



Senate

Paper Title	Proposal to form a new School from the disciplines currently within the School of History, School of Politics and International Relations and the School of Geography.
Outcome requested	The Senate is asked to consider and advise on the formation of a new School within the Faculty of Humanities and Social Sciences.
Points for Senate members to note and further information	<p>On 27th May 2025, SET approved in principle a proposal from the Faculty of Humanities and Social Sciences (HSS) to merge the School of Geography, School of History, and the School of Politics and International Relations (SPIR) to create a new school within HSS. The new school, with a name to be decided, will provide a platform to regenerate academic activities that are currently within Geography, History, and SPIR.</p> <p>This paper outlines the current position and rationale for change alongside a proposed timeline in which the new school is brought into being in the University Ordinances on 1 August 2025, enabling work to bring it into operation for September 2025, with work for its formation to be completed over the following two years. All current programmes, academic activities, and students from Geography, History, and SPIR would be transitioned into the new School according to the timeline and approach outlined in this paper. Geography, History, and PIR would be disestablished as standalone schools.</p> <p>Engagement with staff in the three current Schools is detailed in the paper and annexes, including hybrid meetings, engagement workshops and the sharing of an initial proposal document for feedback. The paper explains how feedback collected during this engagement has fed into the development of the proposal, and how staff are being engaged in finalising the name for the new School. While the creation of the new school is not subject to formal collective consultation—since it will not result in significant changes to terms and conditions of employment for our staff—the Faculty has engaged with JCF colleagues and offered an opportunity to meet and discuss various elements of the paper. The Faculty has worked with QMSU to open discussions and will continue to do so within the extended change period. This paper has been authored by the Faculty leadership team and has the full support of the team and SET.</p> <p>In line with Phase One of the Equality Analysis framework described in QMUL’s policy and guidance on Equality Analysis, the paper explains the approach to policy development and decision-making, identifies a governance process and key stakeholders for Equality Analysis, sets out</p>

	how evidence would be gathered to understand further potential impacts.
Questions for Senate to consider	<p>Senate is invited to consider and advise on the following proposals:</p> <p>a. To create a new school (name to be decided);</p> <p>b. To transition all current programmes, academic activities and students from the current School of Geography, School of History, and School of Politics and International Relations into the new School according to the timeline and approach outlined in this paper;</p> <p>c. To disestablish the School of Geography, School of History, and School of Politics and International Relations.</p>
Consideration of Strategic Risks:	The proposal aligns with both the Faculty and Queen Mary's Strategy 2030 in transforming the social sciences and providing a platform for interdisciplinary research, global engagement, and civic impact to flourish. We recognise that the engagement of our staff and students is key to the success of this transition, and we continue to prioritise working collaboratively with stakeholders to ensure their feedback is embedded throughout the process.
Reporting/consideration route for the paper	This paper has been seen and approved by Faculty and SET. If approved by Senate, this paper would be presented to Council in July 2025
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Proposal to form a new School from the disciplines currently within the School of History, School of Politics and International Relations and the School of Geography.

Summary: This paper proposes to bring together the disciplines currently within the Schools of History, of Politics and International Relations and of Geography into a single School, which would be brought into being by a change to University Ordinance 9 with effect from 1 August 2025. The existing Schools would be disestablished. A decision on a change to the Ordinance lies with Council, on a recommendation from the President and Principal, after consulting Senate. The paper sets out background, aims and objectives, and rationale and addresses how excellence in research, education and Professional Services delivery would be supported within a new School. The paper also explains how staff and students have been engaged with in the development of this proposal, and explains how Equality Analysis would be applied to any change. Additional information and evidence is provided in Annexes 1-8.

1. Introduction and Background

The vision of the Faculty of Humanities and Social Sciences is to open the doors of opportunity by equipping our students, staff and the broader community to explain the past, understand the present and imagine the future. Since 2023/24, the Faculty's Enabling Plan has supported the delivery of QM's Strategy 2030 by pursuing three priorities: coherence and consistency, regroup and reimagine, and premium PGT delivery at scale.

The second priority was initially defined with a focus on the challenges facing arts and humanities within UK Higher Education. It led to the formation of the new School of the Arts in August 2024. Since then, the Faculty has continued to review its academic organisation to identify those areas where changes in current alignment could enable us to better meet our strategic objectives in the context of the increasingly turbulent headwinds affecting the entire sector.

[As described here](#), while QM is currently in a financially stable position, we are now at a point where we need to act in the short term in order to maintain resilience in the long term. This includes reducing staff costs in specific areas. As a result, Queen Mary is engaged in a cross-University programme of change, involving all three Faculties and Professional Services directorates. The current proposal has been developed within this context. While not in itself a means to achieve significant financial savings, it will create a more resilient academic organisation for a period of rapid change, thereby enabling future value generation in reputation, research and education.

In exploring possible changes in the current arrangement of academic disciplines, we seek not only to build more resilient organisational structures and to maintain the disciplinary range and research excellence that underpin QM's global reputation, but also to prepare for a future in which the ability to draw interdisciplinary insights will be crucial to solving global challenges, realising new opportunities for research, and developing career-ready graduates.

We are therefore now proposing to form a new School that brings together the disciplines currently within the Schools of Geography, History and Politics and International Relations. This proposal outlines the aims and objectives, rationale and vision for change, how a new School would support excellence in research, education and Professional Services, and explains the timeline, physical location and choice of name for a new School. The paper also summarises staff and student engagement, showing how this has been taken into account in developing the proposal, and explains how EDI analysis would be applied to any change. Annexes provide additional detailed information and evidence.

2. Aims and Objectives

Bringing together the academic activities currently within the Schools of Geography, History and Politics and International Relations within a new School will support the delivery of the following aim and objectives in line with QM's Strategy 2030 and the HSS Faculty Enabling Plan. Each objective is listed with the length of time and KPIs against which achievement will be measured:

Aim:

To build a resilient new School that will preserve current value (particularly in research and reputation) during a period of change and generate new value (through improved coordination of education in the short term, and improved opportunities for multi-, cross- and inter-disciplinary research and education in the mid and long term).

Objectives:

- a. Adapt academic organisation to meet a period of ongoing challenge and change, relocating subject areas to preserve our multi-disciplinary eco-system and mitigate potential risks to research and reputation (short to mid term, KPI: REF, QS reputation ranking)
- b. Build a distinct and future-facing identity, based on existing strengths and drawing on institutional heritage, in which the insights of social scientists, historians and environmental scientists, working within and across current disciplines, are applied to research global challenges, shape employment-ready graduates, and effect impact (mid to long term, KPI: research grant income, REF, GOS)
- c. Create a stable base which supports realisation of current student number plans (short term) and offers opportunities for future innovation and growth (mid to long term), KPI: student recruitment, cash generation)
- d. Ensure all disciplines have appropriate PS support from a resilient and consolidated PS team, aligned with HSS Faculty Operating Model, scaled to the size of the School, and benefiting from an empowering, coherent and career-enabling environment (short to mid term, KPI: staff engagement, NETP, NSS)

e. Improve student experience through improved coordination/alignment of existing joint/overlapping programmes and cross-disciplinary cohort membership (short term) and development of multi-, cross- and inter-disciplinary education (within and beyond current offer) (mid to long term, KPI: NETP, NSS, GOS)

3. Rationale for Change

Our three current Schools of Geography, of History and of Politics and International Relations are areas of great disciplinary strength and research power which contribute significantly to Queen Mary’s standing in international reputation surveys. The following table contains some indicators of these strengths:

Table 1. Research and Reputation

	Geography	History	Politics and IR
REF 2021	18 th overall, 10 th for outputs	7 th overall, 5 th for outputs	7 th overall, 7 th for outputs
2023-24 HSS ranking mean research income/FTE	2	4	3
QS 2025 subject ranking	Geography: 101-150 Development Studies: 51-100	51-100	57

In each subject area, these successes are sustained by the strong disciplinary identities which colleagues have developed over time. Queen Mary is committed to maintaining these subject areas within its disciplinary mix and to ensuring critical mass in all current Units of Assessment in the run up to REF2029. Within the mixed economy of a multi-disciplinary Faculty and University, it is collectively important that all subject areas are positioned within the organisation in ways that enable them to thrive. The proposed change has been developed and put forward by the Faculty to achieve this goal in the context of recent declines in student numbers in some subject areas and the need for Queen Mary to act now to secure its financial resilience.

The main source of income for all three current Schools is the fees paid by Undergraduate and Postgraduate Taught students. Student and staff numbers for the three Schools affected by this proposal are in Annex 1. Since 2022/23, total student numbers in History and Geography have fallen significantly. It is anticipated that undergraduate recruitment will stabilise at this lower level, but as smaller incoming cohorts roll through, total student numbers will fall still further in 2025/26. History, and to a lesser extent, Geography, teach significant numbers of fee-paying Associate students. This is an important element of their contribution to the University, but changes in fee-paying Associate numbers have not made up for the decline in income resulting from the fall in the total number of students.

While student numbers have fallen in History and Geography, staff numbers in these Schools have remained static. As the university takes steps to assure its financial resilience, the resulting imbalance between staff costs and student fee income is not

sustainable. Staff costs in History and Geography need to be reduced as part of our work to ensure Queen Mary's financial resilience. For this reason, staff in History and Geography were included in the focussed 2025 Voluntary Severance scheme.

One consequence of lower student fee income is that History and Geography are unable to sustain Professional Services staffing at the level required for full operational delivery as Schools. Professional Services colleagues in these Schools currently work in small, dedicated teams, and have consistently supported these subject areas with professionalism and commitment. School-level professional services roles in History and Geography are, however, misaligned with those for other Schools, risking single points of failure and depriving PS colleagues in these Schools of appropriate career progression. Any further reduction in PS staffing in these Schools as they are currently organised would adversely affect operational delivery across the range of their activities, including research and education, but staffing them at an appropriate level to function as Schools would increase still further the gap between income and expenditure.

To mitigate this, the proposed reorganisation will enable the clustering of staff and a more flexible deployment model, allowing resources to be redistributed to priority areas as required. This will support agile responses to evolving operational demands, enhance service quality to academic and research stakeholders, and ensure the team is better future-proofed against financial and structural pressures. The changes aim to deliver a more cohesive, resilient, and strategically aligned Professional Services structure, while also achieving operational efficiencies and cost savings through role consolidation and process optimisation.

In both History and Geography, undergraduate recruitment can be stabilised via continued investment of staff time in recruitment, and there may be room for growth in Associate provision, in taught Postgraduate programmes, and with an educational offer that emphasises applied skills and career readiness. The stability provided by grouping them within a larger organisational unit would allow these to be developed, providing the opportunity to address current income/expenditure gaps through growth as well as savings.

In recent years, SPIR has combined high performance in research and reputation with the recruitment and education of substantial numbers of students. Student numbers increased substantially up to 2021/22. This was followed by investment in academic and professional services posts. Since then, student and staff numbers have remained broadly constant. Academic staff in SPIR were not included in Queen Mary's 2025 focussed Voluntary Severance scheme, although Professional Services staff, who may be affected by wider changes in PS staffing at Queen Mary, were. SPIR has plans to increase student recruitment in areas of the market where there is potential for growth, including Distance Learning, which have been supported by investment through the annual planning round. Nonetheless, developing and delivering the range of programmes that will achieve this growth will require additional workload from staff who are already

fully loaded in a School which currently has a substantial annual spend on TATFs. There is some possibility of load-spreading within a new School: while this is limited by disciplinary differences, it could mitigate the risk of potential growth not being realised because of resource constraint by allowing specialist staff in Politics and International Relations to be focussed on growth areas within current workloads.

4. Rationale for grouping Geography, History and Politics and International Relations in a single School.

As described above, the current arrangement of Geography and History as single-discipline Schools is not sustainable. A change in the current organisation of academic disciplines within Schools is therefore necessary to maintain operational delivery, sustain secure homes for all disciplines, and to support excellence in education and research. Any new School also needs to be future facing, to develop our reputation, and to offer new opportunities to create value, increasing the potential to address financial challenges through future growth as well as cost savings.

The table below sets out different options for changes in academic organisation.

Table 2. Options Analysis

Option	Analysis
As is	Does not create sustainable, operationally resilient homes for all disciplines
History and/or Geography joins StA	StA has already absorbed change costs and includes other disciplines in which there is an imbalance between student fee income and staff costs. No disciplinary fit with Geography. Some disciplinary fit with History, but no significant joint programmes
History joins SPIR and Geography joins SBM	Option based on joining with current large joint programme partner in each case. Limited disciplinary fit between Geography and SBM.
History joins PIR and Geography moves to Faculty of Science and Engineering	In other universities, Geography sits within Science and Engineering when this reflects the balance within the disciplinary unit – at Queen Mary, Geography is by staffing and culture genuinely interdisciplinary, but its balance situates it within HSS.
History and Geography join SPIR in a new School	This option combines existing intersection and potential synergy in taught programmes (UG History and Politics, UG and PGT Geography and Politics both have large joints with SBM which are not currently coordinated between them), intellectual and methodological intersections (e.g. social sciences, political and international history). These are represented visually in the Venn diagram in Annex 2. A new School in this configuration could support a PS team suitable to the School’s needs and aligned with the HSS PS Operating Model. As well as offering a sustainable and secure home for current disciplinary areas, this option offers the potential to build value in areas of focussed interdisciplinarity, building a unique proposition and enhancing research and reputation.

Larger, multi-disciplinary units at the immediate sub-Faculty level are the norm at the majority of Russell Group universities as well as at Queen Mary. The proposed grouping of subjects would, however, be distinct. Current groupings within the Russell Group are very varied, reflecting local circumstances as well as wider presumptions about disciplinary categories. History is usually grouped with other Arts and Humanities subjects, often as the larger recruiting partner with Archaeology, Philosophy or Religious Studies. Geography is either grouped with Earth and Environmental Sciences (or similar) where its balance is towards Physical Geography, or as part of Social Science where its balance is towards Human Geography. Politics and Sociology tend to be grouped with Social Sciences. International Relations is sometimes grouped with Social Sciences and sometimes as part of Global Affairs or similar. Of the Russell Group, only Liverpool, and QUB locate Politics and History in the same sub-Faculty level grouping, and only Newcastle locates Geography, Politics and Sociology in the same sub-Faculty level grouping. No Russell Group university currently has Politics and IR, Geography and History in the same multi-disciplinary sub-Faculty unit.

There is, however, a strong argument for this grouping being the best for QM because of the opportunities it offers to develop existing synergies and to formulate a distinct academic mission. This would lie with the School to develop fully, but could look to a future of global challenges, research across past disciplinary boundaries, and education for skilled and satisfying careers in an era of rapid change. The common thread that joins together Politics and International Relations, Geography and History is their critical engagement with how we shape the world and how the world shapes us. These are questions that are only going to become more urgent over the coming decades. At the same time as securing the basis for the disciplinary distinctiveness on which current undergraduate recruitment, REF performance and academic reputation depends, a new School would bring to bear the perspectives of historians, social scientists and environmental scientists within the same organisational unit, opening new possibilities for multi-, cross- and interdisciplinary research and education. Its formation as part of our response to the current challenge facing UK Higher Education would enable us to tell a positive story about QM as sector-leading, forward facing and ambitious to make a difference for our students and in the world.

Interdisciplinary research is widely recognised as a fundamental requirement in addressing complex issues and societal challenges. This has been incorporated in QM's Strategy 2030 through the formation of deliberately multi-disciplinary University Research Institutes. The new School would enrich and embed an eco-system for work across disciplines in a core unit of academic organisation. In terms of education, there is widespread agreement on the importance of students learning to draw insights across disciplinary boundaries to equip them for career success in a future defined by ubiquitous generative AI, big data and climate change. The UK education system, however, currently encourages disciplinary specialisation at undergraduate level, and some employers can find it hard to parse the titles of interdisciplinary programmes. The new School would bridge this gap by providing both sustainable home for the distinct disciplinary groupings on which our undergraduate offer will remain rooted in the short to medium term, and the environment within which graduates from those degrees are enabled to recognise, apply and articulate methods and perspectives beyond their

original discipline. Embedding the principle of multi-, cross- and inter-disciplinarity within our academic organisation will prepare us to adapt for a medium to long term future of more fundamental change in UK Higher Education in which discipline-based degrees may become less important relative to lifelong learning and skills development.

5. Research, Education and Professional Services in a new School

Research

In the short-medium term, the proposed change is intended to support continued research excellence and UoA critical mass for REF2029 during a period of institutional change. HSS will continue to invest in research excellence across its current range of disciplines. The Faculty has scoped needs and planned provision to maintain stable research management support during and after any transition to the organisation of academic disciplines within Schools. Current REF UoAs would continue to be supported within the School and at Faculty and University levels. A new School would also be able better to support cross-disciplinary work in existing research centres (for example the Centre for Research on Latin America and the Caribbean) and develop new foci for interdisciplinary research, impact, grant applications and public engagement. Where academic colleagues take on additional leadership or administrative duties as part of the transition to a new School, these will be accounted for in, and balanced through, workload models to account for any short-term implications on research or scholarship time.

Education

All Schools are expected to keep their current portfolio under review in order to balance student recruitment, excellence in education and outcomes, and efficient delivery. Were the proposal to be implemented, it might create the opportunity for new programmes beyond those currently planned. These would be scoped and proposed as business as usual within a new School, reinforcing oversight to mitigate the risk of overlap and unintentional competition which can currently occur between Schools). A new School would also create some opportunity to diversify or vary current programme diets without putting on additional modules. The experience of forming the School of the Arts has highlighted the difficulty for Professional Services colleagues in managing historically non-aligned education frameworks. We would mitigate this risk by scoping such mismatches at an early stage and developing a phased plan to address them over time as part of the normal business of a new School.

Professional Services

The formation of a single, coherent PS team within a new School will support the achievement of QM's ambition for Professional Services: to offer clear career pathways, support agile and collaborative working, and enable the flexible deployment across the Faculty where needed. The structure of a single PS team would be more resilient and future facing, enabling operational continuity, reducing dependency on individual roles, and offering greater scope for progression and development. A new School would enable the creation of an empowering, coherent and career-enabling PS environment in line with the direction of travel across HSS. This includes building roles that shape and enhance

the student experience, enable innovation in education and research support, and foster a shared culture of professionalism and adaptability across the School.

6. Academic organisation within a new School

Schools at Queen Mary are required to have a standard set of postholders and committees, but are responsible, within University guidelines and policies, for their own internal academic organisation. Their practice varies. Showing how the academic organisation of a new School would hold a productive tension between supporting disciplinary excellence, enabling operational efficiency, and creating interdisciplinary opportunities is, however, important to conceptualising how it would work. It was also the single most frequent issue raised in staff feedback on the proposal, being brought up at every stage of the proposal development process. This paper addresses staff engagement in Section 11 below: the focus here on academic organisation within the School reflects how important this question was to colleagues.

If it is to achieve a broader and longer-term interdisciplinary vision, a new School would need from its beginning to recognise, support and sustain disciplinary distinctiveness. Disciplinary identities are key not just to research and (currently) to student recruitment, but also to colleagues' sense of intellectual community, psychological security and professional development. A new School would also need to run efficiently and facilitate work across disciplines. There are differences between currently existing Schools in the application of university-level policies. Maintaining these differences and embedding them in the internal structures of a new School would impose additional complexity on academic and professional services teams and risk delivery in research and education.

To recognise and mitigate this risk, the initial proposal shared with colleagues suggested that a new School be organised from the beginning by subject areas, each led by a Subject Lead, rather than in departments. All subject areas would need to be demonstrably included within both operational decisions and the longer-term vision for the School. A School Executive Committee (or similar title) would then include the Head of School, Subject Leads from each area, a Director of Research and a Director of Education, and the School Manager.

In response to this initial proposal, colleagues recognised the need to avoid duplication of effort and bureaucracy. Many reiterated, however, a preference for 'departments' as the sub-School level unit of organisation, on the basis of a) 'readability' within QM and across institutions, and in staff and student inductions; b) branding and external visibility, including leveraging reputation in international surveys; c) their own sense of disciplinary identity and d) motivating the most able academic leaders to take up leadership roles (since 'head of department' is a more easily understood status-marker). While recognising the tension between disciplinary distinctiveness and the building of a successful new School, these colleagues felt that this was best achieved via effective, capable leadership at School and discipline level, rather than by organisational unit nomenclature. In recognition of the strength of feeling on this issue, we have included a decision on it as part of the contingency work to be undertaken by the Interim Academic

Lead (as described in Section 7 below) in preparation for the possible formation of a new School.

7. Timeline for change

The decision to dis-establish the three current Schools and to create a new School is one that only Council can make, on a recommendation from the President and Principal after consulting Senate.

Were Council to approve this change, it would come into effect on 1 August 2025, when the three existing Schools would be dis-established and a new School brought into being. The new School would need to have a single Head of School, Directors of Research and of Education and a Chair of Exam Board, a School Manager and a single, unified, Professional Services team.

The establishment of a new School in the University's ordinances is the necessary first step in a programme of change that would be required to bring that School into being. Academic activities currently planned within the three Schools would continue as currently planned during 2025/26, during which time the School would align existing academic systems and set up cross-School academic structures as appropriate. These changes would be prioritised based on significance to the School's operations. While it is envisioned that the most important of these changes would be put in place by 1 September 2026, experience from the formation of the School of the Arts suggests that the bringing together of previously separate Schools will require some projects that take two to three years to bring fully into effect.

As laid out in this proposal – and in meetings with staff and in the Initial Proposal circulated for feedback, the Faculty leadership team believe there is a strong argument for starting change soon, in order to support the University's financial resilience programme and to mitigate future risks. As described in Section 10 below, one issue highlighted by engagement with staff was colleagues' concerns around effecting change in time to ensure delivery in September 2025. For this reason, some of the preparatory work required to enable timely change, such as the planning of systems changes, aligning preparations for Welcome Week, and the scoping of work to be undertaken during the first year of the new School's existence, is being undertaken ahead of a final decision about whether to enact such change. In so doing, we have been clear that we are not forejudging Senate's view, the Principal and President's recommendation, or Council's decision.

This preparatory work is being run as a Faculty project, reporting to the VP, co-led by the Faculty Director of Operations and an Interim Academic Lead. The Interim Academic Lead is a current Head of one of the Schools involved, appointed after a closed Expressions of Interest and interview process. The project includes workstreams on systems changes, communications and academic structures. In line with our values, this is an ambitious proposal that seeks opportunity in a moment of challenge. It both mitigates risk and generates risks that can be mitigated. A register of risks been provided

as Annex 7, with more detailed discussion of specific risks and mitigations in the text of this paper.

8. Physical location of a new School

The three current Schools are in different buildings on the Mile End campus. In the first year of a new School's existence, were it to be formed, School functions including academic offices, PDRA and PGR rooms and laboratories would remain as currently located. The physical location of its PS team would need to be adapted to balance effective working, available space and support of staff and student experience. Arrangements for 2025/26 would be temporary: at the end of April 2025, SET approved a Gate 1 Business Case to support the exploration of different options for space moves within HSS to improve equitability, flexibility, suitability and efficiency of space use across the Faculty, in pursuit of the 2030 Strategy. This will allow us to develop different options that would allow most or all of a new School to be co-located, taking into account the need to provide high quality, fit for purpose, space that enhances staff engagement and student experience in support of excellence in education and research, and bearing in mind the need for laboratory space for Physical Geography. We would engage with staff and students ahead of any decision on space allocation being taken, but the current aim would be for a large part of the School to be co-located by the end of academic year 2025-26.

9. Name of a new School

The name, brand identity and web presence of a new School is intended to sit above rather than supplant strong subject area brands which currently underpin research, reputation and student recruitment. Extensive engagement is currently under way with staff, led by the Interim Academic Lead, to decide on an appropriate name before this proposal is considered by Senate.

The name of a new School must strike a balance between the following criteria:

- **Clarity and specificity**
- **Alignment with academic mission**
- **Recognition and prestige**
- **Scalability**
- **Brand consistency**
- **School acronym and URL**

Marketing have scoped the following types of names:

a. Very broad disciplinary (eg **School of Social Sciences, SSS**) - has recognition, prestige, brand consistency and scalability, but does not fit with multi-disciplinary mission (eg History and Physical Geography not commonly defined in the UK as Social Science)

b. Specified breadth (eg **School of Social, Historical and Environmental Sciences, SSHES**) – has recognition, prestige, brand consistency, scalability and signals multi-

disciplinarity, but risks either signposting some disciplines more than others or a very long acronym)

c. List of current names (eg **School of Geography, Politics, International Relations and History**, SGPIRH) – establishes School in terms of current disciplinary differences rather than shared mission, does not have recognition or prestige, is not scalable (would be hard to add a new discipline eg Sociology or Environment), is brand consistent but does not produce easy/attractive acronym

d. Broad scope (eg **School of Global Studies** or **School of Global Change**, SGS or SGC) – non-specific (which may be an advantage, enables it to encompass range of academic mission), has some recognition and prestige (used by other institutions to cover broad disciplinary range, though usually IR and Geography rather than History), is scalable and has acceptable acronym/URL, is not brand consistent, may date easily.

e. Key themes (eg **School of People, Power and the Environment**, SPPE) – more specific though may not be more clear, gives strong sense of applied mission, is not used by other institutions so may not have recognition (though could be used to build recognition of USP), is scalable, produces attractive acronym which may have broader recognition, is not brand consistent, may date easily.

Based on this analysis, we have carried forward names of type b), d) and e) to colleagues in History, Geography and Politics and International Relations for detailed engagement under the leadership of the Interim Academic Lead. We will include the name of the new School in the presentation of this paper to Senate.

10. Engagement with Staff and Students

We have engaged with staff and students about this proposal, with staff feedback particularly important in developing both our assessment of risks and mitigations and preparations to ensure the success of a new School, if Council decides it should be formed. This is of paramount importance for the success of the project and in line with Queen Mary's values. In this section we describe this engagement. More detailed evidence is in Annex 3 (staff engagement timeline), Annex 4 (response to feedback document), Annex 5 (emails to students) and Annex 6 (Outline Student Engagement Plan).

Staff

As at 20 May 2025, we have engaged with staff through Faculty Town Halls, School meetings, an FAQ page on Connected, focussed Engagement Workshops, and the dissemination of a written Initial Proposal for feedback, as well as through individual meetings and emails (some individual, some collective). From these, we have collected more than 200 items of comment and feedback. An outline analysis of these and a written response to feedback, disseminated to all staff in the affected Schools, are included in Annex 4. Many points of staff feedback have also been incorporated in the risk register at Annex 7. Five key points are summarised below.

Initial feedback was that most staff would prefer no change if that were possible.

Others, however, recognised that the change was the most pragmatic and preferable

option among the choices available. No alternative proposal other than maintaining the status quo was put forward.

In the context of Queen Mary's financial resilience programme and a VS scheme, colleagues expressed concerns about their jobs. Moving the academic activities currently within History, Geography, and Politics and International Relations into a single new School will not lead to significant changes to terms and conditions of employment for academic staff. It will require changes to roles and structures in the Professional Services teams as the three School structures are aligned into one. These changes fit within QM's wider programme of PS transformation and the development of the HSS PS Operating Model. This element of the change process is currently subject to collective consultation with the campus unions.

Some staff were critical of the timeline and mechanisms for proposing, engaging with, and beginning change, subject to Council approval. They would have preferred more time to discuss options for change before a proposal was developed, and they highlighted the risks of staff disengagement and loss of morale as a result. We believe this risk needs to be balanced against the costs in terms of uncertainty and delay in drawing out an engagement and decision process, particularly bearing in mind the wider University financial resilience programme and the fact that (because of the need to update student systems) changes to academic organisation can only take place in the summer of each year. The measures put in place to mitigate risks relating to implementation are addressed in Annex 7.

Other concerns raised by staff were more strategic. In History and Geography, there are fears about the future of these disciplines within a larger School. In Politics and International Relations, there are fears that a currently successful trajectory of growth will be stalled or reversed by the investment of energy in a merger. During the period of initial proposal and feedback, these concerns came to focus on four areas: a) a clearer articulation of a positive future vision for a new School than was present in the initial proposal, b) the identification of metrics and timelines by which the successful realisation of benefits from the proposed change would be assessed, and a register of risks and mitigations, c) the internal academic organisation of the School, and how this would continue to support the disciplinary excellence on which current research, reputation and student recruitment depends; d) academic governance.

On a), the formation of a vision and strategy is something that needs to be fully developed within a School and through engagement with staff. We recognise nevertheless the importance of scoping and outlining a possible vision as part of this proposal, and this has been included within Section 4 above. On b), we recognise the value of this suggestion, and these are included in Section 2 and Annex 7. On c) this point is dealt with in Section 7 above. On d) this raises a wider point about the functionality, transparency and visibility of academic governance in the Faculty, and whether and how this could be affected by two substantial changes in academic organisation (the formation of STA in 2024 and the bringing together of Politics and International Relations, Geography and History in 2025). These issues are important for the Faculty and the University to consider, but outside the scope of this paper.

Another key point of concern in staff feedback was workload and wellbeing. All three current Schools have established hours-based academic workload models, through which it is expected that the work required to prepare and build a new School would be measured, recorded, and balanced with other contractual activities over time. The Interim Academic Lead has made wellbeing a key principle in planning their programme of preparatory work and made clear that opportunities to feed into this work over the summer are voluntary. Preparatory work before Council takes its decision on the formation of a new School will also identify in advance hotspots for alignment of PS systems and processes within a single School team, allowing appropriate phasing, planning and allocation of resource. The Faculty will support preparatory work and the implementation of change, should Council decide to form the School, with the time of a project manager (to support change planning and delivery), a Deputy Dean for Education (to support change leadership), and a School Manager from outside the three current Schools (to lead the workstream on systems change). Additional administrative resource will be made available from the Faculty Office to support a new PS team navigate pressure points: this will be planned in advance but may also be deployed to resolve unanticipated challenges.

Further staff engagement activities, including meetings, workshops and emails, are planned to continue through to July, under the leadership of the Interim Academic Lead, to involve staff in preparations for the implementation of a new School, should Council decide in favour of its formation.

Students

We have written to students in all three affected Schools to let them know that this possible change is under discussion. These emails are in Annex 5. A meeting has been scheduled on 16 June 2025 with QMSU to discuss the proposal, with the option of further regular meetings with the VP and FDO or Interim Academic Lead to update and enable further feed-in. An outline schedule for how students would be engaged in the formation of a new School in the first year of its existence is attached as Annex 6.

11. Equality Analysis

Since a decision on the formation of a new School has not yet been taken, we are in Phase One of the Equality Analysis framework described in [QMUL's policy and guidance on Equality Analysis](#). This focuses on establishing the approach to policy development and decision-making, identifying a governance process and key stakeholders, considering QMUL's values, gathering evidence and undertaking engagement to understand further potential impacts. Were the decision to form a new School to be taken, we do not anticipate an immediate significant impact from that decision on staff and students. Were the implementation of that decision, or other measures consequent upon Queen Mary's programme of change to maintain its financial resilience, to result in changes that did have significant consequences: we would move into Phase Two of the framework, with its emphasis on outcomes, monitoring, reviewing and assessing impact, and identifying actions.

In terms of governance: ultimate responsibility for Equality Analysis rests with the Deputy Vice Principal, as the Faculty risk-holder for the EDI KPIs. They will be supported to deliver Equality Analysis by the HSS Faculty EDI Officer and the HSS EDI Lead, consulting with EDI Leads in the relevant Schools and with the HSS Faculty EDI Committee acting in an oversight role for the Equality Analysis process. Key stakeholders would be staff and students in the Schools, QMSU, and campus trade unions.

In terms of evidence, the profile of staff and current students covered by this proposal will be provided by the HSS Faculty EDI Officer, drawn from data held by the University and accessed via PowerBI, including benchmarks for the sector. An outline picture of the student and staff populations of the current Schools using this data is provided as 89. Qualitative data would be drawn in a range of formats from stakeholders. This would include noting those occasions when equality relevant points were made when this was not the primary function of the interaction. We would undertake such interactions in a range of formats to make them as accessible as possible. The proposal is in line with Queen Mary's values, in that it is being proposed in order to provide an ambitious and sustainable future for disciplines of which we are proud, represents a collegial approach of seeking collective solutions to collective challenges, and will support the delivery of excellence. By providing that future, we also seek to maintain and enhance the work on inclusivity that has already been undertaken within these subject areas.

In line with sector-wide shifts, the University is transitioning towards Faculty-level Athena Swan submissions. This strategic move is supported by the fact that all three schools currently hold Bronze awards and are at similar stages in their gender equality work. The roadmap and timeline for the Faculty submission will be determined by the Faculty EDI Lead in collaboration with the EDI Manager (Gender Equality). The Faculty EDI team will work with Schools that are approaching their Athena Swan submission points to ensure that existing progress is recognised, time is spent effectively, and that current initiatives can feed into future faculty-wide gender equality initiatives.

Staff feedback to the initial proposal expressed some concerns around equity in academic staff career progression (including sabbatical planning, workload allocation, and opportunities to develop careers through the holding of School-level posts) and the continuation of local policies put in place to improve Equality Diversity and Inclusion. These included concerns that staff in subject areas with fewer students would therefore have more time allocated to administrative roles, offering unfair career opportunities compared to those who were given more teaching responsibilities, or that current practices introduced specifically to address EDI would be lost in the formation of a new School.

These Schools are already relatively close in their practice around the transparency of workload allocation, modelling, role-holding, sabbatical application and EDI-related practice. Recognising that staff will have undertaken planning on the basis of current local application of policy, the Faculty commits that these will be maintained for two years. This will give time for these policies to be aligned without requiring the perpetuation of variety across a School. Any decisions at the point of alignment lie ultimately with the School, but the Faculty would expect these to be transparent, on a best practice not lowest common denominator basis, and in line with our strategic

ambitions around equality, diversity and inclusion. The highlighting of local variation in policy indicates a larger question about the extent to which any variations between Schools in HSS are viable, equitable and sustainable in the short-medium term, given rapid changes in the educational environment and student recruitment. This is beyond the scope of this paper but has been identified to the HSS EDI Lead as an important area for exploration and resolution in the delivery of the Faculty EDI Action Plan. In terms of responsible office holding and career development, this is an issue that is already managed within other large Schools at QM. The academic career framework gives different examples of how excellence can be demonstrated across narratives at different career stages.

12. Next steps

After consulting Senate, the President and Principal will make a recommendation to Council, which next meets on 10 July 2025. Should Council decide that a new School should be formed, it will be brought into being in the University Ordinances on 1 August 2025.

Annex List

Annex 1: Staff and Student Numbers in History, Geography and Politics 2022-2026

Annex 2: Outline mapping of possible academic intersections and synergies in a new School

Annex 3: Staff engagement timeline

Annex 4: Response to Feedback Document

Annex 5: Text of emails to students

Annex 6: Outline engagement plan for students in the creation of a new School

Annex 7: Risk Register for formation of new School

Annex 8: Outline staff and student population of current Schools by KPI protected characteristics.

Annex 3. To follow before submission to Senate

	School	20/21	21/22	22/23	23/24	24/25	25/26
Geography	Students	556	522	496	410	344	272
	Staff FTE	45 (34)	44 (33)	45 (32)	47 (34)	49 (34)	43 (32)
History	Students	856	815	763	633	549	451
	Staff FTE	60 (47)	53 (42)	59 (49)	59 (50)	59 (50)	55 (47)
Politics and International Relations	Students	1,286	1,333	1,281	1,268	1,213	1,172
	Staff FTE	55 (43)	64 (52)	75 (61)	87 (68)	85 (66)	81 (63)

Annex 4. To follow before submission to Senate

Annex 5. To follow before submission to Senate

Annex 6. To follow before submission to Senate

Annex 7. Risk register – attached separately

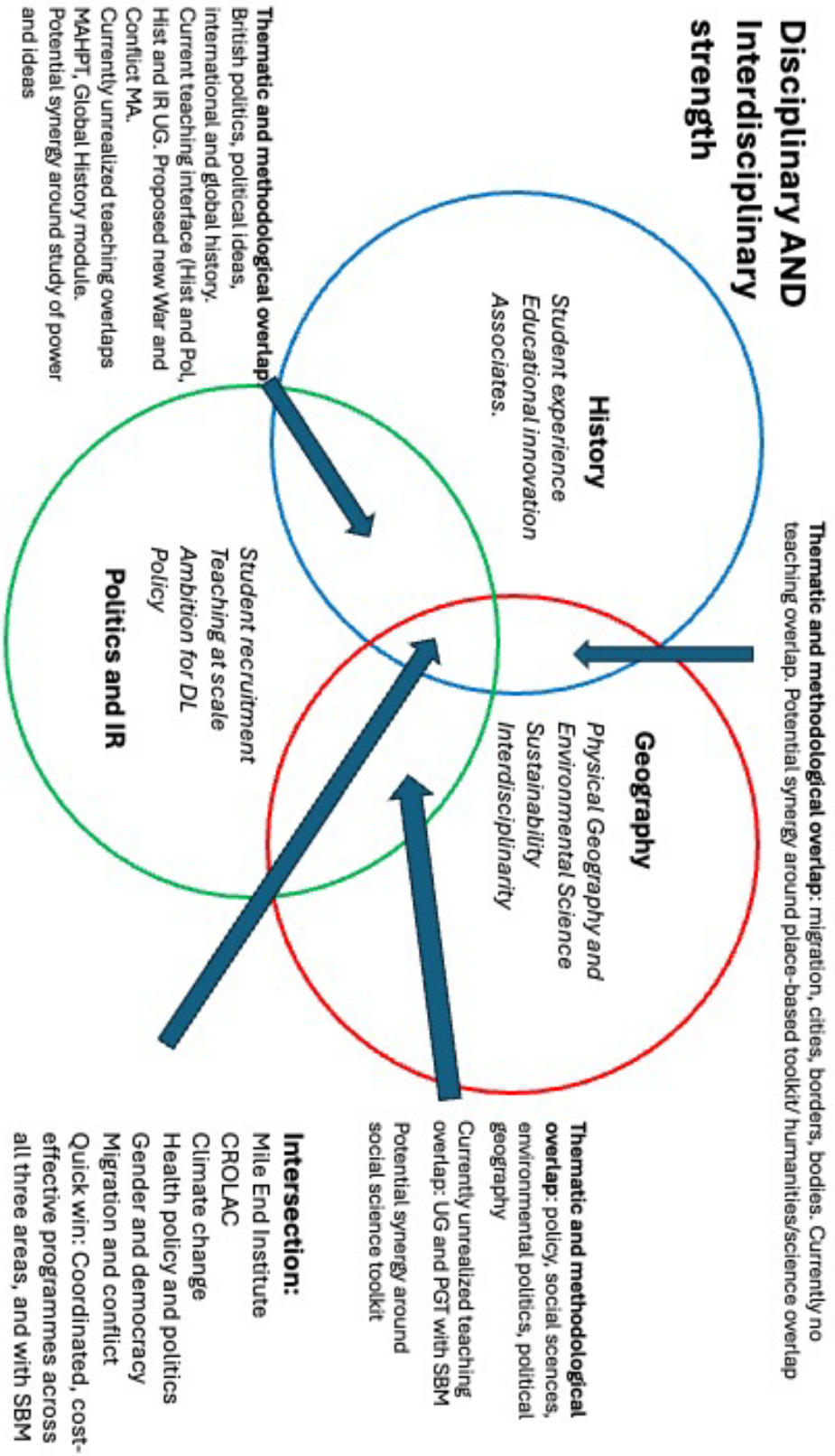
Annex 8. To follow before submission to Senate

Annex 1: Staff and Student numbers in Schools of Geography, of History and of Politics and International Relations. Staff numbers in parentheses = academic

	School	20/21	21/22	22/23	23/24	24/25	25/26
Geography	Students	556	522	496	410	344	272
	Staff FTE	45 (34)	44 (33)	45 (32)	47 (34)	49 (34)	43 (32)
History	Students	856	815	763	633	549	451
	Staff FTE	60 (47)	53 (42)	59 (49)	59 (50)	59 (50)	55 (47)
Politics and International Relations	Students	1,286	1,333	1,281	1,268	1,213	1,172
	Staff FTE	55 (43)	64 (52)	75 (61)	87 (68)	85 (66)	81 (63)

Note: Students are undergraduate and taught postgraduate and do not include Associates or PGR students. Data for previous years drawn from PowerBI, drawn together by HR: includes posts which are based in the School but paid and budgeted for elsewhere in the university for a proportion of their time. 2025/26 data based on budgeted establishment: includes only those posts paid for directly by Schools.

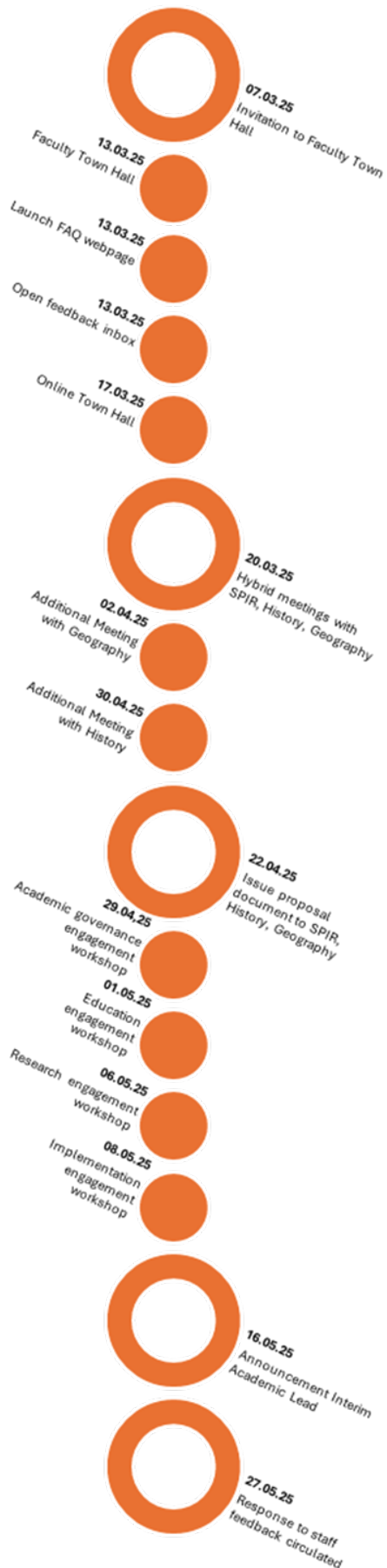
Annex 2: Outline mapping of possible academic intersections and synergies in a new School.



Annex 3: Staff engagement timeline

222

separate logged items of feedback.



HSS Faculty Response to Staff Feedback on Proposal to create a New School

This paper analyses and responds to staff feedback on the proposal to create a new School from the disciplines currently within the School of Politics and International Relations, the School of Geography and the School of History.

1. Nature of engagement and volume of feedback

Staff engagement took place across:

- two Faculty Town Halls (in person, 13 March 2025, online, 17 March 2025);
- meetings with staff from each School, with hybrid attendance option (20 March 2025 (all Schools), 2 April 2025 (Geography at School's request), 30 April 2025 (History at School's request);
- collective emails from staff following on from these or School-organised meetings;
- the issuing of an initial written proposal for feedback (22 April 2025, with feedback deadline at 9 May 2025);
- a risk register drawn up by colleagues in SPIR (received 30 April 2025)
- four engagement workshops (academic governance, 29 April 2025, education, 1 May 2025, research, 6 May 2025, implementation, 8 May 2025);
- collective and individual responses to the initial proposal sent to VP-HSS and HSS Change Programme email addresses;
- individual emails to and meetings with the interim VP by stakeholders across all three current Schools.

From these, the Faculty Office logged 222 separate items of feedback. These ranged from for example, emails concerned with a single issue, or a specific verbal question asked in a School meeting, up to individual items within longer emails or letters from, or on behalf of, groups of colleagues.

2. Treatment and analysis of feedback

For analysis and shared response, feedback was grouped thematically to identify areas of greatest interest and concern. In rank order the five areas where the greatest volume of feedback were received were:

Area	Rank	Notes
Academic organisation within a new School, leadership and management, academic governance.	1	Came up across all forms of engagement and across engagement period.
Concerns about timeline for implementation and questions around how to maintain excellence in research and education and student recruitment during a period of change	2	Came up more frequently in second half of engagement period.
Nature of decision-making process, criticisms of timeline for engagement and decision making	3	Came up more frequently in initial meetings with Schools
Long term strategy, future of and implications for disciplines were changes approved, how would success of change be measured	4	Manifested differently in History and Geography to Politics and International Relations.
Level and nature of support provided from Faculty to support change	5	Came up throughout engagement period

While this table usefully indicates hotspots, there are limitations to an analysis by theme or volume – for example collecting of feedback points from larger meetings may overweight those who feel more able to be vocal, and items of feedback occurring only once may be highly significant both to the overall proposal and to the individual involved. As well as giving more general answers to common topics, therefore, this response addresses some of these individual points where they may have wider significance or interest. Responses are ordered for coherence rather than by ranking above.

3. Initial feedback was that most staff would prefer no change if that were possible.

No alternative proposal other than maintaining the status quo was put forward. Some staff queried whether the change could be avoided if current Schools were able to recruit more undergraduates at a lower entry tariff than QM's current 3B minimum. QM's recruitment policy is outside the scope of the proposal. The Faculty's view is that this change is the most pragmatic and preferable

4. Some staff were critical of the timeline and mechanisms for proposing, engaging with, and beginning change, subject to Council approval.

They would have preferred more time to discuss options for change before a proposal was developed, and they highlighted the risks of staff disengagement and loss of morale as a result. We recognise this risk. As laid out in meetings with staff and in the Initial Proposal circulated for feedback, the Faculty leadership team believe there is a strong argument for starting change soon, in order to support the University's financial resilience programme and to mitigate greater risks were no change undertaken. The risks of the current timeline need to be balanced against the costs in terms of uncertainty and delay in drawing out an engagement and decision process, particularly bearing in mind the fact that (because of the need to update student systems) changes to academic organisation can only take place in the summer of each year.

5. Concerns about the timeline for engaging with change also often related to the risks of implementing changes fully and effectively in summer 2025 to ensure operational delivery for incoming and returning students this September.

For this reason, some of the preparatory work required to enable timely change, such as the planning of systems changes, aligning preparations for Welcome Week, and the scoping of work to be undertaken during the first year of the new School's existence, is being undertaken ahead of a final decision about whether to enact such change. In so doing, we have been clear that we are not forejudging Senate's view, the Principal and President's recommendation, or Council's decision. This preparatory work is being run as a Faculty project, reporting to the VP, co-led by the Faculty Director of Operations and an Interim Academic Lead. The Interim Academic Lead is a current Head of one of the Schools involved, appointed after a closed Expressions of Interest and interview process. The project includes workstreams on systems changes, communications and academic structures.

6. Other concerns raised by staff were more strategic.

In History and Geography, there are fears about the future of these disciplines within a larger School. In Politics and

International Relations, there are fears that a currently successful trajectory of growth will be stalled or reversed by the investment of energy in a merger.

During the period of initial proposal and feedback, these concerns came to focus on four areas:

a) a clearer articulation of a positive future vision for a new School than was present in the initial proposal, and an explanation of how this would situate us within the market of UKHE.

The formation of a vision and strategy is something that needs to be fully developed within a School and through engagement with staff. We recognise nevertheless the importance of scoping and outlining a possible vision as part of the proposal to form a new School. In the Senate proposal, we will therefore include a comparative analysis of academic groupings in the Russell Group. While larger, multi-disciplinary units at the sub-Faculty level are the norm in the majority of Russell Group universities including Queen Mary, the proposed grouping would be distinct. The proposed grouping would both secure the basis for the disciplinary distinctiveness on which current undergraduate recruitment, REF performance and academic reputation depend, and offer new opportunities for social scientists, historians and environmental scientists to work together across existing disciplinary boundaries. The value of such cross- and interdisciplinary work is widely recognised in research into complex societal challenges, but harder at the moment to sell in a UK education context (within and beyond HE) which defines the norm of undergraduate degrees in terms of disciplinary specialisation. Over time, a new School would create the environment in which graduates from these degrees were enabled to recognise, apply and articulate methods and perspectives beyond their original discipline, equipping them to make a difference and find fulfilling careers in the context of a period of rapid global change.

b) the identification of metrics and timelines by which the successful realisation of benefits from the proposed change would be assessed, and a register of risks and mitigations and their inclusion in any proposals taken to Senate and Council.

A plan to realise benefits from a new School would need to be created in concert with the senior leadership team of that School and the Faculty and is therefore most appropriately undertaken after Council has taken the decision about whether it is to be formed. Key objectives, measures and timelines are, however, apparent now, and would be:

- i. Adapt academic organisation to meet a period of ongoing challenge and change, relocating subject areas to preserve our multi-disciplinary eco-system and mitigate potential risks to research and reputation (short to mid term, KPI: REF, QS reputation ranking)
- ii. Build a distinct and future-facing identity, based on existing strengths and drawing on institutional heritage, in which the insights of social scientists, historians and environmental scientists, working within and across current disciplines, are applied to research global challenges, shape employment-ready graduates, and effect impact (mid to long term, KPI: research grant income, REF, GOS)

- iii. Create a stable base which supports realisation of current student number plans (short term) and offers opportunities for future innovation and growth (mid to long term), KPI: student recruitment, cash generation)
- iv. Ensure all disciplines have appropriate PS support from a resilient and consolidated PS team, aligned with HSS Faculty Operating Model, scaled to the size of the School, and benefiting from an empowering, coherent and career-enabling environment (short to mid term, KPI: staff engagement, NETP, NSS)
- v. Improve student experience through improved coordination/alignment of existing joint/overlapping programmes and cross-disciplinary cohort membership (short term) and development of multi-, cross- and inter-disciplinary education (within and beyond current offer) (mid to long term, KPI: NETP, NSS, GOS)

We recognise the value of a risk register around the formation of a new School. This will be maintained by the HSS Faculty Project team in the first instance and transferred to the School if Council decides it should be formed.

c) the internal academic organisation of the School, and how this would continue to support the disciplinary excellence on which current research, reputation and student recruitment depends;

This was the single most frequent issue raised across all forms of feedback. To recognise and mitigate the risk of inefficiency in embedding current differences in local application of QM policies in the organisation of a new School, the initial proposal shared with colleagues suggested that it should be organised from the beginning by subject areas, each led by a Subject Lead, rather than in departments. All subject areas would need to be demonstrably included within both operational decisions and the longer-term vision for the School. A School Executive Committee (or similar title) would then include the Head of School, Subject Leads from each area, a Director of Research and a Director of Education, and the School Manager.

In response to this initial proposal, many colleagues reiterated a preference for 'departments' as the sub-School level unit of organisation, on the basis of a) 'readability' within QM and across institutions, and in staff and student inductions; b) branding and external visibility, including leveraging reputation in international surveys; c) their own sense of disciplinary identity and d) motivating the most able academic leaders to take up leadership roles (since 'head of department' is a more easily understood status-marker). While recognising the tension between disciplinary distinctiveness and the building of a successful new School, these colleagues felt that this was best achieved via effective, capable leadership at School and discipline level, rather than by organisational unit nomenclature. In recognition of the strength of feeling on this issue, we will include these counter-arguments to the initial proposal in the Senate paper, and include the decision on it as part of the contingency work to be undertaken by the Interim Academic Lead in preparation for the possible formation of a new School.

d) academic governance, including questions of how different disciplinary voices would contribute to School and Faculty strategy.

Given the current prevalence of multi-disciplinary Schools in HSS and QM, this raises a wider point about the functionality, transparency and visibility of academic governance in the Faculty, and whether and how this could be affected by two substantial changes in academic organisation (the formation of STA in 2024 and the bringing together, subject to Council decision, of Politics and International Relations, Geography and History in 2025). Deeper discussion of these concerns in engagement workshops highlighted a significant question of terminology which goes beyond semantics. University uses of ‘governance’ relate to quality assurance, policy development and approval, and regulation. Academic colleagues tend to use ‘governance’ to encompass a broader range of meanings and activities, including the ways in which different perspectives and interests feed into decision making. All these issues – including how ‘governance’ is defined and communicated – are important for the Faculty and the University, but they go beyond the scope of this specific proposal. Whether or not a new School is formed, the Faculty commits to undertake, with the support of the Policy and Governance Lead in DGLS, a preliminary review of academic governance in HSS. This will mesh with and support the wider and ongoing review of governance within QMUL, with findings and recommendations will be presented to the VP and Faculty Executive for action.

6. A key point of concern in staff feedback was workload and wellbeing, including the risk of those who already hold academic administrative duties being asked to undertake further additional duties, the burden on a new School PS team of conducting business as usual while undertaking change and adapting to new systems, and the implications of undertaking change work over the summer, when this is an important period in the annual PS cycle of work and time when academics focus on research and/or scholarship. Connected to this, there were questions about what resource the Faculty would make available to support change.

All three current Schools have established hours-based academic workload models, through which it is expected that the work required to prepare and build a new School would be measured, recorded, and balanced with other contractual activities over time. The Interim Academic Lead has made wellbeing a key principle in planning their programme of preparatory work and made clear that opportunities to feed into this work over the summer are voluntary. Preparatory work before Council takes its decision on the formation of a new School will also identify in advance hotspots for alignment of PS systems and processes within a single School team, allowing appropriate phasing, planning and allocation of resource. The Faculty will support preparatory work and the implementation of change, should Council decide to form the School, with the time of a project manager (to support change planning and delivery), a Deputy Dean for Education (to support change leadership), and a School Manager from outside the three current Schools (to lead the workstream on systems change). Additional administrative resource will be made available from the Faculty Office to support a new School’s PS team navigate pressure points: this will be planned in advance but may also be deployed to resolve unanticipated challenges.

7. EDI concerns

Although these were lesser in number compared to other areas in this response, this is an important area bearing in mind QM's strategic ambitions around inclusion. Feedback to the initial proposal expressed some concerns around equity in academic staff career progression (including sabbatical planning, workload allocation, and opportunities to develop careers through the holding of School-level posts) and the continuation of local policies put in place to improve Equality Diversity and Inclusion. These included concerns that staff in subject areas with fewer students would therefore have more time allocated to administrative roles, offering unfair career opportunities compared to those who were given more teaching responsibilities, or that current practices introduced specifically to address EDI would be lost in the formation of a new School.

These Schools are already relatively close in their practice around the transparency of workload allocation, modelling, role-holding, sabbatical application and EDI-related practice. Recognising that staff will have undertaken planning on the basis of current local application of policy, the Faculty commits that these will be maintained for two years. This will give time for these policies to be aligned without requiring the perpetuation of variety across a School. Any decisions at the point of alignment lie ultimately with the School, but the Faculty would expect these to be transparent, on a best practice not lowest common denominator basis, and in line with our strategic ambitions around equality, diversity and inclusion. The highlighting of local variation in policy indicates a larger question about the extent to which any variations between Schools in HSS are viable, equitable and sustainable in the short-medium term, given rapid changes in the educational environment and student recruitment. This is beyond the scope of this paper but has been identified to the HSS EDI Lead as an important area for exploration and resolution in the delivery of the Faculty EDI Action Plan. In terms of responsible office holding and career development, this is an issue that is already managed within other large Schools at QM. The academic career framework gives different examples of how excellence can be demonstrated across narratives at different career stages.

8. Physical Location of a New School

Although this was not raised as often as other issues in this response in terms of items of feedback, it would be an important question should a new School be formed. In the first year of a new School's existence, functions including academic offices, PDRA and PGR rooms and laboratories would remain as currently located. The physical location of its PS team would need to be adapted to balance effective working, available space and support of staff and student experience. Arrangements for 2025/26 would be temporary: at the end of April 2025, SET approved a Gate 1 Business Case to support the exploration of different options for space moves within HSS to improve equitability, flexibility, suitability and efficiency of space use across the Faculty, in pursuit of the 2030 Strategy. This will allow us to develop different options that would allow most or all of a new School to be co-located, taking into account the need to provide high quality, fit for purpose, space that enhances staff engagement and student experience in support of excellence in education and research, and bearing in mind the need for laboratory space for Physical Geography. We would engage with staff and students ahead of any decision on space

allocation being taken, but the current aim would be for a large part of the School to be co-located by the end of academic year 2025-26.

9. Conclusion and next steps

We recognise the strong investment staff have made in building disciplinary homes in current Schools, the value they feel they derive from them and the sense of loss they feel in the face of proposed change. We also recognise the anxiety that comes with change, particularly in the context of declines in student recruitment in some areas and the wider mood of UK Higher Education.

We nonetheless feel that the proposal to form a new School is the most pragmatic and positive step available to meet the challenges we face currently as an institution, not least because it creates room for a realisable future that will generate new value. We have adapted this proposal to recognise and incorporate staff feedback by:

- starting preparatory work for a new School now, to enable effective delivery in September should Council decide that it will be formed,
- establishing clear objectives and articulating risks and mitigations,
- setting out a clearer possible vision on which colleagues within the School might build as they scope its future mission and strategy,
- giving more clarity around plans for activities in the potential School's first year and how these would be phased to allow its creation over time,
- foregrounding the importance of a decision about sub-unit titles, and ensuring that this is taken before a School is brought into being, if Council decides that it should be formed,
- explaining how the project to form a new School would be supported with staff resource from the Faculty during and after its initial formation,
- recognising colleagues' fears around wellbeing and EDI matters, and explaining how these might be scoped and mitigated during and after the formation of a new School,
- explaining possible future changes to the physical location of a new School.

Staff engagement in the process to form a potential new School continues within the HSS project infrastructure described above. The Interim Academic Lead will be undertaking a range of activities over the coming weeks which will be communicated direct to staff. Please do continue to take part in these: your time and ideas are much appreciated.

A draft of the paper proposing to form a new School, which incorporates staff feedback as summarised above, will be considered by HSS Faculty Executive on 28 May 2025. A revised version of that paper will be submitted to Senate for consideration on 12 June 2025. After consulting Senate, the President and Principal will make a recommendation to Council, which next meets on 10 July 2025. Should Council decide that a new School should be formed, it will be brought into being in the University Ordinances on 1 August 2025.

Dan Todman, Interim VP HSS

Lucie Langley, FDO HSS
23 May 2025

Annex 5: Text of emails to students and FAQ page

Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: All undergraduate students in SPIR/Geography/History/joint honours students

Date: w.c. 12 May 2025

Dear Student

A very warm welcome back. During the exam/assessment period, we want to wish you all the best and remind you that there is a wealth of support available – do check out the [Study Well](#) pages for details of events and other resources to help you.

Over recent months, staff across our Faculty of Humanities and Social Sciences have been in discussions about a programme of change that will ensure Queen Mary continues to build on and enhance our rich interdisciplinary humanities and social sciences heritage. I am writing regarding a proposal to bring the current Schools of History, Politics and International Relations, and Geography together within a single School.

These Schools are recognised for their exceptional research and strong reputations within the university. We are proud of this excellence and are actively shaping a future that ensures a sustainable and secure foundation for these essential disciplines.

Any proposal to bring together the three Schools would need to be approved through a formal process by July 2025.

What does this mean for students?

Throughout our initial discussions, there has been a deep commitment to our students and our academic community. Our priority is to ensure a consistently excellent quality of education and student experience. While we're keen to build a stronger future, we know that even mentioning change can be unsettling.

Please be reassured that, whatever course of action we agree, there will be no immediate change for you and no difference to the delivery of your course. You'll continue the same programme of study and graduate with the same degree, the range of modules available next year will be unaffected, and the support you currently enjoy will remain.

How can I find out more?

We will be arranging sessions open to students within the affected Schools and will be in contact again with more details.

In the meantime, more information is available via, [MyQMUL](#) and we welcome your thoughts, ideas and questions throughout this process. Please send these to hss-future@qmul.ac.uk.

This is an exciting discussion that will help further strengthen our position as a centre for excellence.

We appreciate the timing of this is during exam period but want to ensure students hear of the plans from the Faculty directly and have had an opportunity to feedback thoughts before the end of the semester. We look forward to hearing your views.

Best

Daniel Todman (Acting Vice-Principal, HSS)

Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: All PGR students in SPIR/Geography/History

Date: w.c. 12 May 2025

Dear Student

This is a busy time of year for our community, so let me remind you of the wealth of support available– do check out the [Doctoral College pages](#) for further details.

Over recent months, staff across our Faculty of Humanities and Social Sciences have been in discussions about a programme of change that will ensure Queen Mary continues to build on and enhance our rich interdisciplinary humanities and social sciences heritage. I am writing regarding a proposal to bring the current Schools of History, Politics and International Relations, and Geography together within a single School.

These Schools are recognised for their exceptional research and strong reputations within the university. We are proud of this excellence and are actively shaping a future that ensures a sustainable and secure foundation for these essential disciplines.

Any proposal to bring together the three Schools would need to be approved through a formal process by July 2025.

What does this mean for students?

Throughout our initial discussions, there has been a deep commitment to our students and our academic community. We recognise that as a PhD student, you sit at the intersection of both.

Our priority is to ensure a consistently excellent quality of education and research for you and the students who come after you. While we're keen to build a stronger future, we know that even mentioning change can be unsettling. Please be reassured that, whatever course of action we agree, there will be no immediate change for our students. Your supervisory teams, and the PhD regulations to which you're working will remain the same and you'll continue to benefit from administrative support based within our community.

How can I find out more?

We will be arranging sessions open to students within the affected Schools and will be in contact again with more details.

In the meantime, more information is available via, [MyQMUL](#) and we welcome your thoughts, ideas and questions throughout this process. Please send these to hss-future@qmul.ac.uk.

This is an exciting discussion that will help further strengthen our position as a centre for excellence. We look forward to hearing your views.

Best

Daniel Todman (Acting Vice-Principal, HSS)

Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: All PGT students in SPIR/Geography/History

Date: w.c. 12 May 2025

Dear Student

A very warm welcome back.

Over recent months, staff across our Faculty of Humanities and Social Sciences have been in discussions about a programme of change that will ensure Queen Mary continues to build on and enhance our rich interdisciplinary humanities and social sciences heritage. I am writing regarding a proposal to bring the current Schools of History, Politics and International Relations, and Geography together within a single School.

These Schools are recognised for their exceptional research and strong reputations within the university. We are proud of this excellence and are actively shaping a future that ensures a sustainable and secure foundation for these essential disciplines.

Any proposal to bring together the three Schools would need to be approved through a formal process by July 2025.

What does this mean for students?

Throughout our initial discussions, there has been a deep commitment to our students and our academic community. Our priority is to ensure a consistently excellent quality of education and student experience.

While we're keen to build a stronger future, we know that even mentioning change can be unsettling. Please be reassured that, whatever course of action we agree, there will be no immediate change for our students and no difference to the delivery of your Masters programme and the support you currently enjoy will remain.

How can I find out more?

We will be arranging sessions open to students within the affected Schools and will be in contact again with more details.

In the meantime, more information is available via, [MyQMUL](#) and we welcome your thoughts, ideas and questions throughout this process. Please send these to hss-future@qmul.ac.uk.

This is an exciting discussion that will help further strengthen our position as a centre for excellence. We look forward to hearing your views.

Best

Daniel Todman (Acting Vice-Principal, HSS)

Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: Associate students in SPIR/Geography/History

Date: w.c. 12 May 2025

Dear Student

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Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: Associate students in SPIR/Geography/History

Date: w.c. 12 May 2025

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Daniel Todman (Acting Vice-Principal, HSS)

Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: Foundation students

Date: w.c. 12 May 2025

Dear Student

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Over recent months, staff across our Faculty of Humanities and Social Sciences have been in discussions about a programme of change that will ensure Queen Mary continues to build on and enhance our rich interdisciplinary humanities and social sciences heritage. I am writing regarding a proposal to bring the current Schools of History, Politics and International Relations, and Geography together within a single School.

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While we're keen to build a stronger future, we know that even mentioning change can be unsettling. Please be reassured that, whatever course of action we agree, there will be no immediate change for our students and no difference to the delivery of your foundation programme. You'll continue the same programme of study and, when you successfully complete the foundation year, you will still be able to progress onto one of our many Undergraduate degrees. The support you currently enjoy will remain.

How can I find out more?

We will be arranging sessions open to students within the affected Schools and will be in contact again with more details.

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Daniel Todman (Acting Vice-Principal, HSS)

Subject: Plans for the Faculty of Humanities and Social Sciences

From: Dan Todman

To: Pre-Masters students

Date: w.c. 12 May 2025

Dear Student

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What does this mean for students?

Throughout our initial discussions, there has been a deep commitment to our students and our academic community. Our priority is to ensure a consistently excellent quality of education and student experience.

While we're keen to build a stronger future, we know that even mentioning change can be unsettling. Please be reassured that, whatever course of action we agree, there will be no immediate change for our students and no difference to the delivery of your Pre-Masters programme. You'll continue the same programme of study and, when you successfully complete the Pre-Masters programme, you will still be able to progress onto one of our many Masters degrees. The support you currently enjoy will remain.

How can I find out more?

We will be arranging sessions open to students within the affected Schools and will be in contact again with more details.

In the meantime, more information is available via, [MyQMUL](#) and we welcome your thoughts, ideas and questions throughout this process. Please send these to hss-future@qmul.ac.uk.

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Daniel Todman (Acting Vice-Principal, HSS)

FAQ page

Re-imagining humanities and social sciences at Queen Mary

As you may be aware, staff across our Faculty of Humanities and Social Sciences have been in discussions about a programme of change that will ensure Queen Mary continues to be a leading force in research, education and creative practice in the arts, humanities and social sciences.

We have been focusing on three priorities:

- **Coherence and consistency in delivery**

Simplifying and focusing our activities to protect research capacity and provide excellent student experience and education.

- **Regroup and regenerate**

Adapt to ensure a sustainable future for our current range of disciplines, so that we continue to build on their fantastic heritage of research and educational excellence.

- **Premium postgraduate delivery at scale**

Investing and innovating to meet our student recruitment ambitions and ensure that students have the outstanding experience they expect when they come to study with us.

Frequently asked questions

What is happening?

Queen Mary, like other universities in the UK, continues to operate in a changing national and international landscape. The ambition to maintain and improve on our success remains at the forefront of all we do.

Throughout our history, Queen Mary and our predecessor institutions have changed with the times, adapting to new circumstances to ensure we could continue to pursue our research and educational missions.

The Faculty has been reviewing its organisational structures and activities to prepare us for any challenges ahead, and to maintain our status as an inventive leader in the arts, humanities and social sciences.

What does this mean for the humanities and social sciences at Queen Mary?

The humanities and social sciences are vital to Queen Mary realising its aim to be the most inclusive and diverse research-intensive university in the world by 2030.

The education and research provided by our Faculty play a leading national role in opening the doors of opportunity and supporting career pathways across arts, humanities, social sciences, creative industries, literatures and languages.

Why do this now?

If we begin to address the challenges now, we have a greater opportunity to build the future of the Faculty in the way we want it.

How will this benefit students?

We want to keep all the things that you value about your degree. But we also want to improve in ways that gives you a better experience.

We also want to build an environment that will continue to deliver excellent education and research for the students who come after you.

What are the plans for SPIR, History and Geography?

We are engaging with colleagues on a proposal to bring the current Schools of History, Politics and International Relations, and Geography together within a single School.

These Schools are recognised for their exceptional research and strong reputations within the university. We are proud of this excellence and are actively shaping a future that ensures a sustainable and secure foundation for these essential disciplines.

The establishment of a new School requires an alteration to the University's Ordinances. Such an alteration has to be approved by Council, on a recommendation from the President and Principal, after consulting Senate by July 2025.

Is my School closing?

No. If you are in SPIR, History or Geography then you will be part of the new School from September 2025.

What does this mean for me?

There will be no immediate change for students and no difference to the delivery of your course. You will continue the same programme of study and graduate with the same degree. The range of modules available next year will be unaffected, and you will continue to receive support from administrative and academic staff.

How can I find out more?

We will keep you updated as work progresses, and we welcome your thoughts and ideas throughout this process.

Please send any questions you have that are not addressed here to hss-future@qmul.ac.uk

Annex 6: Outline engagement plan for students in the creation of a new School

Post-merger school integration will involve unifying the schools into a single entity, addressing various aspects like governance, operations, curriculum, and culture.

Outlined below are suggested activities for beginning engagement with the new student body

A) Understand the audience (New and Current Students in September 2025)

- We suggest using pulse surveys and focus groups to gather data on students' current understanding, concerns, and preferences regarding the change process.

B) Develop a visible presence regarding the change

- Use a mix of traditional and digital communication channels such as email, social media (as appropriate), the university website, and digital signage across campus (specific QR Codes at current SPIR, SoH, SoG buildings that direct to webpages explaining changes)

C) Host Town Hall meetings and workshops

- Organise town hall meetings and workshops (if appropriate) specifically tailored for new School students to discuss the upcoming changes.
- Incorporate interactive elements and group discussions to encourage participation and address concerns in real-time
- Ensure at least one member of the Academic Senior Leadership is present (DoEs/HoS; HSS Dean and Deputy Deans, Deputy VP or VP for HSS).

D) Establish ongoing feedback mechanisms

- Implement online feedback forms, suggestion boxes, and/or discussion forums to collect continuous feedback from students throughout the change process
- Assign dedicated staff members to monitor feedback channels and respond promptly to student questions and concerns (This should be led by a nominated member of staff with relevant and substantial knowledge of the process)

E) Foster personalised engagement •

- Offer one-on-one consultations or small group meetings with student representatives to provide personalised support and address individual concerns
- Leverage social media platforms and online forums to foster peer-to-peer support networks and encourage students to share their experiences and perspectives

	Risk	Timing	Impact	Mitigation
Immediate	1. Current School structures unable to maintain research and education excellence and operational delivery as QM addresses financial resilience	Short	Adverse impact on research, education and reputation, staff and student experience, loss of REF critical mass	Form new School which is better able to deliver through change
	2. Inability to bring new School quickly into being	Short	Inability to mitigate risk 1.	Undertake change in academic ordinances for 1 August 2025, with new School established for start of academic year 2025/26
	3. Change leads to staff disengagement	Short-Medium	Decreased staff engagement with knock on effects on student experience	Regular communication, engage staff in shaping proposal and in preparatory work to form new School.
	4. Inability to set up PS Team, make systems changes, plan core School activities before Welcome Week	Short	Poor operational delivery results in adverse impact on student experience and staff engagement	Faculty project to undertake contingency preparatory work for formation of new School May-July 2025. Single PS Team in place for 1 August 2025.
	5. Lack of shared strategic vision for new School	Short-Medium	Adverse impact on School-level decision making/ inability to build staff engagement	Faculty stimulates with clearer articulation of possible vision. Interim Academic Lead runs staff workshops to develop/outline/ socialise vision and build roadmap
	6. Lack of diverse viewpoints to advise new School leadership team during formation	Short-Medium-Long	Inadvertent fixing of adverse future path dependency and staff disengagement	Interim Academic Lead to form new School Transition Panel, engaging range of colleagues and supporting transition/new School leadership team when appointed.
	7. Insufficient resource at School level to lead/ manage/ undertake change	Short-Medium	Changes not completed in timely manner, impacting operational delivery and staff and student experience	Faculty supports change with a) project manager, b) allocation of time from Deputy Dean Education, c) experienced PS to lead workstream on systems change, d) PS support from Faculty Office.
	8. Inability to deploy Faculty resource in timely manner to support School level change	Short	Changes not completed in timely manner, impacting operational delivery and staff and student experience	Undertake preparatory work through Faculty Project, Interim Academic Lead and current School Managers to scope, prioritise and plan change, enabling resource to be deployed in a timely manner and/or implementation timeline to be flexed to ensure delivery.
	9. Intensity of change/uncertainty over future during summer adversely affects staff wellbeing	Short-Medium	Staff burnout particularly among change leaders/post-holders. Loss of morale and collegiality.	Make wellbeing a priority in planning transition activities over summer 2025 – plan tempo so as to allow recovery – clarity and transparency in short-term roadmap and communications. Support staff with signposting to EAP.
	10. Change leads to anxiety among current/future students about programmes and experience	Short-Medium	Adverse impact on recruitment and student experience and welfare	Clear communication with students at relevant points to provide reassurance around positive change.
	11. Disruption to LSRs as a result of transition to single School	Short	Transition in summer 2025 disrupts arrangements for engaging, supporting and marking LSRs, adversely	Identify continuity and operational delivery on LSRs as priority in planning transition, map potential user journeys and communicate clearly with staff and students about any changes. Ensure that PS education and student support resource can support change.

			impacting student retention and progression	
Implementation post creation of new School	12. Student experience deteriorates as a result of transition – including multiple locations, single PS team, unintended impacts of aligning systems.	Short-Medium	Deterioration in NSS scores, adverse impact on retention and recruitment	Ensure academic admin and PS resource can resiliently support continued student experience, clear communication with students and staff, scope and plan specific mitigations in preparatory phase, plan and phase implementation and communication of changes post-formation of School to mitigate risk.
	13. Current differences in local application of university policy become embedded in academic organisation of new School – support for disciplinary distinctiveness becomes resistance to any change	Short-Medium	Inefficiency in allocation of staff time and unnecessary duplication of effort. PS team overloaded by supporting difference. New School defined by struggle between disciplines.	Agree principles and approach to academic organisation as part of preparatory work ahead of 1 August 2025, define academic organisation and leadership of new School in terms of shared mission and desire to resolve differences, scope as is and plan/prioritise changes over time to ensure delivery.
	14. Alignment of current local differences driven too quickly or too far, absorbing staff time while decreasing engagement and not supporting necessary distinctions between disciplines.	Short-Medium	Determination to align local applications of policies too quickly results in adoption of lowest common denominator rather than best practice, requires staff to revisit recent changes too quickly, driving sense of churn/reinventing wheel.	Agree principles and approach to academic organisation as part of preparatory work ahead of 1 August 2025, define academic organisation and leadership of new School in terms of shared mission and desire to resolve differences, scope as is and plan/prioritise changes over time to ensure delivery.
	15. Insufficient resource at School level to lead/ manage/ undertake change	Short-Medium	Changes not completed in timely manner, impacting operational delivery and staff and student experience	School leads and phases change, but Faculty continues to provide support through first year with a) project manager, b) allocation of time from Deputy Dean Education, d) PS support from Faculty Office.
	16. Inability to plan, allocate resource and strategise across multiple disciplines in new School	Short-Medium-Long	Misallocation of resource	Maintain current budget coding to allow analysis at subject area level.
	17. Future planning and judgement of School success affected by need to absorb short term change costs/implication of change on new School contribution level	Medium-Long	New School defined by problems that resulted in its creation, judged against inappropriate success criteria in short term, limiting growth potential or leading to further constraint on resources.	Faculty to agree multi-year benefit realisation plan with clear objectives with new HoS and School leadership team, ahead of annual planning round which take into account costs of change in short term.
	18. Resource required to achieve planned/potential growth diverted to realising merger	Short-Medium-Long	Growth not achieved or achieved too slowly,	Faculty commits to continued investment in prioritised areas of growth as part of annual planning round. School to align current workload

			adversely impact income and strategy	models to allow effective allocation of staff time to business development.
Summer 2026 on	18. University and/or HSS Space Strategies do not deliver timely/suitable options for space moves, meaning Schools remain	Medium-Long	School remains located in three different buildings, adversely impacting community building, student experience and possibilities for value generation	Faculty to explore options developed from Gate 1 paper and identify/implement best options for changes to be under way by September 2026.
	19. Failure to complete alignment and formation processes by summer 2027, resulting in persistence of complex variation that is hard to manager and administer	Medium	Inefficient use of academic time on local admin variations, overload on PS team, adversely affecting excellence in research, education and operations	Faculty continues to provide resource to support completion of change management led by School, setting of clear timelines, objectives and measures, transparent annual review of change progress.
	20. Failure to establish shared community and culture across School, resulting in disciplinary division, lack of collaborative working/sense of mission, increasing burden on PS team	Medium to Long	Adverse impact on staff and student experience, failure to realise synergies and new opportunities presented by formation of School	Engage staff in change process from 2025 on. Ensure space moves as per 18., disciplinary leads all set clear objectives to work with Head in ensuring shared success of School, support through annual planning rounds for cross-disciplinary programme of events, monitoring and mapping of opportunities for staff and student interaction across disciplines to allow review.
	19. Challenges facing UKHE lead to pressure for further changes in academic organisation, risking new School's ability to achieve steady state BAU	Medium-Long	Inefficient allocation of staff resource to repeated changes in academic organisation	Faculty commits to maintain new School as organisational unit in long term, with possibility of adding/foregrounding new disciplinary areas if appropriate and as they develop, in line with HSS and new School strategy.
	20. Effort/disruption resulting from change adversely affects preparations for REF 2029.	Medium	Adverse impact on REF performance, affecting reputation, research income and staff morale	REF UoAs maintained as part of creation of New School. See 'Research' in Proposal document for details of plans to continue to support research through and beyond REF2029.
	21. Change has adverse effect on experience of students joining in 2025, shaping their view of university and becoming evident in 2028 NSS	Medium	Adverse medium-term impact of experience of specific period of change	See mitigations above re Sept 2025 Welcome Week experience. Engage students in shaping new School as per model in Annex 6. Monitoring of year group experiences to ensure positive trajectory/address specific pain points as per current student experience action plans.
	22. Inability to track resource allocation by discipline in new School	Medium to long	Inability to flex resource strategically to areas of potential growth restricts income and or inhibits effective decision making, leading to adverse impact on	See 16 above.

			School culture and collegiality.	
	24. Ongoing student recruitment challenges in some academic subject areas	Short-Medium-Long	Continued pressure for cost savings/inability to invest resource in potential growth areas.	School to review and support recruitment strategy, including Associates and PGT, to support areas of possible growth. Maintain separate budget coding to support decisions about resource allocation. Faculty to support School through planning round to invest in new School brand/offer once formed.

Equality Staff and Student Profiles for School of History, School of Geography, and School of Politics and International Relations.

Staff profiles:

The tables below provide longitudinal (2019-2024) data on staff profiles for SOH, SOG, and SPIR broken down by Gender, Ethnicity, and Disability, in line with the characteristics examined as a part of our KPI3 and Pay Gap reporting. Moreover, the benchmarks are provided for the sector, Russel Group Universities, and London.

School of History

Figure 1: SoH All Staff (Academic and Professional Services) 2019/20 -2023/24 by Gender and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)

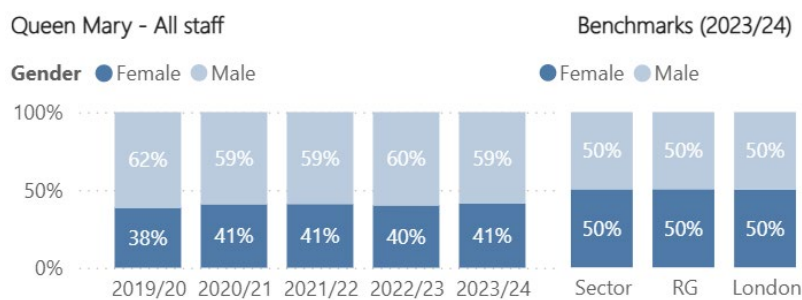


Figure 2: SoH All Staff (Academic and Professional Services) 2019/20 -2023/24 by Ethnicity and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)

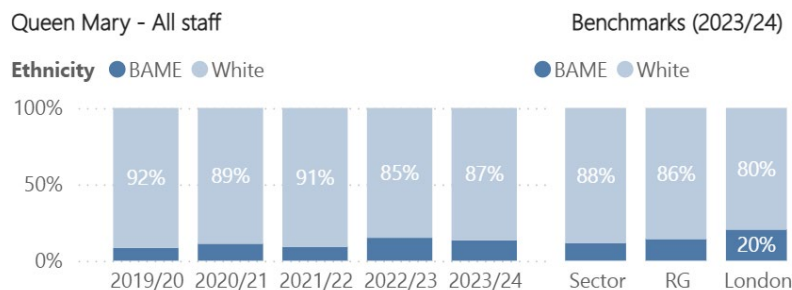
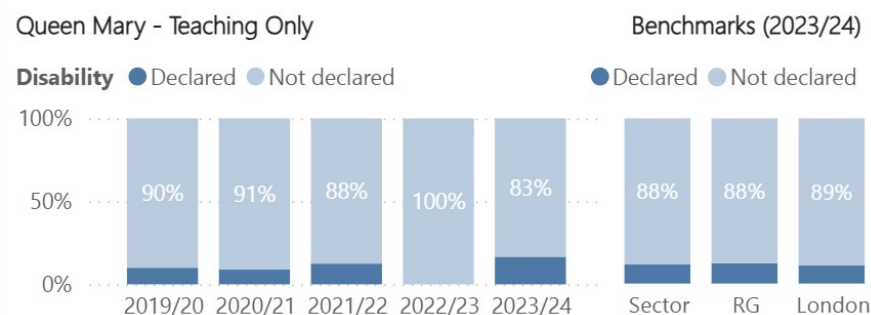


Figure 3: SoH All Staff (Academic and Professional Services) 2019/20 -2023/24 by Disability and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)



School of Geography

Figure 4: SoG All Staff (Academic and Professional Services) 2019/20 -2023/24 by Gender and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)

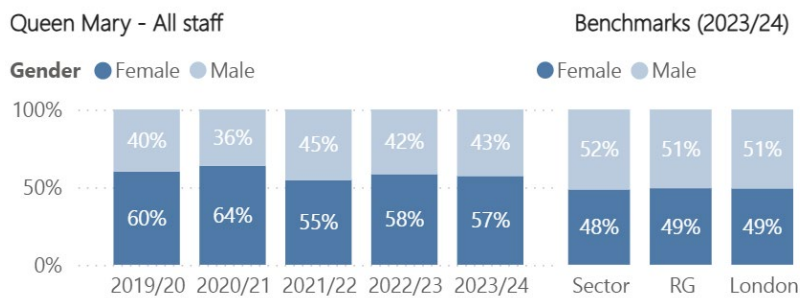


Figure 5: SoG All Staff (Academic and Professional Services) 2019/20 -2023/24 by Ethnicity and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)

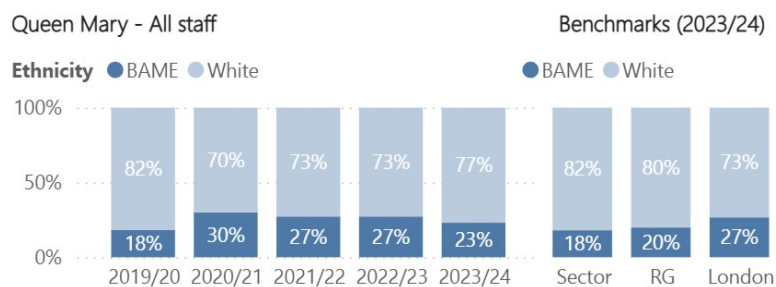
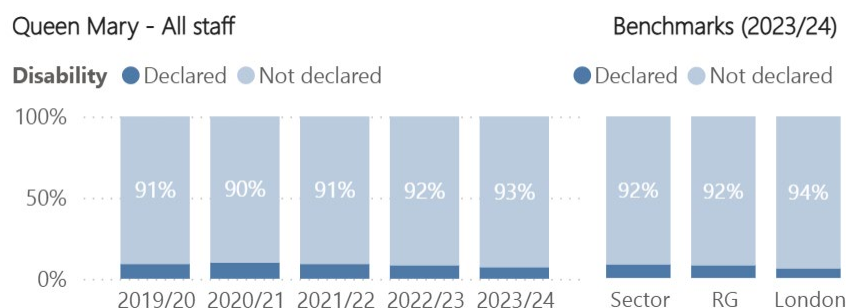


Figure 6: SoG All Staff (Academic and Professional Services) 2019/20 -2023/24 by Disability and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)



School of Politics and International Relations

Figure 7: SPIR All Staff (Academic and Professional Services) 2019/20 -2023/24 by Gender and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)

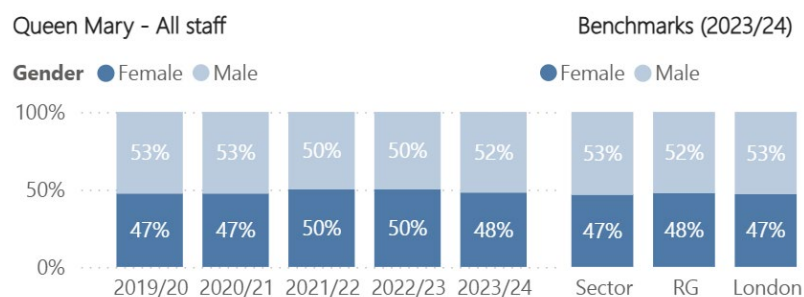


Figure 8: SPIR All Staff (Academic and Professional Services) 2019/20 -2023/24 by Ethnicity and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)

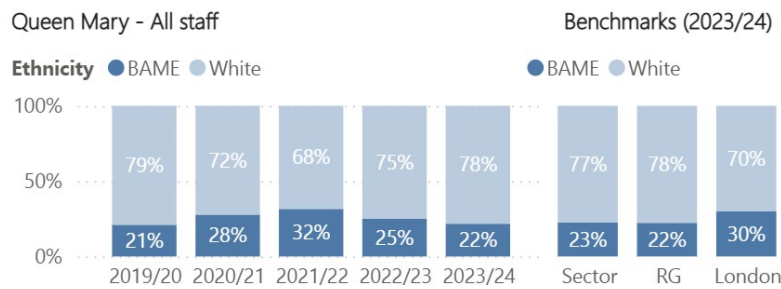
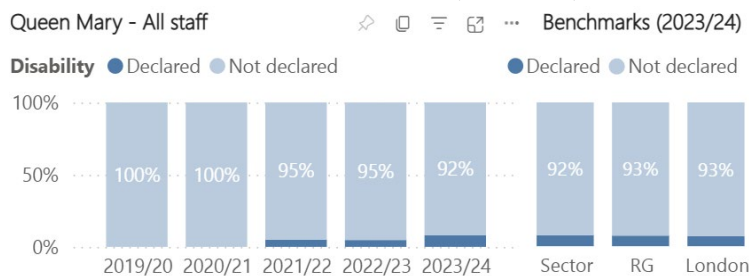


Figure 9: SPIR All Staff (Academic and Professional Services) 2019/20 -2023/24 by Disability and the benchmarks for the sector, London, and Russel Group. (Staff Profile Dashboard)



Student profiles:

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School of History

Figure 10: SoH All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Gender and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

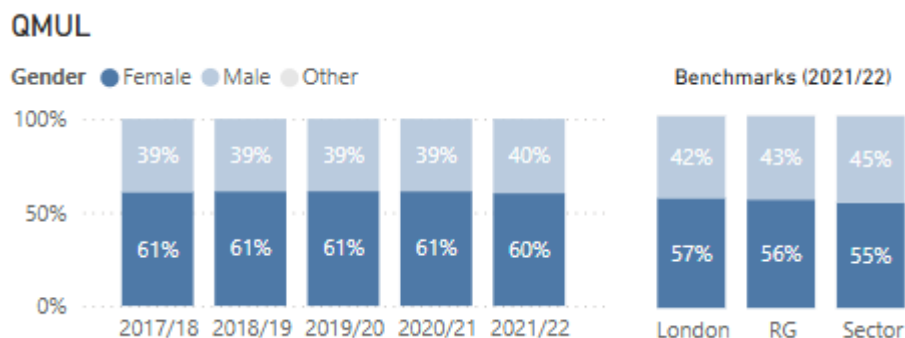


Figure 11: SoH All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Ethnicity and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

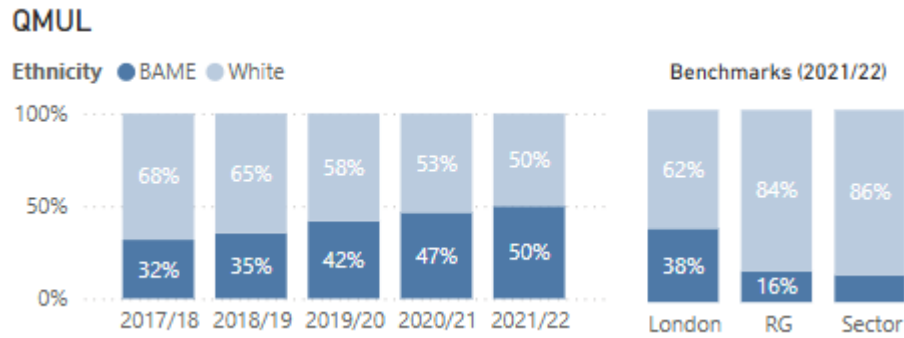
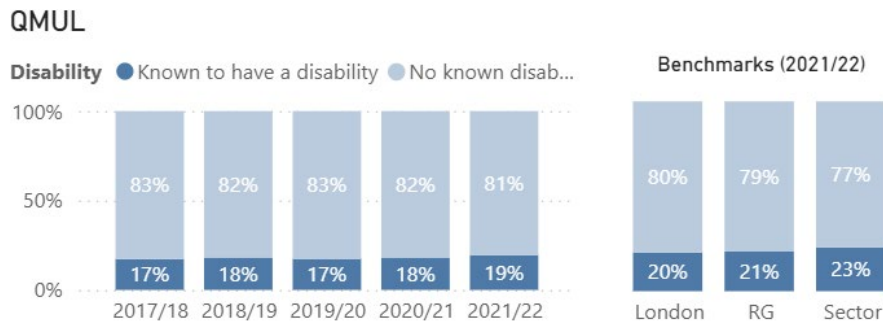


Figure 12: SoH All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Disability and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)



School of Geography

Figure 13: SoG All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Gender and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

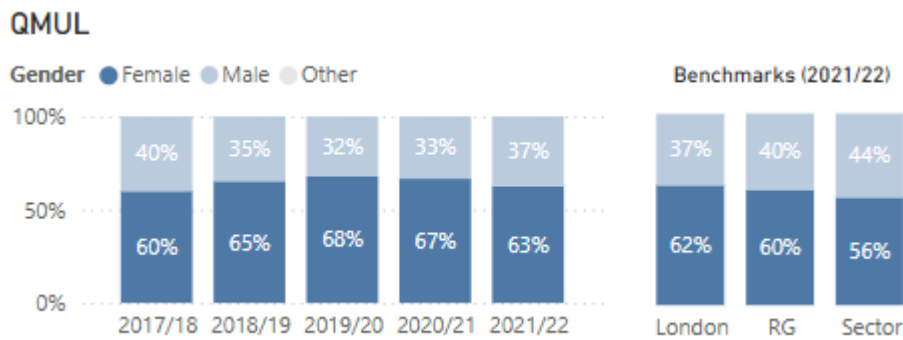


Figure 14: SoG All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Ethnicity and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

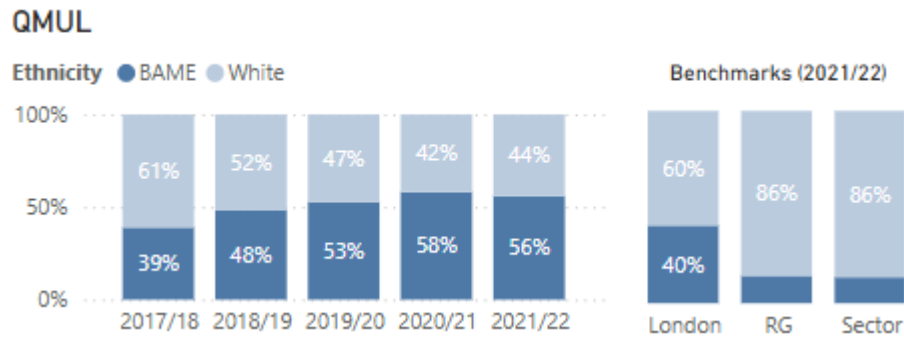
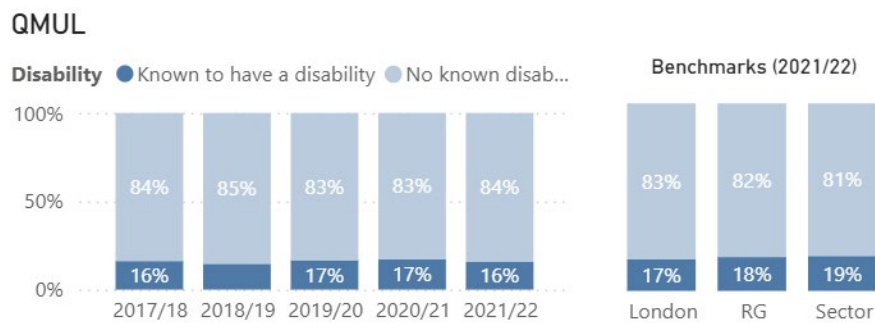


Figure 15: SoG All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Disability and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)



School of Politics and International Relations

Figure 16: SPIR All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Gender and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

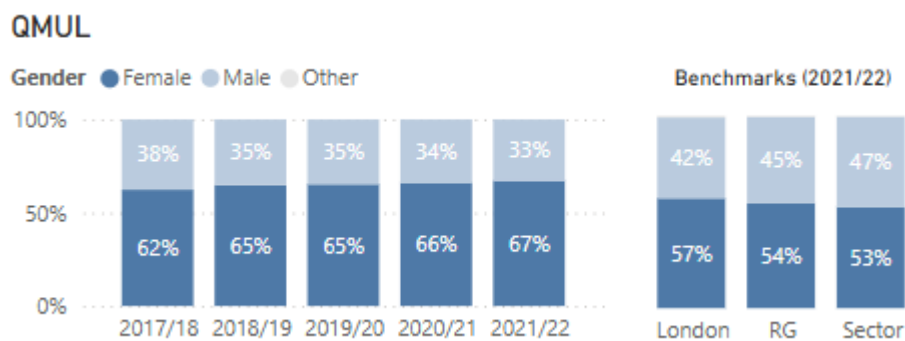


Figure 17: SPIR All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Ethnicity and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

QMUL

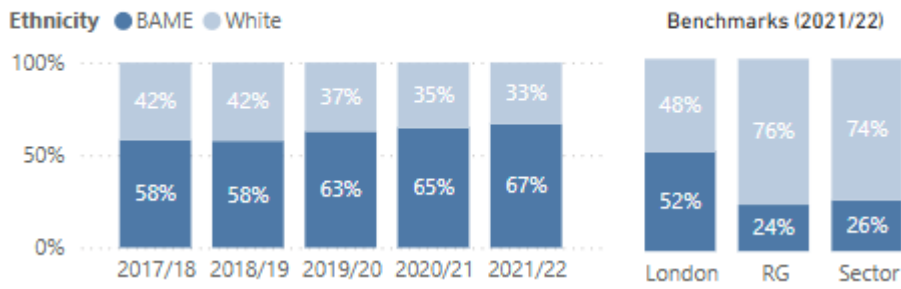


Figure 18: SPIR All Students (UG, PGR, and PGT) 2017/18 -2021/22 by Disability and the benchmarks for the sector, London, and Russel Group. (Student Profile Dashboard)

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