

**White Rose Doctoral Training Partnership**  
**Interdisciplinary Training Pathway Director**

**Roles and responsibilities**

**Summary**

The WRDTP Training Pathway Directors are key to the success of the WR Doctoral Training Partnership.

The role is expected to be taken up by a senior academic colleague who has relevant experience working collaboratively across HEIs, a background in interdisciplinary research relevant to their Pathway and have links with the Economic and Social Research Council (ESRC).

The Director will be appointed by interview and be from any institution represented in the Interdisciplinary Pathway as shown in the ESRC DTP bid document Training Annexes for the relevant interdisciplinary training theme (see Annex I).

*To recognise the strategic importance of the contribution of this role to the collaborative management of the WRDTP, the applicant will be required to confirm that 0.3fte buy-out has been agreed by their Head of Department/School.*

A training budget will be made available from the WRDTP Cohort Development Fund to support the delivery of the Pathway training offer.

**Role and responsibilities**

The Pathway Director is responsible for leading all aspects of the DTP Interdisciplinary Themed Pathway across all partner institutions by:

***Strategic Leadership***

- Proactively ensuring that the shared training offer made in the WRDTP bid for their Pathway is met
- Designing and maintaining a Pathway Development Strategy to pursue the development of cross institutional provision for the pathway
- Report to and liaise with the Director of the WRDTP on plans for and delivery of the pathway training agenda

### ***Design and Delivery of Pathway Training***

- Design and Delivery of Pathway Level Training, in collaboration with Pathway Deputies, and working closely with the WRDTP Training and Scholarships Officer as follows:
  1. WRDTP Welcome Event: Pathway Session (2 hour workshop in Pathway) to introduce students to the core themes and intellectual challenges the Pathway aims to address. This needs to be an entry level introduction to interdisciplinary research for new students.
  2. Day 2 of the 3-Day Workshops for the MA Social Research Working Beyond Disciplines module. Work with other Pathway Directors and Deputies to offer a stimulating introduction to the opportunities of working across disciplines for 1+3 students. To be planned in close collaboration with the Module Convenors of the module at the partner universities.
  3. Doctoral Training in Pathway Workshops - 3 workshops to be offered by the Pathway each year, one in semester 1, one in semester 2, and the third to be delivered as part of the June Annual DTP Conference. These should provide stimulating opportunities for students to engage in intellectual debate around big societal questions that animate the Pathway. Progression through the PhD journey should be built into a rolling two-year programme of workshops. For example, introductory sessions should introduce new interdisciplinary research and to key debates and challenges of undertaking it. Training for students at the later stages of the PhD might focus on how students prepare for collaborative research projects and funding bids specific to the Pathway theme. These should be rotated around the seven HEIs, and not all delivered in the same institutions. The workshops should equip students to:
    - Develop an understanding of the big societal questions the Pathway is concerned with
    - Explore and experience the opportunities provided by working in teams with scholars from other academic disciplines
    - Introduce students to the interdisciplinary emphasis that is shaping the Higher Education landscape and begin equipping them to develop interdisciplinary research projects, workshops, and towards the end of their training, funding applications
  4. Acting as a conduit to point students to relevant interdisciplinary research training opportunities, e.g. departmental research seminars and workshops; guest lectures; webinars, through the WRDTP Website, VIRE

and social media. Student engagement with such additional training opportunities should be facilitated through live streaming and hosting of local discussion and debate by Pathway deputies, where possible.

5. Populate the VIRE with stimulating and relevant reading material, podcasts, videos and discussion groups of relevance to the themes of the Pathway to stimulate student debate

- Doctoral Advanced Methods Training - input into AQM/AQUALM Taster workshops
- Ensuring timely engagement and meeting deadlines set by the central WRDTP Office re. TNA reviews, the Training Offer, and other information requests
- Identifying advanced training needs and updating the WRDTP Training Group

#### ***Review and Scoring of Pathway Studentship Competition Scholarship Applications***

- Attend training sessions on scholarships competition assessment
- Assess applications in a fair, rigorous and timely way, in accordance with the WRDTP Scholarships quality criteria

#### ***Communications***

- Representing the Pathway at WRDTP Training Group meetings and providing bi-annual progress reports
- Working collaboratively with their Deputy Directors in each of the relevant partner HEIs to deliver all of the above
- Promoting the WRDTP and Pathway activities through well-managed Pathway student email lists and relevant social media presence
- Offering case studies and articles for the DTP Matters newsletter by contacting the DTP Office

#### ***Meeting Objectives***

The performance of the Pathway will be evaluated annually by the Academic Quality Committee through a review of the Pathway strategy documents, Pathway Director bi-annual reports, data on student participation in training activities and student feedback. The DTP are looking to see evidence of:

- Good and growing levels of student participation in Pathway activities
- Positive student feedback on training events
- Strong presence of Pathway activities and relevant training materials on the VIRE

- Clearly developed training plans developed with appropriate timescales to maximise opportunities to advertise and engage students
- Evidence of student progression in understanding of and engagement with interdisciplinary research, collaboration and development

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**Annex I - DTP Interdisciplinary Themed Pathways: Director eligibility**

<b>DTP Pathway</b>	<b>Discipline and Topic Coverage</b>	<b>Academic colleagues are eligible to apply for a Pathway Director role from the following institutions</b>
<b>Cities, Environment, and Liveability (CEL)</b>	Understanding and managing socio-economic change in cities and urban-based responses through policy, governance, and the connecting of communities. An emphasis on environment recognises the growing importance of interactions between populations and climate/environmental/ecological changes, the politics of sustainability, and the importance of urban and rural dynamics and interconnections. Liveability provides a nexus by placing emphasis on infrastructures and their resilience (breadth of services, utilities, such as energy and water) and shifts within the built environment (spaces and places, mobilities, interaction, property, housing policy and practice).	University of Hull University of Leeds University of Sheffield Sheffield Hallam University University of York
<b>Security, Conflict, and Justice (SCJ)</b>	Causes and consequences of security, origins and experiences of conflict, criminality, roles of justice on responses to local/global uncertainties. Recognises that traditional approaches to criminal justice and security studies must now be complemented with new and wider perspectives in order to develop better strategies for conflict resolution and securing justice locally/globally. The changing nature of socio-legal knowledge is critical.	University of Leeds University of Sheffield University of York
<b>Education, Childhood, and Youth (ECY)</b>	Covers the field of education, where there is expertise in systematic review and evaluation, patterns and processes of educational interventions, developments in language learning and usage in educational settings. How children and young people are conceptualised and produced through practices and methodological approaches that can give voice to children and young people.	Manchester Metropolitan University Sheffield Hallam University University of Leeds University of Sheffield University of York

		University of Hull
<b>Data, Communication, and New Technologies (DCT)</b>	Communications and interactions between social groups, society, and data, information and digital technologies. Cutting-edge frameworks and methods for understanding these interactions and novel applications to support them. How social actors can better make sense of and manage increasing volumes of data and information encountered ('datafication') in a variety of domains, and investigates how we experience and make sense of the changing data landscape and information environment.	University of Leeds University of Sheffield University of York
<b>Wellbeing, Health, and Communities (WHC)</b>	Concerns multi-disciplinary perspectives on health and wellbeing often in partnership with policy and practice networks, including local authorities, voluntary organisation and NHS trusts, and increasingly decentralisation and devolution to communities. Expertise on inequalities, ageing, e-health, emergency care, obesity, modelling and economic evaluation, and cost-effectiveness of health policy interventions. Inclusion and resilience connections are made between health, employment, employability and work psychology.	University of Hull University of Leeds University of Sheffield University of York Sheffield Hallam University Manchester Metropolitan University University of Bradford
<b>Sustainable Growth, Management, and Economic Productivity (SMP)</b>	Productivity and sustainable economic growth at multi-level scale, from firm, to sectoral, regional and national levels. Wages, finance, financialisation, skills and welfare. Macro-level economics and other levels of micro-analysis to capture complex systems of management, regulation, governance (covering marketing, work and employment relations, accounting and finance, public services). Economic development, business support, and the sustainability of economic policies and interventions.	University of Bradford University of Leeds University of Sheffield University of York

		University of Hull
<b>Civil Society, Development, and Democracy (CDD)</b>	Spans excellence in understanding the changing nature of civil and political society: governance, institutions, community, individuals, migration, and difference. Addresses political climate of devolution, constitutional change, patterns and processes of democracy, legitimacy, and citizenship. This is set within the broader context of crisis, inequality, processes and patterns of uneven international development, public policy, situated development studies, and dynamics of rising powers vis-à-vis area studies.	University of Leeds University of Sheffield University of York University of Hull Sheffield Hallam University