

# **School of Politics and International Relations**

## **Business Plan 2014-2016**

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## **Abbreviations**

ANUCES	ANU Centre for European Studies
ANZSOG	Australian and New Zealand School of Government
ANCLAS	Australian National Centre for Latin America Studies
APSA	Australian Political Studies Association
BPPE	Bachelor in Politics, Philosophy and Politics
CASS	College of Arts and Social Sciences
CAP	College of Asia and the Pacific
DECRA	Discovery Early Career Research Awards
ERA	Excellence in Research for Australia
HDR	Higher Degree Research
SPIR	School of Politics and International Relations
RSSS	Research School of Social Sciences

## **Foreword**

The School of Politics and International Relations (SPIR) was formed on 1 January 2010 by combining the Political Science Program in the Research School of Social Sciences (RSSS) with the politics and international relations staff in the School of Social Sciences in the Faculty of Arts. The School currently has over 30 academic staff positions, making it one of the largest political science departments in Australia.

The formation of the School of Politics and International Relations provides a unique opportunity to fulfil the ANU's mission of delivering research-led teaching at a world class level and to become a leader in public policy formulation and debate.

### **Vision**

- To be acknowledged as one of the leading politics and international relations departments in the world and Australia's top department in this area of endeavour through a blend of research and teaching excellence that is unique and innovative.

### **Mission**

- To engage in world class research in the field of politics and international relations that informs and leads intellectual understanding, public debate, policy formation and community action; and
- To engage in research-based teaching that prepares students for professional careers in the public and private sectors and for active participation in public life.

### **Background**

The two academic units that came together to form the new School of Politics and International Relations in 2010 both had long and distinguished histories. The Political Science Program in RSSS was created in 1951 and RSSS itself was one of the four founding research schools within the Institute of Advanced Studies at the ANU. From the outset, the study of Australian government and politics was seen as integral to the mandate of the ANU to undertake research on subjects of national importance.

The politics group within the School of Social Sciences has its origins in 1949, when a Department of Political Science was created in the then Canberra University College. In 1960 the federal government amalgamated the ANU and the Canberra University College, creating the School (later Faculty) of General Studies to provide undergraduate education.

The Department of Political Science and International Relations was merged into the School of Social Sciences in 1997. In the mid-1990s the politics group within the School pioneered the introduction of international relations as a discrete discipline, developing areas such as international relations theory and feminist scholarship. The group's success in attracting undergraduate students culminated in the introduction of the College's most successful named degree program, the Bachelor of Arts (International Relations) in 2002.

Since the merger in 2010, SPIR has remained at the forefront of research and teaching in political science and international relations in Australia. During this period the school has

been successful in obtaining thirteen Australian Research Awards made up of seven Discovery awards, two Linkage grants, three DECRA's and a Future Fellowship grant. In 2012 the School also played host to the Australian Political Studies Association conference. The 2014 QS rankings placed Politics and International Studies at the ANU at 7<sup>th</sup> place in the world, just ahead of Stanford University and just behind the University of Cambridge. SPIR's undergraduate courses attract large numbers of students; the first year Introduction to International Relations has the largest enrolment in the College and one of the largest in the University. Overall, SPIR has the largest student enrolments of any School in the College.

### Strengths and Challenges

The core strengths of SPIR are:

1. *Research culture.* A vibrant research culture that is reflected in a high level of publications in major academic journals of international standing, and books with major university presses. Several members of the School are among the most cited political scientists in Australia, and rank among the top 50 most cited political scientists internationally.

There is a strong record of success in winning external grants, in delivering invited and public lectures around the world, and in giving presentations at major international conferences. Two major journals are currently edited by members of SPIR, the *Australian Journal of Public Administration* and *International Political Science Review*, whilst editorships have only recently been relinquished for the *Australian Journal of Political Science*, the *Journal of Theoretical Politics*, and *Public Administration*. The research culture is a key element in maintaining high quality research training for graduates.

The School has one of the most active visitors programs in the College, attracting a large number of international scholars and visitors for periods ranging from a few days to a number of months. All of them contribute to the research culture through seminars, lectures and discussions with staff and students (See Table 5 in the Appendix).

2. *Teaching program.* The School's undergraduate teaching program is broadly-based, innovative and consistently popular among undergraduates. The School regularly attracts the largest number of undergraduate enrolments within the College, most notably for its courses in international relations. Several staff have won student-driven, University and national awards for their innovative teaching practices. The teaching program has been under constant review and over the past five years there have been many new initiatives:

- The two main honours courses in international relations and political science have been revised;
- An undergraduate degree in Latin American Studies has been established;
- Together with other departments, an undergraduate degree in Politics, Philosophy and Politics (BPPE) has been established;
- A Masters in Globalization has been introduced;
- A major in Human Rights has been introduced
- SPIR took under its remit the Australian National Internships Program in 2010 which provides opportunities for students from across the university to undertake Parliamentary Internships as well as internships in government departments and various embassies.
- There has been an expansion of the Washington Internship program, and explorations of internships in Asia and Latin America.

3. *Research centres.* In 2014 the School will host four research centres.

- The Centre for European Studies (ANUCES) is the newest Centre to come under the SPIR banner with its integration during 2013. It was established in 2009 and receives the majority of its funding from the European Union, with new funding secured in March 2014. Whilst its remit is broader than political science there is a strong synergy between the Centre and SPIR. Bringing CES into SPIR means a continuing program of engaging with European politics as both a separate activity and an integral part of schools research and teaching program. The Centre has an extensive visitor and seminar program as well as supporting a number of higher degree research (HDR) students.
- The Australian National Centre for Latin America Studies (ANCLAS). ANCLAS develops research and teaching on Latin America in Australia with a particular focus on the social sciences, humanities, business and economics. The Centre promotes mutual interest and exchange between Australia and Latin America through public outreach events, policy engagement in Australia and the Americas, the promotion and delivery of courses and a degree on the region at the ANU, and the publication of leading-edge research on Latin America in English, Portuguese and Spanish. To this end ANCLAS attracts honours students to research topics on Latin America, develops an Australian research community of emerging PhD scholars, holds workshops and conferences exploring academic and policy themes related to the Americas, and provides media commentary and interviews to the Australian and Asia-Pacific media.
- The Centre for the Study of Australian Politics. The Centre was formed in 2012 and aims to promote greater public interest in the structure of political debate in Australia through public events bridging academic and political communities; promoting the University's academic courses in the broad field of Australian politics; attracting Honours students to research topics in Australian politics; building new research communities of emerging PhD scholars; workshops and conferences exploring academic themes around the study of politics in Australia.
- The Centre for Australian Federalism. The Centre was established in 2012 to re-establish the ANU as a leading academic institution for the study of comparative federalism and multi-level governance. It aims to provide a hub for scholars across the ANU and offer a forum for inter-college collaboration. In addition, it will contribute to core public policy debates on multi-level governance.

4. *Links to government.* The School has strong links to government, principally through our work in public policy and public administration; through our membership of ANZOG; through involvement in Australian Public Service staff training programs; through the various Centres mentioned above; and through the Australian National Internships Program.

Internationally, the School is highly visible to governments overseas through the Australian National Centre for Latin American Studies, the Centre for European Studies and the Washington Internship program. These links are facilitated and complemented by our location in the national capital.

5. *Outreach.* The School has a significant program of outreach, through the various research centres, and also via individual scholars with expertise in areas that range from Australian politics and elections to international affairs. Many scholars are sought after by the mass media for comment and analysis both within Australia and internationally. The School also runs the ANUpoll, a survey of public opinion conducted three times a year on behalf of the University, and the Australian Election Study, a national survey of political opinion conducted after each federal election funded by the Australian Research Council. Both surveys attract considerable media attention when the results are released.

Set against these strengths, the School has a number of challenges.

1. *The distribution of research performance.* Research performance overall is good as reflected in publications and competitive research grants, however these are unevenly distributed across the School, with some individuals and areas performing better than others. Achieving a consistent level of research performance that reflects the level of academic appointment and the appropriate balance between research and teaching is a continuing challenge.

2. *Academic leadership.* Given the size of the school there is an under-representation of staff at academic level D and non-intensive-research level E who can provide leadership in the area of teaching. In order to maintain excellence the school needs to recruit excellent teachers at the higher levels that can provide the leadership needed.

3. The School has a number of staffing challenges at the beginning of 2014. Of the 27 positions summarised in section 5 below, five are staff on contracts of less than one year, three are on Discovery Early Career Research Awards (DECRA), two are post doctoral fellows employed against an ARC grant, three are on extended leave, one is half time and four are research intensive staff. The challenge will be to cover the School's teaching needs, both in the short and long term, within appointments guidelines and the competitive labour market to hire replacement staff of the right quality. Together with the University, the School needs to put into place effective strategies to cover staff absences due to research successes. To this end the School will make a number of continuing appointments in 2014.

4. *Sustainability.* The School's undoubted strengths in terms of its priority research areas and research centres also raises the issue of sustainability. In order to ensure that the School maintains research excellence, strategies need to be put in place to ensure long-term funding, appropriate administrative infrastructure support and the recruitment of the best staff.

Strategies also need to be put in place to maintain teaching excellence, as staff take up positions elsewhere or retire. New courses and degrees have been put into place. These need to be monitored for long-term success, and we need to continue to be innovative in our teaching practices and to examine long-term sustainable courses.

5. *Succession planning.* There has been a continuous turnover of staff in recent years and a number of staff retired at the end of 2013. The School therefore has an opportunity in relation to the appointments to be made in early 2014 to address these challenges. The School needs to maintain a competitive structure for workload and expectations, and can only provide for high quality staff arriving and staying if it creates the right balance of teaching and research excellence.

**Age, Level and Gender Distribution, January 2014**

Age/Gender	A/B	C	D	E	Male	Female
29-39	12	1			5	8
40-49	3	3		2	5	3
50-59	1		1	1	2	1
60 >		0		3	3	
Male	7	2	1	5		
Female	9	2		1		

The table shows an uneven distribution of academic levels within the school. There is an urgent need to recruit staff at the higher levels in order to replace late career path academics as they retire and to provide mentoring and leadership to early career academics.

6. *Gender diversity.* Of the 27 academic staff in place as at the 1 March 2014, 12 are women. Of the six Level E staff only one is female. In 2012 the School set up a sub-committee to examine gender balance that specifically addressed the issue of appointments. Of the eight appointments made in the last twelve months, three were women, with two further offers to women not being taken up. Future appointments should allow the school to further improve the gender balance.

**The Strategic Environment**

We have a range of fixed factors that we must take account of in deciding how the School will develop over the next few years. These factors exist at essentially three levels—the School, the College and the University, and the wider society.

*The School Environment.* Existing staffing and areas of interest represent a fixed constraint that we must take account of. On the demand side, there are expectations among students for a reasonable degree of choice among courses, and that is particularly the case in the international relations area where enrolments have been high over a long period. There are also a range of current research commitments, such as ANZSOG and public policy, which require us to keep a certain level of presence in these areas.

*The University Environment.* At the university level, it is crucial that we collaborate effectively with other colleges that have cognate interests. There is already wide and effective co-operation with the Crawford School and with the College of Asia and the Pacific (CAP). It is important that we develop strategic alliances with these and other colleges in order to maximize student choice and flexibility, and to use our resources to their best advantage. This will involve considerable revision to degree structures and requirements, and perhaps to the flexible delivery of courses through intensive teaching and online delivery. More broadly, the School needs to be part of the current University-wide plans to create a ‘Kennedy School’ model at the ANU.

*The National Environment.* Within the tertiary sector, the Excellence in Research for Australia (ERA) exercise will progressively change the way we conduct our research, the ways in which we disseminate our publications, and the prestige of the journals we target for publication. Rather than focusing solely on the quantity of research, the ERA will assess quality. Similar exercises overseas, such as the Research Assessment Exercise in the UK, have had a profound impact on university funding and research; the ERA will do the same in Australia.

Other changes in the national environment include alterations in Australia Research Council funding guidelines, such as the introduction of DECRA and Laureate Fellowships. These and other changes inevitably shape how we configure and direct our research.

In teaching, changes that will have a major impact on the School include: the move to quality assurance in education; the public reporting of student evaluations effectively resulting in the ranking of schools and faculties; the government's requirement to enroll low SES students; and the removal of enrolment caps and the resultant competition from other Group of Eight universities situated in more desirable locations for undergraduate choice. Not least, the nature of student demand will shape what courses we offer, and the manner in which we deliver them, notably through flexible delivery.

The strategic environment brings many risks and uncertainties; some of these can be anticipated, but many cannot. As well as risks and uncertainties, the strategic environment also brings opportunities if we can position the School to utilize these changes to our best advantage.

## **Business Plan, 2014-2016**

### **Building on and Sustaining Core Strengths**

The School is committed to producing world-class research while at the same time mounting a broadly based teaching program that offers students wide choice and an intellectually rigorous introduction to the discipline. Success in achieving both of these goals is predicated on identifying areas of core strength from which we can build and sustain critical mass.

Maintaining critical mass in areas of teaching and research is crucial both for teaching and research. For teaching, it provides coverage when staff members are on leave; for research, it encourages intellectual vibrancy and collaboration on grant applications and research projects. It also assists in attracting visiting scholars, as well as cross-campus and international collaboration. Around four academic staff working in an area is generally considered to be the minimum number in order to maintain critical mass in an academic field.

The School has five core areas of strength that we seek to build on, plus a sixth area where we wish to increase our profile. These core areas are also highlighted as strategic priority areas within the CASS 2012 Operational Plan.

1. *Australian politics*. This area was the original mission of RSSS and has been a central component of politics at the ANU since the University's foundation. Particular attention is given to political institutions, legislative politics, political parties and elections. To that end the Centre for the Study of Australian Politics was set up in 2012. In addition there is the Centre for Australian Federalism which was also set up in 2012.

2. *International relations*. The study of international relations at the undergraduate level provides the major part of our undergraduate enrolments. It includes such areas as foreign policy, international relations theory, human security and development, and international political economy.

3. *Public policy and administration*. Our locational advantage in the national capital together with our connection to ANZSOG mean that public policy and public administration is a core area in which to maintain critical mass. The School's public policy expertise covers such areas as executive leadership, public expenditure, and government-business relations.

4. *Public choice and political economy*. The new BPPE programme has attracted very high quality students. Political science is becoming an increasingly methodologically sophisticated discipline. The school has staff with various methodological skills, but these need to be enhanced and the School needs to attract staff able to teach into the BPPE programme.

5. *Comparative and area studies*. Particular geographic areas of interest include Europe and Latin America, and scholars are also active in comparative politics more generally, notably in the fields of political institutions and political behaviour. At the beginning of 2014 staff turnover has meant that there is an urgent need to recruit in the field of European Politics and more generally a need to ensure that staffing in these specific areas stays strong.

6. The School has lost three staff in the area of political theory in twelve months. SPIR still has two members who research and publish in field of political theory but neither exclusively

so. SPIR maintains close links with the Centre for Moral, Social and Political Theory which is a core strength of the College. SPIR is unlikely to build a large strength in political theory but will look to build on existing resources.

### **Performance Indicators**

For each of the areas of core strength outlined above we have the following performance indicators which will measure teaching and research:

- Retain and attract a critical mass of scholars teaching and researching in these core areas, including doctoral students.
- Develop a program of research involving collaboration within the group as well as collaboration with national and international scholars, applying for grants, and producing publications targeted at internationally significant journals and publishers.
- Offer undergraduate and graduate courses and programs that reflect these areas of strength, using pedagogically appropriate team teaching and innovative and flexible methods of delivery.
- Direct resources to maintain and grow the five areas, particularly with respect to positions, academic visitors, teaching support and general infrastructure support.
- Disseminate our research as widely as possible, through national and international conferences, journals, the mass media and other appropriate avenues.

### **Identifying and Implementing Objectives**

*Undergraduate teaching and learning.* The School has major responsibilities in the undergraduate curriculum, and in the training of doctoral students. At the undergraduate level, students may take a Bachelor of Arts with majors in politics and international relations, or they can take a Bachelor of Arts in International Relations, European Studies, Latin American Studies, or Policy Studies, the latter three degrees drawing heavily on collaboration with other schools in the College and in the College of Asia and the Pacific. The bulk of the students take politics or international relations. With a higher entry requirement, students can also take the BPPE introduced in 2013. This degree is proving enormously successful doubling its number in the second year and importantly attracting new students to the ANU from outside Canberra. There will an emphasis in 2014 and beyond to focus on 'core' political science classes and training: this will be supported by the establishment of a new named political science BA and MA. There will also be a move to a three-year teaching program that will allow students to plan their studies with more certainty.

The BA degrees in European Studies, Latin American Studies and Policy Studies attract relatively few enrolments, at least compared to the other two degrees in the School. Each of the European Studies, Latin American Studies and Policy Studies degrees are closely aligned with a priority research area within the School, and for that reason, and in order to offer students wide choice, the school will develop and promote them to a much greater extent than is the case at present.

There had been a proliferation of courses in politics prior to the formation of SPIR. We have rationalized the degree structure over the past five years, and reduced the number of courses, many of which were offered only irregularly if at all. We need to further examine our program to ensure that it provides a sound introduction to politics and international relations. Major changes to the IR degree have been made since 2010 which have strengthened the degree, though imbalance across compulsory and core courses in the IR and politics needs to be re-examined. The degree structure in politics needs to be re-examined for coherence and in order to provide a more cumulative learning programme. Changes within the University to see courses as compulsory, core and optional provide an opportunity to re-examine the status of each course within that structure. Further rationalization of our courses, including the introduction of team teaching, will help to ensure students gain a firm grounding in the discipline. The School needs to be forward looking and not teach courses simply because they have been offered over many years. In so doing it has to examine and be aware of where the discipline is going and to teach to our new and emerging strengths.

The standard method of delivery in the School had been largely based on two lectures and one tutorial per week. The School has pioneered alternative methods of delivery, including fewer tutorials, the use of forums, two-hour lectures, two-hour seminars, in-class (lecture and seminar) exercises and flexible delivery including intensive courses. It is also examining online delivery for some courses. Some of these changes have proved controversial when offered but successful when delivered and the School needs to pay close attention to balancing the needs of efficiency in the School with the strong commitment the School has demonstrated to excellence in education.

At the honours level, the School usually attracts between 25 and 30 honours students each year. The program is well respected nationally, and graduates move into successful careers in the public service, or to PhD research. However, the resources required to mount a dedicated honours program are considerable, set against the high level of undergraduate enrolments. The honours year is an important source of recruitment for doctoral students. The School will examine in a more resource-efficient manner preserving and extending the research training aspect of the honours year.

**Undergraduate Teaching and Learning Objectives**

<b>Goals</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Performance Indicator</b>
1. Enhance student experience	Review course offerings and degree structures	CASS Committee SPIR Education Committee HofS	2014 -2016	<ul style="list-style-type: none"> <li>Review of political science major- with a focus on “core” political science classes</li> <li>Establishment of a named Political Science BA</li> <li>Establishment of a MA in political Science</li> </ul>
2. Align degrees with priority research areas	Promote European Studies, Policy Studies degrees	SPIR Education Committee HofS	2014 -2016	Enrolments grow in European and Policy studies degrees to a minimum of 30 enrolments Student evaluations
3. Flexible delivery of courses	Review methods of delivery	SPIR Education Committee HofS	2014 -2016	<ul style="list-style-type: none"> <li>Establishment of a three year teaching plan that enables student to plan their courses well in advance with certainty</li> <li>There will be more emphasis placed on team-taught and intensive courses</li> <li>Encourage the greater use of online teaching and learning methodologies where appropriate.</li> </ul>
4. Enhance research training	Review honours year and evaluate alternatives More effective use of visitors	SPIR Education Committee HofS	2014 -2016	Honours student enrolment grows by 5% pa
5. Review placements and internships	Look to grow current ANIP and Washington Internship programs	CASS Executive CASS Education Committee, HofS	2014 -2016	Move internships into new geographical areas such as Asia. Number of placements and internships grow by 5% pa
6. Increase enrolments in the PPE degree	Increase intake whilst maintaining the higher entry requirements	SPIR Education Committee HofS	2014 -2016	Number of enrolments grow by 5% pa

*Graduate coursework and graduate research.* The School has a long tradition of attracting doctoral students in its fields of interest. A major problem faces Australian political science research students. Traditionally students spend 3-5 years completing a monograph under the guidance (at the ANU) of a panel of supervisors. In the USA and increasingly in Europe and Asia Phd students do compulsory coursework including a major methods component. Within Australia the top G8 universities increasingly look abroad and not to their own students for hiring. Training political science PhD student to be able to compete on the world stage is a major challenge within the Australian Phd context. Discussion with political scientists and international relations scholars for cross-university training collaboration was initiated in December 2012. In RSSS, a voluntary coursework component jointly mounted with the Crawford School was added to the doctoral program in 2007 attracting around 25 students. The course covers the philosophy of social sciences, research design, methodology, and research practice. The School seeks to extend this coursework component to all new graduate students across the School, to develop greater cross-College collaboration to maintain and extend the coursework component. (Goal 7)

While the School has a good record of attracting doctoral students, the School will do more to recruit national and international students to work in its core research areas, using its high international visibility. This will require disseminating more information about our research strengths to potential students via leaflets, targeted emails, and through our website. A concerted effort to retain honours and PhD students will also be undertaken through review of the honours program, and continued support and innovation in the PhD program. (Goal 8)

The University's policy is to increase graduate load (CASS target 28.9% of the total taught load [CASS 2012 Operational Plan]), while keeping the undergraduate load relatively stable. While we have some capacity to increase doctoral enrolments, this is a limited market and in practice our increased HDR load must come from masters students. The BPPE might also provide a source of high quality potential PhD students. Most growth in graduate load in the foreseeable future will therefore come through coursework masters students, currently an area that has not been developed in the School and it is through that progression we might enhance PhD training. The School is constrained in the masters courses it can develop without directly competing with masters courses offered in CAP. The School will examine developing a range of courses at the master's level. (Goal 9)

The School already hosts one master's course—the MA in Globalization. Opportunities for courses exist in, but are not limited to, the following areas:

- Political science
- Australian politics
- Comparative politics
- Political economy

In many cases, the School can make better use of its locational advantage by organizing placements and internships in the public service, government, or in parliament. Many masters' courses will require, and benefit by, extensive collaboration with cognate areas, notably the Crawford School and the School of International Political and Strategic Studies in CAP. Before pursuing these opportunities, further discussions with key areas, and market/business analyses will need to be undertaken to assess demand for these courses and to evaluate their financial viability.

**Graduate Coursework and Graduate Research Objectives**

<b>Goals</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Performance Indicator</b>
7. Enhance student research skills	Expand current PhD coursework component	HofS Graduate convenor	2014 -2016	Student enrolments Student feedback through regular meetings
8. More graduate students in priority research areas	Increase doctoral enrolments	HofS Graduate convenor Senior staff in research areas	2014 -2016	Doctoral enrolments in priority research areas to grow by 5% pa
9. Increase HDR load	Develop master's programs in priority areas Recruit more doctoral students	HofS Graduate convenor Course convenors	2014 -2016	Number of master's courses Enrolment in master's courses to grow by 5% pa

*Supporting Research and Teaching Excellence.* The School's commitment to maintaining research and teaching excellence is predicated on support to sustain those goals. The School must recruit, retain and support staff engaged in quality research and teaching. This will require mentoring, training, assistance with grant applications and, where appropriate, the provision of financial assistance for early career researchers to attend national and international conferences and to support their teaching. (Goal 10)

The sustainability of research and teaching excellence requires careful succession planning, matched to School priorities. Replacing staff can usually be planned for, by anticipating retirements, for example. In other cases, where staff leave to take up a position elsewhere, little planning is possible. Maintaining a critical mass in priority areas is one means of ensuring that unanticipated departures do not undermine a research and teaching area. In the case of late career staff, the School will initiate discussions about future plans in order to ensure smooth succession planning and the sustainability of research and teaching. (Goal 11)

*Growing the number and diversity of external research grants is part of ANU's 2020 vision.* SPIR has a strong history of gaining ARC grants but has not been as successful in gaining grants from other funding bodies. There are a number of reasons for this and some of these are to be addressed in 2014 with the provision of support to staff intending to apply for such grants and a clear school policy on the benefits to and responsibilities of staff who gain such grants. (Goal 12)

Maintaining research and teaching excellence also requires a vibrant research culture, in the first instance organized around priority research areas, but also nurtured by an active visitor's program, a regular, widely attended research seminar series, and in opportunities for student presentations and participation, such as the doctoral thesis proposal seminars. An active research culture is also supported by journal editorships, attendance at national and international conferences, and the hosting of public lectures and events. (Goal 13)

**Research and Teaching Excellence Objectives**

<b>Goals</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Performance Indicator</b>
10. Recruit and retain quality researchers and teachers	Provide support, training and mentoring for ECRs	HofS Mentoring convenor	2014 -2016	Number and attendance at mentoring programs Funding for ECRs
11. Continuity in research and teaching	Succession planning to replace late career staff	Dean CASS HofS	2014 -2016	Age and gender profile of academic staff to be monitored and where possible replacement staff when opportunities arise where there are identified gaps. Support will also be provided to ensure current staff have a real prospect of promotion to higher academic levels.
12. Grow the number and diversity of external research grants	Provide support and encouragement to academic staff to enable them to apply for and succeed in gaining research grants	HofS SPIR Executive Officer	2014 -2016	Growth in number and diversity of funding bodies of external research grants Provision of a transparent and clear framework by which staff are aware of benefits and responsibilities from having external funding.
13. Maintaining a vibrant research culture	Visitors program Research seminar series Public lectures and events	HoS Research seminar convenor	2014 -2016	Number and quality of visitors Number of and attendance at research seminars and events

*Staff Performance and Workload.* The University and the College clear expectations of research performance for staff at different levels, as reflected in publications and grants, undergraduate and graduate teaching load, service to the University and the community. The School will apply these expectations through regular Statements of Expectations (SOEs). (Goal 14)

#### Staff Performance and Workload Objectives

Goals	Actions	Responsibility	Timeframe	Performance Indicator
14. Workloads	Apply University expectations to the School	HofS	2014 -2016	Ensure that workloads of academic staff are in line with College and University expectations.

*Outreach and Community Engagement.* Members of the School already contribute widely to the electronic and print media, and there is widespread attendance at national and international conferences, and the presentation of public lectures and associated events. Members have given presentations in the Australian parliament, and in many parliaments around the world. The School has active engagement with embassies within Canberra and diplomats and members of the public service often attend seminars held within SPIR.

Staff members' research findings are widely used in public policy and by political parties and politicians. They have presented evidence to government bodies both within Australia and abroad. The release of the ANUpoll, two to three times a year, and the Australian Election Study, after each federal election, are always accompanied by considerable media attention. (Goal 15)

*Networking.* The CASS 2012 operational plan highlights the need for the various schools to use the advantage of the universities location in the national capital to enable and maintain networks of significance to the various areas. SPIR in particular needs to be aware of this and take full advantage of its location. (Goal 16)

*Growth in Internships.* The school is engaged in providing more flexible ways to undertake courses and internships is one popular and growing methodology that the school is in a good position to take advantage of given that it already has ANIP and the Washington internship within the school. (Goal 17)

The School needs to enhance its profile as the top political science and international relations research unit in Australia. It should develop stronger media links both by liaising with the University's Media Office and through its own resources prior to a conference, workshop or notable seminar and to advertise and promote its research. It should also gain greater media profile for our more prominent international visitors, particularly when they give a seminar or public lecture. The School will examine the possibility of setting up a blog on public policy that could be used by SPIR members to comment on issues related to their research. (Goal 18)

**Outreach and Community Engagement Objectives**

<b>Goals</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Performance Indicator</b>
15. Enhance community engagement	Encourage staff to attend and present in various forums	HoS Individual staff	2014 -2016	Record and report on all forum presentations
16. Networking	Take advantage of our position in the national capital by actively seeking to develop networks and relationships into government and national cultural institutions	Individual staff	2014 -2016	Closer ties resulting in staff sitting on national and international boards Seminars and other events attended by visitors from government and national cultural institutions
17. Growth in Internships	Support the growth of internships both in number and locations	ANIP, Washington Internship	2014 -2016	Greater diversity in where interns are placed
18. Enhance media profile	Notify Media Office of newsworthy events Establish public policy blog	HoS Individual staff	2014 -2016	Mentions in electronic and print media Blog articles

**Appendix**  
**Staffing, Student, Research and Income Data**

The following data is derived mainly from the various ANU databases including the HR, Finance, student services and ARIES databases.

**Table 1 Staff Numbers, 2010-2014 (FTE)**

	2010	2011	2012	2013	2014
Level E	7	5	5	7	6
Level D	4	5	6	4	1
Level C	6	4	4	4	4
Level A/B	10	13	15	16	16
Total	27	27	30	31	27

Source: CASS HR Management System as at the 1<sup>st</sup> March each year

**Table 2 Undergraduate and Graduate Load, 2010-2013**

	2010	2011	2012	2013
Higher Degree Research	44.2	45.7	46.6	50.5
Postgraduate Coursework	0.1	0.1	0.1	1.1
Undergraduate	517.4	433.9	478.3	451.4
Non-award	1.1	1.5	1.6	1.1
Total	562.9	481.2	526.6	504.1

**Table 3 Undergraduate Courses and Enrolments, 2010-2013**

Course	Course Description	2010	2011	2012	2013
POLS1002	Introduction to Politics	396	399	216	231
POLS1003	Ideas in Politics	233	151	—	-
POLS1004	Money, Power, War	-	96	-	-
POLS1005	Introduction to International Relations	448	411	466	452
POLS1006	Introduction to IR: Contemporary Global Issues			475	420
POLS1007	An Introduction to Latin American Studies			53	45
POLS1008	PPE Integrative Seminar				30
POLS2009	Bureaucracy, Politics and Power	46	-	56	
POLS2011	Development and Change	230	152	186	168
POLS2013A	USA Government and Politics Part A	186	128	101	-
POLS2013B	USA Government and Politics Part B	180	118	96	-
POLS2025	Politics in Britain	125	—	113	—
POLS2043	Pressure Groups	-	78	-	—
POLS2055	Pacific Politics	—	46	22	36
POLS2061	Classical Marxism	9	—	—	-
POLS2063	Contemporary Political Theory	65	—	43	75
POLS2064	Global Social Movements	—	-	116	—
POLS2072	Arguing About Welfare	-	65	—	—
POLS2075	Globalism and Politics of Identity	86	75	70	47
POLS2076	Frankfurt School	—	42	-	32
POLS2081	Religion and Politics in Australia	102	—	46	—
POLS2083	Contemporary Australian Political Issues	—	—	121	—

POLS2085	Gendered Politics of War	—	94	71	—
POLS2092	Fascism and Anti-fascism	—	-	24	—
POLS2094	Issues in International Political Economy	126	150	269	326
POLS2095	Development in Latin America	108	117	73	80
POLS2097	Strategic 1: Grand Strategy	231	—	68	—
POLS2098	Strategy II	—	171	—	78
POLS2099	Cartographies of Security	168	—	121	-
POLS2101	Refugee Politics	165	77	135	118
POLS2102	Political Philosophy of Deception	67	—	—	99
POLS2103	Australian Democracy	—	21	—	-
POLS2104	Media Politics	70	68		
POLS2105	Political Leadership	48	30		98
POLS2109	Politics of Empire	34	24	—	—
POLS2110	Latin American Politics		49		
POLS2111	Elections, Political Behaviour in Australia			55	67
POLS2113	Human Rights in IR		124		150
POLS2114	Australian Political Institutions			16	
POLS2115	Revolution			61	
POLS2117	The International Relations of Latin America			64	
POLS2119	Ideas in Politics			56	80
POLS2120	Foundations of Political theory			33	
POLS2123	Ideas in Australian Politics				39
POLS2123	Peace and Conflict studies			126	
POLS2124	Politics of Nuclear Weapons			91	113
POLS2125	Game Theory and Social Science			37	35
POLS2126	Democracy: Causes and Consequences			33	40

POLS2127	U.S. Politics				43
POLS3001	Australian Foreign Policy	278	239	291	230
POLS3017	International Relations Theory	32	64	82	162
POLS3021	Washington Internship	5	7	7	7
POLS3025	Contemporary Political Analysis				53
HIST2140	Europe in the 20 <sup>th</sup> Century		175		
HIST2141	The Cold War 1945-89	—	181	—	—
HIST2230	Latin America: Conquest and Beyond				33
EURO2003	European Union	—	187	-	170
EURO2011	Nationalism in Europe	158	—	—	—

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**Table 4 External Funds Awarded for Research Grants, Contracts and Consultancies, 2010-2013**

Year	Source	Scheme	No of Awards	Requested (\$)	Awarded (\$)	
2010	Department of Foreign Affairs and Trade	Consultancy	1	22,727	22,727	
	ARC	ARC Discovery	1	62,000	62,000	
	ARC	ARC Linkage	1	18,450	18,450	
	Department of Social Services	Consultancy	1	185,936	185,936	
	ARC	ARC Discovery	1	112,972	90,000	
2011	Department of Defence	Consultancy	2	2,100	2,100	
	ARC	ARC Discovery	1	396,100	287,000	
	ARC	ARC Linkage	1	83,268	83,268	
	Department of Defence	Consultancy	1	1,000	1,000	
	Department of Education, Employment and Working Relations	Consultancy	1	4,545	4,545	
	Vrije Universiteit Brussels	Consultancy	1	24,717	24,717	
	Australian Wool Innovation Ltd	PhD Scholarship support	1	20,000	20,000	
	Norwegian Royal Ministry of Foreign Affairs	Grant	1	255,513	251,409	
	Ian Potter Foundation	Grant	1	6,855	6,855	
	Department of Foreign Affairs and Trade (COALAR)	Consultancy	1	10,164		
	Academy of the Social Sciences in Australia	Grant	1	12,000	8,000	
	2012	ARC	ARC Future Fellowship	1	643,771	629,090
		ARC	DECRA	1	375,000	375,000
ARC		Discovery	2	1,719,182	538,904	
Department of Foreign Affairs and Trade		Consultancy	2	98,727	99,000	
Department of Foreign Affairs and Trade		Grant	1	20,000	20,000	
Department of Education Employment and Workplace Relations		Grant	1	36,000	36,000	
Department of the Prime Minister and Cabinet		Grant	1	36,364	36,364	
The British Academy		Grant	1	37,345	37,345	
Commonwealth Department of Foreign Affairs and Trade AusAID		Grant	2	391,847	391,847	
Anglicord		Grant	1	2,450	2,450	
Sage Publications		Consultancy	1	83,911	83,911	
2013		ARC	Discovery	2	478,480	323,095
		ARC	DECRA	2	693,639	693,639
		Department of Industry Innovation Climate Change	Consultancy	1	56,000	50,909

Science Research and Tertiary Education					
US Institute of Peace	Grant	1	133,008	133,008	
Taiwanese National Academy of Civil Service	Consultancy	1	45,455	45,455	

**Table 5 Visiting Fellows 2011-2014**

Year	2011	2012	2013	Expected 2014
Number	36	27	29	23

**RSSS Visiting Fellowship Scheme, SPIR Visitors Since 2012**

Round	Name	Home Institution	Year
2010-2	Doh Chull Shin	University of Missouri	2012
2011-1	Carsten Jensen	Aarhus University	2012
2011-2	Hans-Dieter Klingemann	Social Science Research Centre, Berlin	2012
2011-2	Walter Barber	Graduate Centre for Public Administration	2012
2012-1	Nicola Phillips	University of Sheffield	2012
2012-1	Todd Donovan	Western Washington University	2013
2012-1	Christopher Kam	University of British Columbia	2013
2012-2	Bruce Jentleson	Duke University	2013
2012-2	Caitlin Milazzo	University of Exeter	2013
2012-2	Catherine De Vries	University of Oxford	2014
2013-1	Sarah Birch	University of Essex	2014
2013-1	Leonie Huddy	Stony Brook University	2014
2013-1	Stanley Feldman	Stony Brook University	2014
2013-1	Thomas Brunell	University of Texas, Dallas	2014
2013-2	Richard Johnston	University of British Columbia	2014
2013-2	Iain McMenamin	Dublin City University	2014

**Table 6 HERDC Eligible Publications 2009-2012**

		2009	2010	2011	2012
Books	Points	17.5	18.3	12.9	19.2
Chapters	Points	36.4	10.3	20.5	27.6
Journal Articles	Points	27.5	33.2	38.7	45.0
Conference Papers	Points	5.5	7.5	19.7	9.5
	Total points	86.9	69.3	91.7	101.3

Source: ANU Office of Research Excellence. The 2013 HERDC return will not be finalized until June 2014.

**Table 7 2012 Organisation Contribution Summary of Current 2014 Staff**

Name	FTE	HERDC grant applications	Successful applications	HERDC \$A awarded	HERDC publications	HERDC publication points	HDR Students Supervised
Dowding, Keith	1			99,000	12	9.25	11
McAllister, Ian	1	2	2	0	4	1.83	10
Uhr, John	1	2	1	0	2	1.50	10
Minns, John	1	2	2	544,852			11
Lee-Koo, Katrina	1			63,768	1	1.00	5
Pietsch, Juliet	1	2	2	24,717	4	1.28	7
Banfield, Andrew	1	1	0		1	0.50	1
Biccum, April	1	1	0	0			2
Burges, Sean	1	1	1	125,000	5	5.00	4
Huynh, Kim	1			0			6
Maley, Maria	0.5				2	2.00	2
Mason, Victoria	1	2	2	102,450	1	1.00	7
Walter, Ryan	1	2	2	0			2

**Table 8 2011 Organisation Contribution Summary of Current 2014 Staff**

Name	FTE	HERDC grant applications	Successful applications	HERDC \$A awarded	HERDC publications	HERDC publication points	HDR Students Supervised
Dowding, Keith	1	1	0	155,000	6	4.25	9
McAllister, Ian	1			45,000	11	11.17	7
Minns, John	1	1	1				10
Lee-Koo, Katrina	1	2	1		2	2.00	3
Pietsch, Juliet	1	1	1	45,000	5	3.08	3
Banfield, Andrew	1				1	1.00	1
Biccum, April	1	1	0		1	1.00	2
Burges, Sean	1	2	1		1	0.50	2
Huynh, Kim	1	1	0				6
Lewis, Chris	1						
Maley, Maria	0.5				1	1.00	
Mason, Victoria	1	1	0		2	1.33	3