Queen Mary
University of London

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
STRATEGY 2015-19

'Queen Mary University of London is dedicated to the public good, pursuing the creation and dissemination of knowledge to the highest international standards, thereby transforming wider society and the lives of our students and staff.'

Queen Mary University of London Strategy 2014 – The Next Five Years

Leadership of the Faculty of Humanities and Social Sciences:

Vice-Principal and Executive Dean

Dean for Research and Deputy-Dean

Dean for Taught Programmes and Deputy-Deans

Faculty Operating Officer

Faculty Administrative Officer

Academic units within the Faculty of Humanities and Social Sciences:

The School of Business and Management

The School of Economics and Finance

The School of English and Drama

The School of Geography

The School of History

The School of Languages, Linguistics and Film

The School of Law (including the Department of Law and the Centre for Commercial Law Studies)

The School of Politics and International Relations

Global Shakespeare (with the University of Warwick)

Professor Morag Shiach
Vice-Principal and Executive Dean

Introduction

The Faculty of Humanities and Social Sciences (HSS) has played a key role in the success of Queen Mary University of London over the past ten years. HSS has combined research excellence with a strong commitment to growth, innovation and diversity in its educational activities. Public engagement, partnerships, cross-disciplinary collaboration, and the generation of research with broad and compelling public benefits have all been central to the Faculty's work.

This HSS Strategy 2015-19 builds on these achievements, while also recognizing the many new challenges and opportunities the Faculty will experience over the coming years. The HSS Strategy draws on the wide-ranging consultation with staff, students, and external partners that took place during the development of the QMUL Strategy 2014: The Next Five Years in 2013, and has also been closely informed by consultations with staff and students within HSS.

The humanities, and the social and environmental sciences make an essential contribution to a striking range of contemporary research questions and problems, and most of the pressing social, cultural, and economic questions of our time require cross-disciplinary understanding and expertise. Emerging fields such as Life Sciences or Cognitive Sciences in particular require methodologies and insights from HSS disciplines to enable the most complex and significant questions and problems to be addressed. Every dimension of our lives can be illuminated, contextualized and better understood with the insights of humanities and of the social and environmental sciences.

Humanities, social sciences and environmental disciplines offer exciting and diverse educational opportunities that enable graduates to contribute in many ways to their communities and societies. Nationally, recruitment to disciplines within the arts, humanities and social and environmental sciences at both undergraduate and postgraduate levels has for many years exceeded recruitment into all other disciplines combined. At QMUL also, HSS disciplines are in greatest demand. Students clearly have a strong appetite to study HSS disciplines and recognize the value of such an education to them. But the funding model for undergraduate and postgraduate education has changed in recent years in ways that are likely to make students even more concerned that their degree studies prepare them well for their future careers. The new QMUL Language Strategy as well as the Student Experience, Teaching, Learning and Assessment Strategy (SETLA), the Research Strategy and the International Strategy provide frameworks with which the Faculty will work closely to ensure that the opportunities we are able to offer our students are as rich as they can be.

The distinctiveness, the values, and the impact of the humanities and the social and environmental sciences at QMUL are important to staff and to students. The Faculty is strongly committed to equality and diversity, and within the period of this Strategy will work to ensure that all Schools take the steps necessary to achieve national accreditation for their promotion of equality. The Faculty recognizes the contributions of all staff to its success and will actively promote their career development. It also remains committed to working in partnership with students and their representatives to ensure that undergraduate and postgraduate education in all Schools is excellent and that students are supported to achieve success. The Faculty is committed to collegial values and ways of working, and recognizes that sustaining this will require careful management of the workload of all staff over the coming years. Finally, the Faculty believes that freedom of speech is a core value, and will work actively to promote this in all its activities.

Strategic Aim 1

To create original knowledge that is judged to be internationally excellent, including contributions that are world leading; a significant element of which is also of benefit to society broadly defined.

The Faculty is strongly committed to maintaining research excellence and to expanding further its capacity to undertake world leading research. To ensure this, the Faculty will plan to invest strategically in the expansion of research activity, excellent academic staff appointments, research support services, and the further development of collaborative, disciplinary, and inter-disciplinary research foci.

The Faculty will achieve this aim by:

1. Maintaining a commitment to the principle of conducting research across a broad intellectual spectrum, which combines both individual scholar models and larger, collaborative research activity.

2. Investing in areas of research strength through recruiting, supporting and retaining exemplary academic staff and, through investing in research infrastructure, to enhance capacity to undertake world leading research.

3. Working with the Faculty's Research Centres and other researchers to enable the development of large-scale disciplinary and inter-disciplinary research programmes which address major cultural, societal, environmental and economic issues, broadly defined.

4. Encouraging and facilitating collaborative research, where appropriate, with academic and non-academic partners, nationally and internationally, in order to enhance the quality of research contributions.

5. Expanding and diversifying the amount and range of funding sources, across the full range of potential funders, for both core research and for PhD studentships.

6. Expanding the opportunities to achieve - and support for staff to enable - increased research grant income, taking into account the changing grant awarding environment.

7. Working with relevant Professional Services departments to provide effective research career development and ensuring appropriate reward for staff research contributions.

8. Embedding the impact of the Faculty's research in the life-cycle of research projects and the activity of academic schools.

9. Further developing national and international research partnerships to enhance the capacity of staff in the Faculty to undertake internationally excellent research.

10. Providing exemplary research training for doctoral students to develop successful and well-rounded researchers and timely completion of their theses.

11. Deepening and enhancing the range of research support mechanisms at Faculty and School levels.

Workshop at the School of Business and Management

	Objective	Indicator of Progress	Evidence of Success
1.1	To conduct internationally excellent and world-leading research across the Faculty	■ Research Excellence Framework position	■ The majority of the Faculty's research areas targeted to be in the top ten in the UK by 2020 according to established measures of research quality
1.2	To increase external research income	■ Faculty research grant income ■ Average research income per academic	■ 50% increase in external research income by 2018/19 ■ Research income per academic member of staff equal to the average for Russell Group HEIs in humanities and social sciences
1.3	To increase the recovery of research overheads	■ Average percentage recovery of research overheads	■ Increase to at least 15% by 2018/19
1.4	To diversify sources of externally funded research income	■ Proportion of research income from sources other than the UK public purse	■ Increase proportion by 50% at Faculty level by 2018/19
1.5	To increase success in attaining external research grant income	■ UK Research Council success rates	■ Achievement of success rates matching the median for humanities and social sciences Russell Group schools and departments by 2018/19
1.6	To expand the number of PhD research students	■ Average number of PhD students per academic staff ■ Sources of PhD student funding	■ Achievement of the current Russell Group humanities and social sciences average by 2018/19 and making progress towards a 50% increase ■ Diversification in the range of funding sources
1.7	To increase the submission rates of the Faculty's PhD research students	■ 4 year (pro-rata for part-time students) submission rates	■ Achievement of at least 85% of those progressing beyond the first year
1.8	To expand the number of independently funded Research Fellows and post-doctoral researchers	■ Number of Research Fellows and post-doctoral researchers	■ Achievement of a 50% increase by 2018/19
1.9	To embed research impact strategies in all academic Schools in the Faculty	■ Development of impact strategies	■ All Schools to have established and implemented research impact strategies by 15/16
1.10	To expand the number of productive and sustainable research partnerships with external organizations, nationally and internationally, to influence public policy and bring benefit to the wider society and the public	■ Number of research partnerships	■ Increase in the number and scale of such partnerships compared to those existing in 2014-15

Strategic Aim 2

To offer high-quality, engaging and well-supported programmes of learning that are shaped by the Faculty's distinctive international research profile and that prepare students to make an outstanding contribution to the world.

The Faculty will achieve this aim by:

1. Promoting and supporting an inclusive learning environment which values the diversity of QMUL's community, including engaging in outreach and access activities to ensure that we recruit the most gifted students, regardless of background.

2. Maintaining and enhancing existing areas of teaching excellence, while seeking opportunities to expand or develop new programmes and strategic partnerships, particularly in areas of research strength.

3. Exploring opportunities for transnational and international educational initiatives and partnerships that extend the faculty's global reputation and impact.

4. Maintaining and developing interdisciplinary and cross-faculty teaching and learning collaborations, ensuring that students on such programmes receive co-ordinated and consistent levels of support.

5. Ensuring sustainable levels of recruitment and retention of high quality students, balancing opportunities for expansion with the necessary investment in estate and infrastructure required to enable growth.

6. Providing opportunities for staff to become confident, innovative and supportive teachers through programmes of development such as ADEPT (Academic Development, Education and the Promotion of Teaching) and via sharing of good practice.

7. Sustaining a learning community that values and develops students as active partners and co-creators of their learning opportunities, assessment, employability, and ultimately success.

8. Working with the Academic Registry and Council Secretariat and the Vice-Principal for Student Experience, Teaching and Learning to embed an effective annual programme review that is responsive to current issues and continues to enable Schools to develop and implement effective taught programmes' action plans.

9. Ensuring that knowledge-dissemination activities, particularly teaching, are given due weight in staff recruitment, probation and promotion processes.
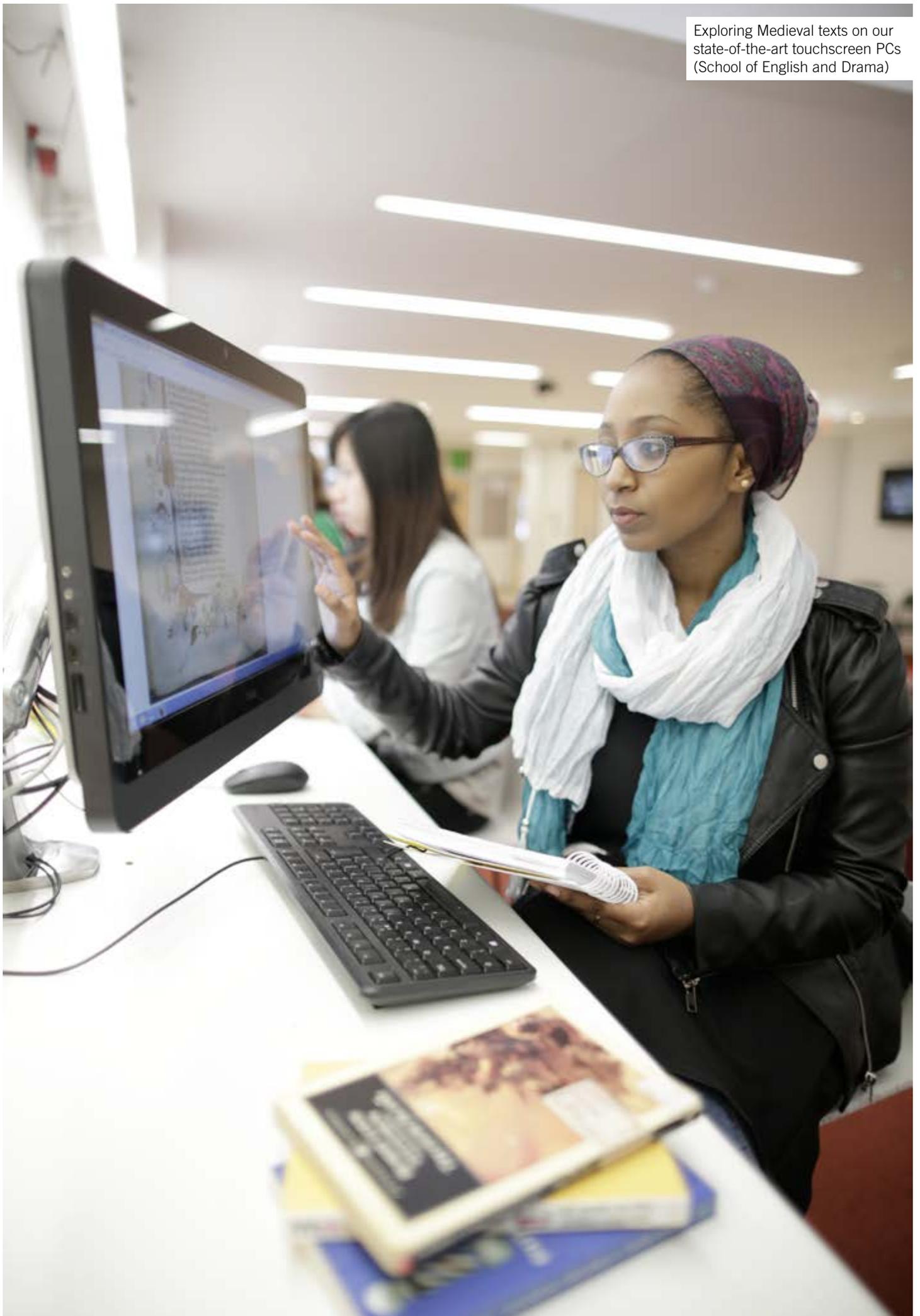

Mooting is an integral part of life in the School of Law

Mohan Ramalingam, sitting outside the Houses of Parliament (School of Politics and International Relations)

Exploring Medieval texts on our state-of-the-art touchscreen PCs (School of English and Drama)

	Objective	Indicator of Progress	Evidence of Success
2.1	To ensure, in conjunction with the Centre for Academic and Professional Development (CAPD), that all staff involved in teaching, and/or in academic and pastoral support, have opportunities to access high quality and appropriate training at all stages of their career, and to benefit from the effective dissemination of good practice	■ Increased participation by HSS Schools in Academic Development, Education and the Promotion of Teaching via ADEPT 100, ADEPT 50, ADEPT Direct and ADEPT Advanced	■ 100% of teaching staff to have achieved HEA fellowship or be following an ADEPT (Academic Development, Education and the Promotion of Teaching) Programme aligned with the UK Professional Standards Framework (UKPSF) by 2019
2.2	To increase and diversify teaching income	■ Schools diversifying income generating teaching activities ■ Implementing Summer Programmes in some HSS Schools	■ 25% of HSS Schools to have developed Summer Programmes by 2019
2.3	To ensure a high-quality learning experience for all students	■ Teaching satisfaction reported via the Module Evaluation Questionnaires ■ Overall satisfaction in the NSS ■ Increase student participation in the PTES (Postgraduate Taught Experience Survey) and overall student satisfaction	■ 100% of programmes to reach 70% or above (i.e. 3.5/5) ■ Placement in the top decile of UK universities, and top among London-based Russell Group institutions by 2019 ■ At least 50% student response rate per discipline and placement in the top decile of UK universities, and top among London-based Russell Group institutions by 2019
2.4	To improve the quality of the student intake by increasing entry qualifications of admitted students	■ AAB or above adopted as the entry norm in HSS disciplines, without losing sight of our widening participation agenda and as long as these targets do not jeopardize a School's ability to meet its recruitment target in a competitive environment, or position it unfavourably relative to our main competitors (as informed by market research)	■ At least 50% of HSS Schools to have minimum entry tariffs of AAB or above by 2019
2.5	To provide outreach and access activities to widen participation regardless of background	■ Number of partnerships with schools in localities with educational underachievement, as identified by HESA's widening participation indicators	■ All Schools to have developed at least one long-term partnership with at least one such school by 2019 ■ Widening participation benchmarks meeting or exceeding the Russell Group median by 2018/19

Nick Jones delivering a presentation in the 41-seat Alfred Hitchcock screening cinema (School of Languages, Linguistics and Film)

	Objective	Indicator of Progress	Evidence of Success
2.6	To disseminate knowledge through public engagement activities	■ Increased diversity of public engagement activities across all Schools in HSS ■ Continuing the projects that are already in place in HSS	■ All Schools to develop at least one project in relation to public engagement by 2018/19
2.7	To enhance the student learning experience through the use of advanced e-learning technology where appropriate	■ Increased awareness and usage of advanced technologies to benefit learning, including distance learning	■ Increase in the proportion of HSS programmes adopting Blended Learning supported by advanced e-learning technology
2.8	To expand the number of PGT students and postgraduate programmes in all areas of potential growth relative to 2014-15	■ Review and expansion of PGT programmes where appropriate and in relation to our support infrastructure	■ Achievement of a 50% increase in number of students undertaking taught postgraduate courses in HSS by 2019
2.9	To enhance student employability and entrepreneurship	■ HESA UKPI-Employment of Leavers indicator ■ Increased opportunities for students to participate in work-based learning, internships or other career-building or entrepreneurship activities as part of their programmes of study	■ To match or exceed the Russell Group median for employability by 2019 ■ Increased proportion of HSS programmes and modules that include work-based learning, internships or other defined opportunities to develop employability and entrepreneurship
2.10	To embed the Language Strategy to facilitate internationalization in line with Strategic Aim 4 of the QMUL Strategy	■ Students engaging in language learning to enhance their programmes of study (reading of research material in the source language), transferability abroad, and employability at EU and international level	■ 100% of HSS Schools providing language learning opportunities to their students in languages relevant to their programmes of study
2.11	To encourage interdisciplinary and international study	■ Increase in programmes offering a semester or year abroad	■ All programmes to offer the possibility of at least a semester abroad at a partner institution by 2019
2.12	To encourage international educational partnerships	■ Increase the number of national and international partnerships	■ All Schools to have at least one international partnership by 2019
2.13	To improve teaching and learning resources	■ Library spend per user	■ At least the average Russell Group level per discipline

A seminar discussion with Professor Amanda Vickery (School of History)

Strategic Aim 3

To achieve the financial strength necessary to ensure that the academic endeavours of the Faculty are able to thrive and grow, and also that HSS contributes appropriately to the financial health of QMUL.

The external funding environment for higher education has been very volatile in recent years, and this volatility is likely to increase further for HSS disciplines over the next five years. However, the Faculty is strongly committed to generating sufficient resources to maintain the strength of its knowledge-creation and knowledge-dissemination activities across its diverse disciplinary areas over the period of this strategy and beyond, to enable necessary investments in the Faculty, and also to continuing to make a strong and positive contribution to the financial position of QMUL. This will be achieved by careful and evidence-based strategic planning; identification of new opportunities both nationally and internationally to grow and to strengthen research and teaching activities; development of new partnerships and collaborations; transparent and consultative decision-making; and rigorous attention to value for money in all activities undertaken within the Faculty.

Tetyana Pryymachuk in a computing lab discussing financial data supplied via our Bloomberg terminals (School of Economics and Finance)

	Objective	Indicator of Progress	Evidence of Success
3.1	To increase external research income, as well as the diversity of sources of this income	■ See Strategic Aim 1	■ See Strategic Aim 1
3.2	To increase income from educational activities, both through growth in programmes as appropriate and through ensuring effective use of all resources	■ Gross income from educational activities ■ Net income from educational activities per academic	■ Increase of at least 15% by 18/19 ■ Top ten within HSS disciplines in UK by 18/19
3.3	To achieve enhanced investment in human and physical resources for the benefit of disciplines across the Faculty	■ Operating surplus sufficient to support business cases for prioritised Faculty investments	■ Capital investments necessary to ensure scale and quality of academic activities across all Schools are secured by 18/19 ■ Investment in academic and PS staff and their career development sufficient to enable high-quality research and teaching across all Schools ■ Appropriate contribution to QMUL target operating surplus
3.4	To ensure that equality and diversity are proactively supported in all Schools	■ Data related to staff and students demonstrating progress	■ 100% of Schools working towards Gender Equality Charter Mark and Race Equality Charter Mark, with at least 50% achieving this by 2018/19
3.5	To engage all Schools effectively in evidence-based strategic planning in partnership with the Faculty	■ Appropriate mechanisms for academic and financial planning at School and Faculty levels ■ Relevant management information and business intelligence tools effectively and widely used	■ Review of opportunities and risks to take place throughout the academic year ■ Management information and business intelligence tools to provide timely and accurate information to support planning
3.6	To ensure that staff and students across the Faculty are able to contribute to discussions of strategic priorities and future planning	■ Key strategic opportunities and/or constraints to be communicated effectively to all staff and students in the Faculty ■ Enhanced mechanisms for consultation to be developed	■ Increase readership of HSS Monthly Update to at least 40% of staff ■ Number of staff and students participating in each Faculty Forum to increase to 100+

Dr Alex Henshaw leads a group of MSc students on a field trip along the near-natural river landscape of the Tagliamento River in Italy (School of Geography)

The global reach of research in Humanities and Social Sciences

Preserving endangered languages

Raising the profile of Latin Americans in London

AHRC-funded research by Professor David Adger (Linguistics) seeks to enable the development and survival of the Kiowa language in Oklahoma

People's Palace Projects performance-orientated research, led by Professor Paul Heritage (Drama), works to link UK arts practitioners with Brazilian performance and cultural policy

Cultural practice tackling social exclusion

Working with Uruguayan state agencies and international development organisations, Professor Marco Manacorda (Economics and Finance) has supported – through research – a poverty alleviation programme

Policy for poverty alleviation

Working with charities, NGOs and lobbyists, Professor Cathy McIlwaine (Geography) has led research on the Latin American community in global cities such as London to enhance their visibility in policy communities

Dr Lee Jones' (Politics and International Relations) research on sovereignty, intervention and security has shaped policy communities' understanding of Southeast Asia

Influencing policy on security

Global health in sub-Saharan Africa

Improving employment and labour conditions

Working with Tanzanian NGOs, Dr Sophie Harman (Politics and International Relations) has researched how people living with HIV/AIDS require free transportation to access care and treatment

Research and consultancy work by Dr Liam Campling (Business and Management) has contributed to the improvement of working conditions in the Papua New Guinea tuna industry

Humanities and Social Sciences in numbers

8 SCHOOLS

& 21 RESEARCH CENTRES & INSTITUTES

STUDENTS

4954 UNDERGRADUATE

1934 POSTGRADUATE

368 PG RESEARCH

AN INTERNATIONAL STUDENT COMMUNITY

4061 UK

2103 Non-EU

1092 EU

436 ACADEMICS

RESEARCH INCOME 2014
£6.75 MILLION

89%
OVERALL STUDENT SATISFACTION
(National Student Survey 2014)

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