the source of enhanced opportunities for our students' professional development – in placements, work experience, and study abroad – supported through new funding schemes and bursaries. Our innovations in pedagogy and in student support that recognize, respect, and address the diverse needs of our students will contribute to sustained improvement in student satisfaction for all of our departments. We will broaden our teaching provision, both through online learning and short courses, and through internationally collaborative teaching projects.

### Research with impact

All three of our Units of Assessment performed exceptionally well in the 2019 REF trial run, with the majority of our proposed impact case studies judged as having 4\* potential – around half of the 4\* impact case studies in the University. In the last REF, Geography was no.1 in the UK for impact and our impact case studies for the forthcoming REF continue to showcase the significance and world-leading nature of our research. A member of faculty has allocated responsibility for our impact work and the School benefits from a unique Impact Advisory Board ([http://www.sussex.ac.uk/global/research/advisory\\_board](http://www.sussex.ac.uk/global/research/advisory_board)), drawn from government, the private sector, the media and international organisations. The IAB has played an important part in our success in achieving research impact.

We are recognised for our interdisciplinarity; our courageous global connectivity; and our theoretically leading contributions. Specific areas of strength include: critical development scholarship, environmental change and applied climate science, migration and refugee movements, gender and sexuality, postcolonialism and decolonisation, justice, conflict and violence, human rights, reproductive health, global health policy, urban theory, cultural representations, geomorphology, global political economy and the analysis of processes of global capitalism.

Our regional research centres (Africa, South Asia, Middle East) are important sources of interdisciplinary engagement, as are School-based thematic research centres: the Centre for Advanced International Theory (CAIT), Centre for Bionetworking, Centre for Coastal Research, Centre for Colonial and Postcolonial Studies, Centre for Cultures of Reproduction, Technologies and Health (CORTH), Centre for Global Political Economy, Centre for World Environmental History, Migrating out of Poverty RPC, Sussex Centre for Conflict and Security Research (SCSR), Sussex Climate Change Network, Sussex Rights and Justice Research Centre.

Grant capture is also strong. In an effort to support grant success we have allocated a senior member of faculty to work in support of larger grant applications and are refining our peer review and support mechanisms. We provide financial support to our research centres and anticipate that this will lead to more successful grant applications in the future. Our greatest strengths in grant capture have been in the department of Geography. This is particularly concentrated in the fields of migration and climate change, although prestigious grants, including a range of ERC awards, have been secured across the School and in other fields, such as conflict and violence, global health, trade and biotechnology.

Our postgraduate research programme is strong and makes an important contribution to the school research environment. Doctoral researchers are recruited globally, enhance diversity within the school and contribute significantly to our undergraduate teaching. They also face particular challenges and constraints in terms of finances and wellbeing. We are alert to these and seek to ameliorate them, through careful monitoring of supervision and the fair provision of teaching opportunities.

## Learn to transform

The school has seen strong growth in student numbers in recent years, with tuition fee income rising from £12.3m in 2015-16 to £17.3m in 2018-9 – an increase of more than 41%. Increases in student numbers have been most pronounced among undergraduate and across all departments, but particularly in International Development, which has seen an increase in its undergraduate intake of 45% from 2017/18 to 2019/20 (448 to 648). We are investing in support mechanisms to address the challenges of these increased student numbers for student satisfaction, but this will also require more resources, including through recruitment of teaching staff and the development of better study spaces. Our postgraduate taught programmes also recruit well, with a strong intake of overseas students. We are exploring the possibility of diversifying our portfolio through online distance learning and summer school short courses.

A particular strength of Global Studies is in our extensive provision of opportunities for our undergraduate and postgraduate students to engage as Global Citizens, locally, nationally and internationally. They do this through study abroad, field trips, doctoral fieldwork, voluntary and activist work in Sussex and beyond, and through our growing placement and work experience programme. This strength is currently supported by a dedicated Placements Officer (0.5 FTE). There is considerable scope to increase this support, including tailoring it to the specific needs of GS

students, building up our portfolio of placements providers, and developing a Global Citizens Fund that will enable students from all backgrounds to take advantage of the opportunities available.

## Engage for change

National and international engagement is at the heart of everything we do in the School. We offer extensive study abroad and placement opportunities that are taken up by a growing number of our students at UG and PGT level. Our Research Centres are leading an ethos and practice of external engagement, and we will continue to support them in this and to foster close collaboration between the Centres and the departments. Individual staff are involved research collaborations and partnerships globally.

The School also has very well-developed relationships with its alumni and maintains a record of their career paths. We have a dedicated alumni/employability officer working to support this. Many of our alumni return and take part in careers and employability events, while others are important sources of placements and work-experience.

## Build on strengths

Global Studies aspires to be an inclusive, respectful and enjoyable working environment for all. To achieve this, our Director of Equalities, Diversity and Inclusion works with a team that support initiatives focusing on eliminating inequalities and exclusions. These initiatives include staff and student mentoring, closing the BAME attainment gap, decolonising the curriculum, addressing gender and ethnicity pay gaps and representation. All staff are expected to undertake training in diversity in the workplace and in bullying and harassment.

Our School building is around 50 years old and is in a poor state of repair. Problems include ill-fitting single-glazed windows and an overall lack of maintenance which work counter to sustainability objectives. Our recent growth also means that there is a shortage of staff office space and a lack of study space for students. The building also has very poor standards of accessibility.

## STRATEGIC PRIORITIES 2019-2025

### RESEARCH WITH IMPACT

#### Creating research excellence

- We will encourage our researchers to focus on quality of outputs rather than simply on quantity.
- We will create a sustainable research environment through protecting research time and through judicious use of sabbaticals
- We will monitor and enhance existing departmental systems for internal peer review of articles and research applications. Where appropriate, this will include peer review across departments.
- Our research support systems will be available for all faculty, but we will pay particular attention to the needs of those at an early stage in their career, or with less-developed research profiles, for example through mentoring and reduced loading of other responsibilities, where appropriate.
- We will endeavour to create a flexible but fair and transparent approach to teaching allocation in order to support research.
- Where appropriate, we will seek opportunities to expand our international and national co-authorship of published articles.

#### Research culture and reputation

- Mindful of different approaches to knowledge, we will support researchers who seek to co-produce research with those outside the university and with students.
- We will continue to build genuine, meaningful partnerships with researchers in the Global South, with an alertness to the need to avoid tokenism and superficial, instrumental or unequal relationships.
- We will maximise the value and publicity of our research; bringing together information on our existing publications and other outputs into in single web presence.
- We will continue to welcome visiting scholars and seek to develop new opportunities for faculty to visit other institutions.
- We will maintain and enhance the quality of our seminar series and ensure that these are well publicised.
- Our dissemination will continue to include a diverse range of outputs, in addition to peer reviewed papers and books. This includes blogs, policy briefs and the use of social media.
- Support to these activities will come through our Communications team, and our Global Impact Advisory Board.

#### Grant capture

- Successful grant applications begin with clear information on donor priorities, information on donor timetables and effective advance planning. In coordination with the R&E office, we are addressing all of these issues.
- We support and review all applications. Measures include early stage proposal workshops and abstract discussions.
- We provide tailored support for large grant applications with a large grant champion.
- Mentoring for junior faculty engaged in new grant applications is critically important and we will continue with the measures that we have in place for this.

- We respect the mixed economy of grant applications – encouraging colleagues to apply to the full range of funders, while being mindful of the financial implications of different applications.
- Existing seed fund money has been an important source of subsequent proposals, so we will continue to support applications to such schemes.

## LEARN TO TRANSFORM

### Curricula and pedagogy

- Our curriculum arises directly from the research strengths of faculty in the School. To illustrate, expertise on decolonisation and decolonial approaches, climate change, sustainable development, corporate social responsibility, human rights, migration, global health, gender, conflict and security, the international order and international political theory are all embedded in our teaching, at both undergraduate and postgraduate levels.
- We provide experiential and experimental teaching. This involves hands on and practical approaches to ‘changing the world’, complementing criticality with creativity, and working with students to find practical solutions to global challenges. An example is a new module on ‘Development Challenges and Innovations’ (L4) in which students develop a capacity to critically reflect on the politics and processes that underpin responses to development challenges and then engage creatively in collaborative activities with a focus on both solutions as well as their future careers and employability. Another example is the ‘Local and the Global’ first year module which challenges students to connect events and issues in their local community with global developments.
- We support independent learning of our students via our final year dissertations and other independent projects, which nurture the questioning and analytical skills developed in our foundational modules.
- Our school is inherently interdisciplinary, both internally and in reaching out to other disciplines on campus and beyond. We have formal teaching partnerships with the Business School, HAHP, LPS, IDS, MFM, English, ESW, BSMS and are seeking to expand collaborations to other Schools where appropriate. We are participating in the design of a new Global Liberal Arts degree with MFM, HAHP, English and SCLS.
- We will continue to work to close the BAME and overseas attainment gap and to place diversity and inclusivity central to all our teaching, learning and mentoring activities.

### Student-Centred Learning

- We emphasise a self-reflexive pedagogy, with students reflecting on their own place and role in the world through modules such as ‘Becoming a Geographer’, ‘The Local and the Global’, ‘Worlds and Selves’, all of which are taught at L4.
- Student participation is built into School governance structures: student representatives are invited to and participate in School Meetings and Departmental Meetings; HoDs meet frequently with student representatives in order to engage with any concerns in a timely way.
- We insist on ethical reflection and practice in all aspects of student engagement, and are building robust mechanisms to ensure ethical best practice in all forms of student research and external engagement
- We build co-construction and modification of the curriculum into our teaching design. Students are provided with opportunities to suggest modifications to modules within the

teaching term and faculty are encouraged to respond positively to these. An example of this is the 'decolonising the curriculum project', which is an initiative of both staff and students.

- We actively support our students' participation in the Junior Research Associate bursary and plan to increase this through more active advertising with both faculty and students
- We plan to introduce capstone projects as part of our final year teaching in all departments, already having a variation of this for our BSc in Geography.
- Students have the opportunity to undertake a dissertation/thesis in their final year. Students are encouraged to think about this from their first year, embedding a strong research ethos into student body.
- We provide opportunities for students to present their work in diverse fora, for example in their participation in the Royal Anthropological Institute Film Festival, held biennially.
- We have diversified our modes of assessment and giving feedback, recognising the diversity of the student body and enabling students to find diverse means to actively participate in their own learning. An example of this is the bespoke Academic Communication for International Relations elective (two terms), which is targeted at overseas students and aimed at reducing the overseas student attainment gap.
- We are formalising and properly supporting our engagement with students who come to us through a form of direct entry, whether through the Foundation year or Study Group. We recognise the need to provide tailored support without marginalising such students.
- We promote a family-friendly environment to welcome and integrate students who are also parents/carers. This may be particularly important for international students who are away from their usual support networks.

### Technology-enhanced learning

- We are developing world-leading online distance learning in Global Development, initially through our participation in the online MSc in Sustainable Development. We will ensure that these initiatives complement our existing courses.
- We will continue to experiment with new ways of giving feedback by using technology, for example, through the use of MCQs. These can also enable feedback to be given more quickly and be used to test core understanding of both theory and empirical knowledge.
- We are working to make existing software work more effectively for us (e.g. Turnitin for processing plagiarism claims).
- We will integrate the development of workplace-relevant digital skills into our modules and work with the library to develop these skills with students.
- We will use digital advances to engage with teaching, learning and research around the world. For example, virtual reality applications can be used to support and enhance field trips.

### Building skills, confidence, competency and networks

- We already have a well-developed placement scheme with a dedicated Placements Officer at postgraduate level and will seek to extend this to undergraduates, including from a prestigious funded placements scheme and a new Global Citizens Fund. These activities will need further resources and we are investigating options to manage them more directly within the School or in partnership with other schools as they are reliant on our specialist skills, knowledge and networks.
- Global Studies already has one of the highest proportions of its student body taking advantage of the Study Abroad programme, partly because of strong promotion and support within the School. We will seek to increase this and to widen the variety of Study Abroad

destinations, including within sub-Saharan Africa and Asia. We have also taken steps to ensure that Visiting and Exchange students have sufficient choice of modules when they come to Sussex.

- We will support students to undertake properly informed, responsible, and ethical volunteering work.
- We support and facilitate student-led initiatives such as Model UN and will continue to do so in the future.
- We will continue to promote and support student engagement, developing their communications skills and competencies. Opportunities include the Sussex Global blog (staff and students), Culture and Capitalism Blog (staff and students) and Global Horizons Journal (led by students).
- Together with Sussex Centre for Language Studies, a bespoke module was developed for AY 2018-2019 to support our non-native English-speaking students. While designed for IR, we are working to expand opportunities for students across other departments to take this module as well.
- Enhancing career development and employability is already deeply embedded in our academic advising structures and a range of school level activities, such as Alumni Visit days. It is also embedded into all years of study across departments. We will further work with our careers and employability officer and CEC to extend generic skills training for employability, for example through training in public speaking and creative writing, as well placements, internships, volunteering and alumni relations.

## Our students as World Citizens

- Our vision is to enable students to develop into critical actors/agents in their education, a community of staff and students, rather than simply consumers. Our students will be informed, ethically aware and self-reflexively engaged in global transformations.
- We will continue to engage with global issues at a local level through our curriculum and pedagogy in addition to international travel/study.
- We will initiate new prizes for students and faculty who make notable contributions to our social engagement agenda (in addition to those already in place for academic achievement).
- We will continue to support student-led initiatives, such as student societies, conferences, and communications activities.

## Research engaged Students

- Our students are engaged in pressing research questions and challenges through the research opportunities that are embedded in our curriculum; dissertations, theses, and research projects that are integrated into research training modules. We also support students that take advantage of the JRA scheme and will seek to increase the numbers of successful applicants to this scheme.

## Student Wellbeing

- Student wellbeing is at the core of our vision. Our students need to feel both challenged and supported. Our plans for this are covered in the curricula we design, in the care that is taken in our teaching, and in the attention that we give to the needs of individual students. Specific mechanisms include:
  - A dedicated (and award-winning) Student Experience Officer (1FTE), who works with our DOSE to monitor attendance, provide a link to the SLC, and provide day-to-day support to students.



- A well-developed academic advising system, in which faculty meet regularly with students to discuss progress and any concerns there may be, along with advice on options, further study and careers/employability.
- An active Student Experience Group, which reports to our STLC
- An evolving School Equalities, Diversities and Inclusion Strategic Plan that has the wellbeing of all students as a central priority.

## ENGAGE FOR CHANGE

### Embedding external engagement

- External engagement is embedded through the extensive study abroad and placement opportunities that are taken up by a growing number of our students at UG and PGT level.
- It is also facilitated through international consultancies and research collaborations and partnerships, supported and managed through Sussex Global Innovations.
- Our Research Centres are leading an ethos and practice of external engagement, and we will continue to support them in this and to foster close collaboration between the Centres and the departments.

### Community engagement

- We will carry out an audit of activities that involve local/regional engagement.
- On the basis of this we will identify to enhance engagement with local schools, organisations, etc.
- We have existing relationships with colleagues at Brighton University, which has a deep history of local engagement. We will seek to build on and invigorate these.
- Our public lectures will be advertised locally in order to make them more widely accessible.
- We will embed more local representation on our Impact Advisory Board.
- Our Global Migrant Voices project is a fundraiser for Sanctuary on Sea and we will continue to support this.

### Alumni

- We can enhance our work with Alumni through:
  - The creation of a Global Citizens Fund, funded with alumni donations, and designed to open up Global Engagement activities for all of our students.
  - Continuing to engage alumni in providing mentoring, careers and employability advice.
  - Organising alumni reunion celebrations.

### International engagement

- We will continue to promote and support staff teaching exchange and participation in summer schools.
- Our new collaborative teaching initiatives will provide opportunities for enhanced international mobility of staff and students.
- We will seek measures to further extend study abroad opportunities to reflect the Global identity of the school.
- We will welcome international students and staff and take steps to mitigate the negative effects of the increasingly hostile visa and immigration policy environment.

- We will continue to participate in CARA scholarships.

## **BUILD ON STRENGTHS**

### **Equality and diversity**

- We will continue to embed an ethos of mutual respect and toleration in our School. We will not tolerate bullying, racism, homophobia, sexism, transphobia, ageism, or any negative behaviour arising from perceived hierarchy and status.
- We aim to eliminate the gender and BAME pay gap
- We will use the appraisal process to keep faculty accountable to inclusivity and diversity standards.
- We will consolidate and communicate minimum standards and benchmarks around diversity and inclusivity.
- We support the payment of visa expenses for staff
- We will use and adapt guidelines already developed by colleagues to improve the ways in which we work with staff and students with mental and physical health issues.

### **A sustainable and accessible School**

- We will initiate a study of sustainability, including developing a school travel policy.
- We will continue to lobby for measures to improve the physical environment of the School, including in terms of accessibility, which is currently very poor.
- We will lobby to put in place measures to improve the sustainability of the School, including through attention to energy use, insulation and glazing.

## ACTION PLAN

**The School of Global Studies aims to provide transformative learning and teaching, based on world class research and engagement in the context of an environment that is inclusive, supportive and respectful for all of our staff and students.**

### RESEARCH WITH IMPACT

PRIORITY AREA	KEY ACTIONS
<b>Fostering research excellence</b>	<ul style="list-style-type: none"> <li>• Clarify and implement school leave policy.</li> <li>• Monitor departmental peer review (grants and publications).</li> <li>• Develop cross-school peer-review (grants and publications).</li> <li>• Mentoring of ECR and their inclusion in grant applications.</li> <li>• Develop school-wide workload allocation policy to ensure transparent, equitable and fair allocation of time for research.</li> <li>• Expansion of national and international co-authorship, where appropriate.</li> </ul>
<b>Enhancing research culture and reputation</b>	<ul style="list-style-type: none"> <li>• Continue to build genuine partnerships with researchers in the Global South, with an alertness to the need to avoid tokenism and superficial, instrumental or unequal relationships.</li> <li>• Maximise the value and publicity of our research; bringing together information on our existing publications and other outputs into in clear and easily navigable web presence.</li> <li>• Continue to welcome visiting scholars and seek to develop new opportunities for faculty to visit other institutions.</li> <li>• Maintain and enhance the quality of our seminar series and ensure that these are well publicised.</li> <li>• Support the production of a diverse range of outputs, in addition to peer reviewed papers and books. This includes blogs, policy briefs and the use of social media.</li> </ul>
<b>Improving grant capture</b>	<ul style="list-style-type: none"> <li>• Continue to provide tailored support for large grant applications with a large grant champion.</li> <li>• Mentoring for junior faculty engaged in new grant applications We respect the mixed economy of grant applications – encouraging colleagues to apply to the full range of funders, while being mindful of the financial implications of different applications.</li> <li>• Continue to support applications to schemes that provide seed funding.</li> </ul>

## LEARN TO TRANSFORM

PRIORITY AREA	KEY ACTIONS
<b>A diverse and inspirational curriculum and pedagogy</b>	<ul style="list-style-type: none"> <li>• Continue to work to close the BAME and overseas attainment gap and to place diversity and inclusivity central to all our teaching, learning and mentoring activities.</li> <li>• Continue to support independent learning of our students via our final year dissertations and other independent projects.</li> <li>• Nurture our formal teaching partnerships with the Business School, HAHP, LPS, IDS, MFM, English, ESW, BSMS and expand collaborations to other Schools where appropriate.</li> <li>• Participate in the new Global Liberal Arts degree with the merging schools of MFM, HAHP, English and SCLS.</li> </ul>
<b>Student-centred learning</b>	<ul style="list-style-type: none"> <li>• Maintain student participation in School governance structures: School and Departmental Meetings; student representation processes.</li> <li>• Develop mechanisms to ensure ethical best practice in all forms of student research and external engagement.</li> <li>• Continue to build co-construction and modification of the curriculum into our teaching design.</li> <li>• More active advertising of the Junior Research Associate bursary with both faculty and students</li> <li>• The introduction of capstone projects as part of our final year teaching in all departments.</li> <li>• Continue to diversify our modes of assessment.</li> <li>• Formalising and properly supporting our engagement with students who come to us through direct entry, whether through the Foundation year or Study Group.</li> <li>• Continue to promote a family-friendly environment to welcome and integrate students who are also parents/carers.</li> </ul>
<b>Technology-enhanced learning</b>	<ul style="list-style-type: none"> <li>• Develop world-leading online distance learning in Global Development, ensuring complementarity with our existing courses.</li> <li>• Continue to experiment with new ways of giving feedback by using technology, for example, through the use of MCQs.</li> <li>• Integrate the development of workplace-relevant digital skills into our modules and work with the library to develop these skills with students.</li> <li>• Use digital advances to engage with teaching, learning and research around the world.</li> </ul>
<b>Building skills, confidence, competency and networks</b>	<ul style="list-style-type: none"> <li>• Expand placement activities to undergraduates and support through the launch of a new Global Citizens Fund.</li> <li>• Investigate possibilities for widening the variety of Study Abroad destinations, including within sub-Saharan Africa and Asia.</li> <li>• Support students to undertake properly informed, responsible, and ethical volunteering work.</li> <li>• Support and facilitate student-led initiatives such as Model UN .</li> </ul>

	<ul style="list-style-type: none"> <li>• We will continue to promote and support students' communications skills and competencies, through, for example, the Sussex Global blog, Culture and Capitalism Blog and Global Horizons Journal.</li> <li>• Together with Sussex Centre for Language Studies expand opportunities for students to take a bespoke module to support our non-native English-speaking students.</li> <li>• Further work with our careers and employability officer and CEC to extend generic skills training for employability, for example through training in public speaking and creative writing, as well as through placements, internships, volunteering and alumni relations.</li> </ul>
<b>Our students as World Citizens</b>	<ul style="list-style-type: none"> <li>• Continue to engage with global issues at a local level through our curriculum and pedagogy in addition to international travel/study.</li> <li>• Initiate new prizes for students and faculty who make notable contributions to our social engagement agenda in addition to those already in place for academic achievement.</li> <li>• Continue to support student-led initiatives, such as student societies, conferences, and communications activities.</li> </ul>
<b>Student wellbeing</b>	<p>Continue to support existing mechanisms in place to enhance student wellbeing. Specifically through:</p> <ul style="list-style-type: none"> <li>• Continuing to review and monitor our academic advising system.</li> <li>• Encouraging and supporting our Student Experience Group.</li> <li>• Ensuring that our School Equalities, Diversities and Inclusion Strategic Plan has the wellbeing of all students as a central priority.</li> </ul>

## ENGAGE FOR CHANGE

PRIORITY AREA	KEY ACTIONS
<b>Embedding external engagement</b>	<ul style="list-style-type: none"> <li>• Increase study abroad and local and global placement opportunities.</li> <li>• Develop and map international consultancies and research collaborations</li> <li>• Continue to support research centres and to foster close collaboration between the Centres and the departments.</li> </ul>
<b>Community engagement</b>	<ul style="list-style-type: none"> <li>• Carry out an audit of activities that involve local/regional engagement.</li> <li>• Allocate 'global outreach within school budget.</li> <li>• Identify opportunities to enhance engagement with local schools and organisations.</li> <li>• Build on and invigorate relationships with Brighton University.</li> <li>• Advertise public lectures locally to make them more widely accessible.</li> <li>• Embed more local representation on our Impact Advisory Board.</li> <li>• Continue to support Global Migrant Voices project.</li> </ul>
<b>Alumni</b>	<p>We will enhance our work with Alumni through:</p> <ul style="list-style-type: none"> <li>• The creation of a Global Citizens Fund designed to open up Global Engagement activities for all of our students, and supported by alumni.</li> <li>• Continuing to work with alumni in providing mentoring, careers and employability advice.</li> <li>• Organising alumni reunion celebrations.</li> </ul>

## BUILD ON STRENGTHS

PRIORITY AREA	KEY ACTIONS
<b>Equality and diversity</b>	<ul style="list-style-type: none"> <li>• Continue to embed an ethos of mutual respect and toleration in our School.</li> <li>• Work to eliminate the gender and BAME pay gap.</li> <li>• Translate existing equality and diversity standards into minimum standards and benchmark guidelines.</li> <li>• Use the appraisal process to keep faculty accountable to inclusivity and diversity standards.</li> <li>• Support the payment of visa expenses for staff.</li> <li>• Use guidelines already developed by colleagues to improve the ways in which we work with staff and students with mental and physical health issues.</li> </ul>
<b>A sustainable and accessible School</b>	<ul style="list-style-type: none"> <li>• Carry out a study of sustainability in the School, including developing a school travel policy.</li> <li>• Continue to lobby for measures to improve the physical environment of the School, including in terms of accessibility.</li> <li>• Continue to lobby to put in place measures to improve the sustainability of the School, including through attention to energy use, insulation and glazing.</li> </ul>

