

Institution: University of Strathclyde
Unit of Assessment: 28
1. Unit context and structure, research and impact strategy

History at Strathclyde is distinguished by its position in the multidisciplinary School of Humanities that enriches our interdisciplinary research in our key areas of excellence: health history, oral history and Scottish & International History. Our distinctive strengths in these fields also inspire and underpin our strongly impactful knowledge exchange activities, making History at Strathclyde a place of learning at the cutting-edge of research, innovation and public engagement across a diverse range of themes. English Literature & Language (UOA27) also sits within the School of Humanities and comprises Creative Writing, English, History, Journalism and Modern Languages (French, Italian and Spanish). History is overseen by the Head of School and a Research Director for History, with support from a History Impact Coordinator and Postgraduate Research Coordinator. Teaching and research collaborations are embedded as standard practice and the School Management structure ensures the Research Directors, Impact Coordinators and Postgraduate Research Directors in both areas work closely on strategic and operational matters. As a result, through our connections to the wider School and Faculty, History benefits from structures that would otherwise not be feasible for a unit of this size.

Our REF2014 submission reflected on a period of transition following the restructuring of the School and Faculty. Since then, we have focused on consolidating and expanding our core research areas with the aim of securing the continued success and expansion of this unit at a challenging time for Humanities nationally. Investments in staffing (Section 2), research infrastructure and environment (Section 3) have been designed to continue to bring in promising early career researchers and enable their development to become future leaders in their chosen areas.

History has also been able to benefit from Strathclyde's cross-cutting Strategic Research Themes under which internal research networks are created and support for funding is available. Research in History relates to the Strategic Research Themes of 'Society and Policy' and 'Health and Wellbeing'. As noted in subsequent sections, this has enabled History to continue to participate in larger collaborative research projects including Strathclyde's largest ever research award the GCRF-funded OneOcean Hub (see Section 3).

Structure

Research in History is organised within the context of two research centres and four research groups. Since REF2014, as per our ambitions for this period, History has maintained its focus on consolidation and expansion of these core research areas:

The Research Centres

- 1. The Centre for the Social History of Health and Healthcare Glasgow** (Barton, Cooke, Eisler, Kelly, Mills, McIvor, Newlands, Olszynkyo-Gryn, Richert, Richardson)

The Centre (known as the CSHHH) is one of the UK's leading centres for research, teaching and training in the history of health and medicine in the UK and sits within the University's 'Health and Wellbeing' strategic theme. Established in 2005 as a collaboration between historians at the University of Strathclyde and Glasgow Caledonian University, 10 staff for this REF submission are among its members. This number is complemented by colleagues working in related Humanities subjects and a lively postdoctoral and postgraduate community. Members of the CSHHH have

Unit-level environment template (REF5b)

published on subjects as diverse as contraception and pregnancy, narcotics and medicines, diet and nutrition, medicine and warfare and sports and health. The environment is built around regular activities to connect Centre members with colleagues in the field around the world, which include the seminar series, the annual lecture and regular workshops and conferences (see Section 4).

2. Scottish Oral History Centre (Cooke, Kelly, McIvor, Newlands, Olszynko-Gryn, Smith)

The Centre (known as the SOHC) was founded in 1995 and is one of the UK's leading interdisciplinary research centres for oral history. The SOHC operates in tandem as a knowledge exchange hub between academic and community oral history. The SOHC sits within Strathclyde's 'Society and Policy' strategic theme. The SOHC promotes collaborative research in oral history across disciplinary and geographical boundaries and facilitates capacity building and the intellectual development of the next generation of scholars/researchers in oral history. The Centre is involved in a wide range of teaching, research and outreach activities designed primarily to encourage the use of 'best practice' oral history methodology in Scotland and beyond. The Centre currently has 13 affiliated staff, 22 external research affiliates, and 15 postgraduate research students deploying oral history methodologies.

The Research Groups

1. The history of science, technology and medicine

This is the largest, and most interdisciplinary grouping in History. It is based around the CSHHH and links to the 'Health and Wellbeing' research theme. *Barton, Mawdsley, Mills, Richert* and *Smith* all share a common interest in the history of drugs consumption and control. *Barton* and *Mills* have also published on health and medicine in colonial contexts. *Cooke* works on 19th century Italian medicine, focussing on the manuscript evidence offered by documents held in the Wellcome Trust, while applying the insights of translation studies to understand the circulation of medical ideas and concepts. *Eisler* and *Olszynko-Gryn* share an interest in the history of technologies: *Eisler's* research interrogates the intersections of public policy and science, technology, and industrial engineering, while *Olszynko-Gryn's* research examines the history of pregnancy testing and reproductive technologies. His work also involves the analysis of novel sources, such as medical films. *Newlands'* work has focused on the military and the body in Britain. *Proctor*, the most recent appointment to the CSHHH, works on the histories, theories and practices of 'radical psychiatry'. *Richardson's* research focus on the interaction between medicine and the imagination, science and the supernatural, psychology and the occult.

2. Oral History

This group comprises the 8 historians who use oral history techniques and methodologies in their research and links with the 'Society and Policy' research theme. *Cooke* has used oral testimonies for his work with Italian partisans and terrorists. For his work on the history of technology *Eisler* has interviewed some of the key figures in the history of the battery. *Kelly* has interviewed activists involved in the campaign for birth control in Ireland. *McIvor* is a world leader in the field of oral history; his work has focused on masculinities and the social history of work and occupational health in modern Britain. *Newlands'* current project on health in the British Armed Forces in the postwar era involves conducting oral history interviews with ex-service personnel to understand how they have engaged with and resisted military healthcare regimes. *Olszynko-Gryn's* major project on the rise and fall of hormone pregnancy tests uses oral testimonies to help map this complex history, while *Smith's* work on the history of social psychiatry in the USA involves interviews with psychiatrists and social scientists. *Telepneva* is the most recent member of staff to join this group, with her research on the Cold War further expanding its geographical reach.

3. Scotland, Ireland and the World

This grouping focuses on the history of Scotland and Ireland and their global connections from the early modern to the modern period. It also links with Strathclyde's 'Society and Policy' research theme. *Cathcart* examines early modern Scottish maritime connections, particularly with Ireland. *Finlay* works on Scottish involvement in nineteenth-century British imperialism. *Kelly* works on social and gender history in modern Ireland, in particular her work has focused on medical education, activism and birth control. *McIvor* researches the social history of work in the UK. *Whelehan* works on modern Irish history in transnational and comparative contexts, focusing on political violence, diaspora and social movements. *Wilson*, the most recent appointment to the grouping, explores the interplay between maritime activity and imperial authority within the context of early modern empires, including the subjects of piracy, trade, slavery, maritime law, and coastal communities. *Young* is a specialist in Scottish-Irish relations in the 1600s and uses comparative history in his study of the Scottish parliament in that period.

4. European and International History

This grouping brings together colleagues with shared interests in war and violence and connects to the 'Society and Policy' research theme. *Cooke* explores the long-term impact of the Second World War on Italian society, politics and culture, while *Ellis* examines World War One and the ambiguities in discourses of race in the USA in the early twentieth century. *Jessee* has been at the forefront of developing oral history methodology as a means of interrogating the phenomenon of genocide in Rwanda and Bosnia. *Pastor-Castro* examines the functions of French diplomats, while *Telepneva*, the most recent appointment to the grouping, studies the history of the Soviet Union and the Cold War, especially in Africa. *Varley*'s recent work has explored French foreign policy in the Vichy Era, particularly relations between France and Italy. This cluster, with colleagues in Law and Politics, established the highly popular and interdisciplinary MSc in Diplomacy and International Security in 2017, creating a pipeline for future doctoral researchers.

Research & Impact Strategy

History at Strathclyde has a long-term strategy of sustainability, underpinned by the centres and groups and by our commitment to the appointment of ECRs who benefit from a stimulating and supportive environment that encourages best practice and stimulates intellectual endeavour. Consequently, our research and impact strategy has moved forward as follows:

Research Strategy

Our strategy for this period comprised four strands: consolidation and expansion of the four core areas, utilisation of the Chancellor's Fellowship scheme to recruit promising ECRs to continue our success in developing future leaders, development of supportive (infra)structures to help staff achieve their research objectives, and leverage of university-level initiatives to continue to increase post-graduate recruitment.

Consolidation and expansion of research quality in the core areas was supported by:

- An emphasis on books as the most appropriate vehicle for communicating high-level, original, research in our subject area. All members of staff in History, in consultation with the Director of Research identified a book project with a target of 0.5 monographs/FTE by 2020. We also aimed to increase the impact of our monographs via high-profile book launches involving invited speakers.
- Prioritisation of the publication of articles in international journals and book chapters in peer-reviewed volumes linked, where appropriate, to international conferences.
- Pre-publication peer review, prior to submission, of all publications (monographs, articles, chapters) with a focus on ensuring that they were: 1) as well-researched as possible; 2)

published in the most appropriate environment, balancing factors such as prestige, audience, interdisciplinarity and impact; 3) written in a clear and accessible style.

Our publications strategy has led to 8 monographs being published during the REF period, with a number of other books due to be published from early 2021 onwards. In addition to this, staff have published a total of 42 articles and 24 book chapters in the period.

Recruitment

Our recruitment strategy has been to continue to attract future leaders at early career stage, particularly through Strathclyde's Chancellor's Fellows Scheme. We have demonstrated that History provides a great environment for early career researchers to thrive and we focus on retaining these high performing academics as part of our plan to strengthen our research depth and quality as well as to ensure the long-term sustainability of the unit and the wider subject area. Further details can be found in Section 2.

Supportive infrastructures

In order to facilitate the development of our staff, we have a range of supportive measures in place at unit, school and faculty level that are fully described in Sections 2 and 3. These supportive structures are provided in group settings, such as weekly seminars, and at an individual level, including research conversations with Directors of Research, peer review of publications and funding applications, and funding for activity including attendance at events and archival visits, as well as seed funding for research projects.

Post Graduate Recruitment

The recruitment of postgraduate students is central to the development of our staff and is part of our contribution to sustaining the research area through the development of new researchers. We have supported recruitment in two major ways. Firstly, through expectation setting in relation to our staff that supervision is an essential part of their role as academic staff and by providing them with mechanisms to communicate their areas of research to interested students. Secondly, through the targeting of a greater range of sources of funding for studentships in which we have been increasingly successful as detailed in Section 2.

Impact Strategy

With its mission to be 'a Place of Useful learning', Strathclyde has always valued impactful research. In REF2014, our future planning for impact was built around pooling collective experience and examples of best practice with a big emphasis on cross institutional collaboration to generate impact through the embedding of historians in more applied areas of research like engineering, statistics, business and health. This has been facilitated at an Institutional level by the Strategic Research Themes. At an individual level, the annual Accountability & Development Review (ADR) process (see Section 2), includes Knowledge Exchange (KE) and KE can be recognised alongside research in promotion cases. This stems from a recognition that KE is a key mechanism to produce impact.

At unit level we also recognise that public engagement is another mechanism for impact creation. Following REF2014, a decision was taken that every member of staff in History should enhance the public engagement element of their research as a means of fostering impact. Such engagement is broadly interpreted in order to embrace a wide variety of potential interactions (media appearances, public lectures, publications in popular journals such as *The Conversation*, school visits and so on). Staff have also been encouraged to showcase their work through University initiatives such as 'Images of Research' and 'Engage with Strathclyde' (see Institutional statement). This has led to a significant increase in outreach activities by all staff (see section 4), in addition to those outlined in the Impact Case Studies. These activities have included teaching diplomats the value of diplomatic history (*Varley, Pastor-Castro*), introducing the medical humanities to Scottish schools (*Kelly* and

Unit-level environment template (REF5b)

Newlands), and telling the public the story of controversial contraceptives (*Olszynko-Gryn*). The two impact case studies chosen for submission are linked to the two history research centres demonstrating the key role the centres play in providing a supportive context for impact development.

In future, we will continue to support all staff so that they can maximise the public engagement and impact potential of their research. In particular, we will seek to enhance our historians' interactions with the culture and museums sector, and create further interdisciplinary synergies with colleagues across the School of Humanities.

Open Access and Research Integrity

History aligns with university, faculty and school policy that requires, on acceptance for publication, that staff deposit the author-accepted manuscripts in the institution's repository. University and School funding is available to support OA publications and the Director of Research (DOR) has quarterly meetings with the Open Access Advocacy Librarian. This has resulted in 100% compliance with the REF open access policy.

Additionally, the DOR briefs colleagues on OA debates, and our editorial interactions with scholarly journals mean we are fully aware of the latest developments around 'transformative journal' status and are involved in shaping current thinking. We are sympathetic to the AHRC's view of the 'significant social and economic benefits of Open Access' and plan to increase the number of OA articles/book chapters and, in particular, monographs in future. However, we are also aware that there is an on-going debate, particularly in relation to long-form publishing and issues connected to funding, peer review and quality assurance, and embargo periods.

The School is fully committed to observing research integrity principles, as set out in the University's Research Code of Practice and Code of Practice on Investigations Involving Human Beings, and Universities UK's Concordat to Support Research Integrity. The peer review process established to review papers submitted for publication ensures that the research adheres to established principles of honesty, rigour and transparency. All staff receive online training in research integrity as part of the induction process and concerns about research integrity can be raised with the Associate Principal (Research and Innovation).

The School has robust procedures around ethical review and accountability. Its Ethics Committee (SEC; chair: *Eisler*), meets monthly to process applications, with applicants encouraged to view it as an exercise in 'reflexive imaginative empathy'. Applications are referred to the University Ethics Committee in cases of high risk. All School research, including undergraduate and postgraduate dissertation projects, is subject to these procedures. The oral history training offered by the SOHC, which includes a section on ethics and integrity, was updated to include COVID-19 restrictions on face-to-face research.

Future Strategy

Looking forward, our strategy is to maintain our focus on monographs of the highest quality, published where possible by presses that will ensure the widest dissemination of our research. In addition, we will maintain our emphasis on the highest quality articles and chapters. We will continue to ensure and enhance quality by maintaining rigorous and supportive internal review processes led by senior staff.

Our priorities will remain the same, but we will increasingly emphasise ECR career development and promotion, international collaborations, public and policy engagement, and building capacity in the history of science and technology and in oral history. The recent appointment of *Buelmann* to a Chair in International History is clear evidence of Strathclyde's continued commitment to the

discipline and will further stimulate comparative approaches and the transnational turn in the Scotland, Ireland and the World, and in the European and International History groups.

2. People

Our staffing strategy for this period, articulated in REF2014, consisted of two core aims: to appoint outstanding ECRs and to provide the necessary support mechanisms to maximise the potential of new and existing staff. We have vigorously maintained and enhanced this approach, recruiting strategically in order to grow and sustain research capacity.

Recruitment

Our focus has been to recruit ECRs via Strathclyde's highly competitive 5-year Chancellor's Fellowship (CF) scheme, as well as to make robust business cases for lectureships, with all appointments aligned to our research themes and centres. This strategy has led to the appointment of 10 ECRs who, following a global search for excellence, have demonstrated a sense of the future of their fields, identified key developments and emerging concerns, and shown how their work engages with them. These ECRs are: *Kelly* (Lectureship then Senior Lectureship), *Whelehan* (CF), *Mawdsley* (Lectureship, funded by a Wellcome Trust award), *Olszynko-Gryn* (CF), *Eisler* (CF), *Richardson* (fixed-term lectureship then CF), *Richert* (Lectureship), *Telepneva* (Lectureship), *Proctor* (3 year Wellcome Research Fellowship), *Wilson* (3 year Lectureship).

Staff Development & Support

Our support for staff is individualised based on the needs and ambitions of the researcher. We utilise Strathclyde's ADR system as a framework within which we can identify and discuss needs and plans. These discussions are further supported by research conversations with the Director of Research. While we utilise the training and development opportunities available through the Organisational Staff Development Unit, we supplement this with local provision based on the needs of our staff. This blend of institutional and local support is in evidence throughout our approach.

For example, the School of Humanities houses a weekly seminar, funded by the School's R+D fund. The seminar, currently run by *Richardson*, hosts a mixture of invited and internal speakers from across the disciplines in the School, and therefore acts as a dynamic, interdisciplinary forum for all staff in English and History. In addition, both Centres hold regular seminars and public lectures with a mixture of internal and external speakers. For staff who have returned from study leave these seminars offer the opportunity to test out new research and develop ideas for publication.

All staff are eligible to apply for funding (~£500/year) from the School of Humanities Staff Development Fund. The Fund has supported archival visits, conference organisation, language acquisition and software skills development. The fund is designed, above all, to support ECRs, but offers assistance to all colleagues, particular those seeking initial seed-funding to advance a project to a level whereby it is suitable for a major funding application. Colleagues in History also have access to a Faculty Conference Fund (FCF), established in 2018. Staff in The Centre for the Social History of Health and Healthcare (CSHHH) have access to additional funds (~£500/year) for archival and conference trips.

Starting in 2020, staff with a track record of grant capture have been able to apply for a Faculty Research Support Scheme to pay for a semester's worth of research leave (or equivalent in research assistance support) to develop a major grant application. Staff who win UKRI or EU funding also benefit from a new Research Incentive Scheme, which sees the Faculty provide additional teaching/administrative relief to grant holders proportionate to time spent on the grant. The scheme

ensures that grant-holders have adequate time to fulfil their objectives, and has already benefited Olszynko-Gryn.

We support our ECRs to develop in ways that suit their career ambitions. All ECRs select a mentor within the unit and are able to seek additional mentorship outside their unit through the University's mentoring scheme. This support occurs formally through the ADR and promotion/probation processes, but also through more informal research conversations with the DOR. While some have focussed on obtaining grant funding (*Olszynko-Gryn, Telepneva, Proctor and Kelly*), others have concentrated on public engagement (*Richardson, Whelehan, Newlands*), leadership (*Kelly, Newlands*) and developing their supervisory skills (*Whelehan, Newlands, Richardson, Kelly*). In 2018 *Kelly* was promoted to SL, and all have been advised through conversations with mentors on pathways to promotion. ECRs who want to develop their leadership skills are also welcome to join the Faculty's New Leaders Academy (NLA), which organises training and networking activities based on members' needs.

Strathclyde now has a 'Teaching and Scholarship' track that extends to Professorial level. Amongst the history staff *Williams* has benefited from this provision, moving to a Teaching Fellowship in 2017, subsequently promoted to a Senior Teaching Fellowship in 2019. History also has one Knowledge Exchange Fellow, *Pastor-Castro*, among its permanent staff. In terms of senior appointments, *Smith* was promoted from Senior Lecturer to Professor in 2016, while *Bueltmann* was appointed to a Chair of International History in early 2020.

Our successful approach to career development is further evidenced by those staff who have moved to senior positions in other institutions: *Heimann* to a Professorship at Cardiff University; *Richert* to the George Urdang Chair at the University of Madison-Wisconsin; *Cathcart* to an Associate Professorship at Stirling; *Jessee* to a Lord Kelvin Adam Smith Research Fellowship at Glasgow University, and *Mawdsley* to a lectureship at Bristol University.

Research Students

History has a vibrant, cohesive and increasingly international postgraduate community, with students from Bulgaria, China, Canada, Italy, the US, the UK and elsewhere. We increased the number of external applicants for doctoral studentships from 2014, and nurtured Strathclyde-based students, particularly those who joined us via Widening Access. The 31 PhD completions in this cycle were funded as follows: AHRC (3), the ESRC (3), the Wellcome Trust (5), the Buffalo Bill Center of the West (4), University Awards (9), self-funded (6), staff member (1).

Recruitment

PGR recruitment and supervision is central to the career planning of all staff in History. It is strongly encouraged and supported for all our academics, is a key area of discussion at ADR, and is an important element in relation to promotion. Colleagues' individual web profiles give a direct indication of areas in which they can offer supervision and we showcase current and past PGR students' experiences. Staff are also encouraged to identify promising UG and MSc students from within Strathclyde (Historical Studies; Health History; and Diplomacy and International Security), and assist them to align their interests with our research clusters and secure funding. In 2019 this approach was boosted by a Wellcome Trust Masters Award that brought 3 Wellcome Trust Masters Studentships (matched by 3 additional Faculty studentships). We have clear and straightforward website guidance for potential students.

A survey of PGR students and an analysis of application, offer and completion data identified no consistent patterns of gender inequality emerging from this research and, encouragingly, our pipeline data (showing proportions of female/male students at undergraduate, PGT and PGR levels) showed improvement over the census period such that the ratios are now comparable across all levels.

Our approach has led to the recruitment of doctoral researchers from a full range of sources who have both strengthened and broadened our research clusters. For instance, our relationship with the Buffalo Bill Center of the West has added an American dimension to our International History cluster, with 3 of the 4 doctoral researchers supervised by *Ellis* examining transnational themes. Similarly, by examining topics ranging from diabetes and acne to allergies to animals, *Smith's* 4 Wellcome Trust-funded students have consolidated CSHHH's position as a site for the history of chronic disease. *Kelly's* doctoral students (internally and Wellcome Trust-funded) have helped her establish herself as an expert in gender and the history of sexuality.

We have also supported a very diverse cohort of doctoral researchers who face an array of challenges. We have supported students in a variety of ways: through voluntary suspension, switching to part-time, and routing them to Disability Services. Students have an interim and annual review with supervisors (which involves a reviewer external to the supervisory team), which monitor progress and identify training needs. From 2018, PhD students in Humanities have also benefitted from the support of our Royal Literary Fund Fellow who works one-to-one with students to enhance their writing and editing skills. The Graduate School gives access to shared study space with other students from across the Faculty. They also have hot-desking space, bookable rooms, and a Faculty-wide seminar programme that provides opportunities for enhancing interdisciplinary connections.

PGR Career Development

Strathclyde was the first UK university to create a mandatory PG Certificate in Researcher Development for all doctoral researchers and is a signatory to the Concordat to Support Career Development of Researchers. By completing the Strathclyde certificate, PGRs develop a wide range of academic skills that are specific to their research programme and more generally applicable. Gaining credits for a variety of academic activities, PGRs complete their work on each course with a reflective essay that summarises their activities, their learning and identifies how they can develop further. Supported by the PG Certificate training and encouraged by their supervisors, many of our History PGRs have succeeded in publishing articles, chapters and books, and two have won postgraduate prizes (e.g. the British Society for Paediatrics and Child Health's Cadogan Prize). PGRs are also encouraged to take up leadership opportunities that have included: running the SOHC seminar series; organising the annual SOHC conference for oral history students; organising the 2015 'Health History in Action: The Society for the Social History of Medicine (SSHM) Conference and Career Development Workshop'.

We strongly encourage our PGRs to develop a wide range of transferable skills that will help them obtain employment. In particular, we have urged our PGRs to take up 3-month internships funded by the SGSAH (Scottish Graduate School in Arts and Humanities) and the SGSSS (Scottish Graduate School in the Social Sciences), and most have done so, successfully applying for and completing positions with the Scottish Prison Service, the Scottish Government, the NHS, the Festival of Political Science and other organisations. Strathclyde PGRs have been able to gain valuable international opportunities, including taking up Wellcome Trust Shanghai Fellowships, a 12-month research and teaching fellowship in Shanghai. We have also had collaborative doctoral partnership studentships with the Imperial War Museum, the National Railway Museum and the National Library of Scotland. Two of our PGRs have won Wellcome Trust Secondments to work at the Parliamentary Office of Science and Technology (POST), and the Science Museum.

Our focus on PGR career development has resulted in numerous career successes for graduates. Highlights have included permanent and fixed-term academic posts (Strathclyde, Glasgow, Bangor, Newcastle, Northumbria, Nottingham Trent, the Open University), posts with the Scottish Government, the Foreign and Commonwealth Office, the finance industry and Glasgow City College, and promotions for graduates already in employment (National Museum of the American Indian).

Equality and Diversity

The School recognises the need to respect principles of equality and diversity and is committed to the full implementation of all University policies in this area. In addition to the Equality and Diversity Policy itself, these also include the Equality and Diversity Strategy Committee Policy on LGBT+ students and staff, and the University's Disability Policy. The School of Humanities successfully applied for Bronze Athena Swan status in April 2020. The increased awareness of gender issues has led to changes in the School, including: better support for parental leave; more inclusive timing of research seminars; gender-balancing of appointment committees. In developing our 2020 application, we undertook our most extensive survey yet on staff and student experiences. The data gathered through this process has underpinned the development of our equalities action plan, including the formation of the School's Gender Equality, Diversity & Inclusion (GEDI) sub-committee.

This male/female ratio for category A staff in this unit is 10:8, with the recent appointment of *Bueltmann* meaning that we are now close to a balanced gender profile. Of the 45 outputs submitted to REF2021, 60% are by male staff and 40% by female. This information will be considered by GEDI to help inform our future planning and support for female academics. GEDI has taken the lead in advancing School and Faculty-level discussions about the differential impacts of COVID-19 on the impact of research careers and opportunities.

We aim to ensure that all staff are able to attend conferences and other development activities. Conference funding priority is given to ECRs. We recognise that some staff have caring or other responsibilities that may impede conference attendance and, where possible, provide support to help overcome this. In 2016, we implemented the University's new Family-Friendly Research Leave Policy. We also support phased returns to work for colleagues who have experienced long-term sickness. We have ensured gender balance applies to the leads of the Research Centres (*Kelly* and *McIvor*) and in 2021 the current DOR for history will be succeeded by *Bueltmann*.

3. Income, infrastructure and facilities

Following the success of REF2014, where we generated approximately £1 million in research income, History's strategy in this area has been to encourage and support ECRs through their first funding bids, and identify and nurture larger projects suitable for major bids by more senior members of staff. In both cases, we have used the experience and the institutional memory derived from previous successful applications via, in particular, the two research centres (CSHHH and SOHC). This strategy has proven successful in increasing our levels of research funding to over £3m in the period (with an increase in the average research income per year from £189k in REF014 to £438k in REF2021).

As part of our drive to encourage all staff to apply for research funding, we developed the 'grant culture' in a number of ways: research conversations with the DoR have helped to identify potential targets at an early stage, while grant seminars (for example on 'How to get your first grant') have brought together colleagues who have shared their experiences and inspired colleagues to apply. Additionally, the Faculty Editor runs regular grant-writing workshops and provides expert input on an individual basis. Support is also available to ECRs through the New Leader's Academy. The Faculty Sabbatical Scheme, piloted in 2019-2020, provides additional support for colleagues working on large applications.

Funding applications are the result of an on-going collaborative process involving the applicant(s), a senior member of staff who offers feedback at key stages in the development of the application, and members of RaKET (the Faculty's Research and Knowledge Exchange Team). Colleagues in RaKET assist with the financial, planning and administrative dimensions of the project. RaKET also

Unit-level environment template (REF5b)

provides applicants with examples of previous successful applications and helps colleagues to make contacts within the Faculty who are able to share their expertise.

Each application goes through a review process, and cannot be submitted until this has taken place. The level of review varies, with applications for Fellowships and Large Research Grants subject to Faculty scrutiny. The various layers of support, at subject, school and Faculty level means our success rate has risen considerably – to the extent that in excess of 50% of our applications have been successful during the census period.

By far the biggest funder of our research has been the Wellcome Trust, with several major awards secured by staff in the CSHHH. Highlights include: *Mills* - Investigator Award for *The Asian Cocaine Crisis: Pharmaceuticals consumers and control in South & East Asia, c 1900-1945* (£1.1 million, 2016-2022); *Kelly* – Research Fellowship for *Contraception and Modern Ireland, c.1922-92* (£265,166, 2016-2020); *Smith* - Research Studentships for *A Face to Die For: Acne, Accutane and the Quest for Perfect Skin. 1950s-present* and *A Spoonful of Sugar: Dietary Advice and Diabetes in Britain and the United States, 1945-2015* (total c. £170,000); *Mills* (PI) and *Kelly* (CI) for their collaborative Knowledge Exchange project 'Building shared futures: co-developing medical humanities in China and the UK' (£922,318); *Mclvor* - Programme Award (CI) for 'Disability and Industrial Society: A Comparative Cultural History of British Coalfields, 1780-1948' (£972, 501, which ended in 2016); *Cooke* - Wellcome Trust Research Bursary for his work on 18th/19th century Italian medical history (£22,924).

There have been a number of successful applications for AHRC funding including: *Smith* - Leadership Fellow for *An Ounce of Prevention: A History of Social Psychiatry, 1939-Present* (£148,451, 2014-2017); *Pastor-Castro* (CI) - standard grant for *The Weight of the Past in Franco-British Relations* and *Olszynko-Gryn* (PI) – AHRC/DFG award for *Risky hormones, pregnant patients and the contested science of birth defects: the rise and fall of hormone pregnancy tests in the FRG and UK, 1950-81* (£270,017, 2020-2023. *Mclvor* (PI) - standard grant for *Masculinities Challenged? Gender Identities In The Wartime Reserved Occupations In Britain, 1939-1945* (c. £230,000, 2013 to 2016).

History has also collaborated with colleagues across the University in the 'One Ocean Hub', leading to the largest grant ever awarded to the University. *Wilson* is a Co-I on this £18.1m GCRF-funded transdisciplinary project focusing on integrated and inclusive oceanic governance. His part of the project focuses on providing an historical perspective on oceanic governance in Ghana and the Solomon Islands between the seventeenth and nineteenth centuries.

In addition to the major awards, we have also continued to encourage colleagues to apply for small pots of funding from other sources. ECRs, in particular, are encouraged to apply initially for small awards to funders such as the British Academy and the Carnegie Trust for the Universities of Scotland. Successes in this area include: *Richardson* - *The First Health Food Empire: Eustace Miles and Life Reform, 1900-1930* (BA); *Jessee* - *Rwandan Intimacies in Historical Perspective: A Scoping Project* (Carnegie); *Cathcart* - *Archipelagic insular communities and the early modern British state* (Carnegie); *Whelehan* - *Diaspora, Colonialism, Anarchism and the Transnational Life of an Irish Doctor in South America* (Carnegie); *Kelly* - *Abortion activism in the Republic of Ireland in the 1980s and 1990s*. The British Academy partially funds *Telepneva's* post-doctoral award for her work on *Winning the Development Endgame: The Political Economy of Soviet Cold War in Africa, 1974-1991*, and supported *Kelly's* application for Professor Wendy Kline's Visiting Fellowship in *Psychedelic Birth: R.D. Laing and the Transformation of Psychiatry*.

Under its 'Working Lives' programme, the SOHC has also brought a large number of small awards from a wide range of funders from UK industry, commerce and public corporations such as Diageo

Unit-level environment template (REF5b)

Scotland Limited, Guinness Storehouse Limited, Inverhouse Distillers, Irish Distillers Limited and Morrison Bowmore Distillers. *McIvor* is currently a PI in a new East Ayrshire Council/Historic Environment Scotland funding bid on an oral history project on the 'lost mining villages' of East Ayrshire and CI on a major transnational funding bid for \$2.5m on a Canadian SSHRC project on the politics of deindustrialisation.

In addition to our base in the Lord Hope Building (refurbished in the REF2014 period). Staff also have access to the Scottish Oral History Centre's (SOHC) a designated space at Strathclyde which facilitates a range of activities, particularly those related to public engagement and impact. There is a training/teaching room with a capacity of 35; a research room with hot-desk space for five researchers and a designated archive and technical centre, with space for visitor access to the SOHC oral history archive. The Centre also has state-of-art recording equipment available to its researchers to facilitate broadcast quality interview recording. GDPR compliant 'model' informed consent and recording agreement forms are also made available to the research community via the SOHC website. The SOHC has a major digitised archive of oral history recordings going back to the 1980s, accessible to the public and managed by the University Archives and Special Collections.

4. Collaboration and contribution to the research base, economy and society

Staff in history have contributed to the wellbeing and sustainability of the subject and maintained and enhanced their engagement with the wider community through a range of interconnected activities: collaborations (including conference hosting and organisation), at local, national and international level; membership of professional organisations (including executive roles); editorial work (including editorship of journals); peer-review for journals and publishers, as well as UK and international grant awarding bodies; advisory roles; and a range of outreach activities, including media input, designed to raise the profile of historical studies to a broader public. These various forms of collaboration and contribution form part of History's over-arching strategy (see Section 1). The following are selective, but indicative, of the types of contribution made by historians at Strathclyde.

Collaborations

Members of the CSHHH Glasgow (*Mills and Kelly*) took the lead in building the Medical Humanities China UK (MHCUK) Consortium, together with partners at Fudan University, Shanghai University, the Shanghai Academy of Social Sciences, and Manchester University. The Consortium supports Chinese Masters students to study at the Centre, and at Manchester University. Postdoctoral Fellows in the CSHHH Glasgow spend up to nine months building the research environment in China.

The SOHC has provided support for and promoted oral history in the academic, as well as the wider, community, notably through collaboration in Heritage Lottery Funding projects and with the heritage sector. This enables staff and PGR students to become involved in co-production research techniques with 'citizen researchers'. The SOHC also hosts other workshops and conferences including witness seminars and themed conferences (such as on gender in 2016), and hosted the Oral History Society Regional Networkers Conference in 2017. The centre has a transatlantic collaborative relationship with the Centre for Oral History and Digital Storytelling, Concordia University, Montreal. This collaboration includes a joint summer advanced oral history training institute, which ran in Montreal in 2016 and at the SOHC in 2018. As noted in Section 3, History at Strathclyde also hosts the SOHC's facilities and online help to support their use by the wider research community.

Cooke is a founder member of Resnet, a collaboration between Strathclyde, Glasgow Caledonian University and the University of Cardiff, which brings together a European-wide network of historians and museum practitioners with interests in the representation of the European Resistance movement

Unit-level environment template (REF5b)

in museums and public spaces. Resnet held its founding conference in May 2019. He also collaborates, as a member of the Doctoral College of the Universities of Florence and Siena, as a co-supervisor for a PhD in medical history; *Eisler* works closely with the Society for the History of Technology, and has participated in workshops at the Huntingdon Library and CALTECH. *Ellis* and *Smith* collaborate with the University of Arizona in the joint supervision of PhD students in genealogical studies; *Kelly* and *Richardson* are Associate members of the Scottish Centre for Victorian and Neo Victorian studies, an interdisciplinary collaboration between Scottish Universities; *McIvor* has worked closely with the 'European Labour History Network' (keynote address at Paris conference, November 2017). He collaborates, via a *co-tutelle* arrangement, with the University of Paris (Sciences Po) as a joint supervisor for a PhD on music cultures in the British coalfields since 1945. *Newlands* is a member of the 'Second World War Research Group', an international group of scholars established in 2014 and focused on supporting the study of the Second World War; *Pastor Castro* and *Varley* held a Royal Society of Edinburgh Research Network Award on 'Britain and France in World War Two' from 2016-2018 which brought together officials from the foreign policy community; *Telepneva* has contributed to two international collaborations: 1) an EU-funded research project 'Amílcar Cabral, from Political History to Politics of Memory', Faculdade de Ciências Sociais e Humanas Portugal and 2) the AHRC-funded project 'Socialism Goes Global: Cold War Connections Between the "Second" and "Third Worlds" 1945-1991'; *Whelehan* has collaborated over the long-term with 'Ireland House' at New York University, with whom he co-organised a public symposium on Irish historiography held at the Royal Irish Academy in Dublin. He is the organiser of a network involving musicians, the Scottish Conservatoire and academics at the University of Limerick which had its inaugural meeting in April 2020; *Wilson* is one of a large number of Co-Is, from a wide range of disciplines, involved in the 'One Ocean Hub' project which runs from February 2019 to May 2024; *Young* has continued his collaboration with the Fulbright Commission, and co-organised the activities of the Fulbright Scotland Summer Institute from 2014-2020.

Conferences/seminars

McIvor organised a conference on 'Coal miners' bodies, occupational health and the environment' at Shanghai University in April 2018 (funded by the Wellcome Trust). The conference led to a special issue of the Chinese academic journal, *Journal of Social Medicine and Health* (June 2019). In 2019 the CSHHH co-organised, with Shanghai University, the bi-annual conference of the Alcohol and Drugs in History Society (ADHS). This was the first time that the ADHS had organized the event in Asia, and Strathclyde was the lead institution on the Wellcome Grant (c. £40,000 40k). *Pastor Castro* has organised or co-organised a number of international conferences: (with *Varley*) conference on 'France and the Second World War in Global Perspective, 1919-1945' at Strathclyde (2-3 July 2015); colloquium on 'Britain and France in World War Two' at the British Ambassador's residence in Paris (16 October 2015); the 'British Embassies in Crisis' conference at the British Academy (9 June 2016); (with *Varley*) the Society for the Study of French History 31st annual conference at Strathclyde (26-27 June 2017). *Telepneva* was a co-organiser of a conference on the 'Secret Struggle for the Global South' (Warwick - September 2018). *Young* was co-organiser of the conference 'Information and power in the workings of parliamentary and representative institutions, 15th- 21st centuries', held at Pompeu Fabra University, Barcelona (June 2017), which led to a special issue of *Parliaments, Estates and Representation*.

Professional Organisations

Cooke is Chair of the Association for the Study of Modern Italy (ASMI); *Ellis* was Chair of the Scottish Association for the Study of America (SASA); *Kelly* was recently appointed to the Executive Committee of the Society for the Social History of Medicine; *Pastor-Castro* has been from 2017 the Secretary of the British International History Group; *Smith* served on the Executive of the Society for the Social History of Medicine; *Varley* is treasurer of the Society for the Study of French History; *Wilson* is a council member of the Economic and Social History Society of Scotland, and a Board

Unit-level environment template (REF5b)

Member of the Centre for Port and Maritime History. *Young* is on the board of the International Commission for the History of Representative and Parliamentary Institutions (ICHRPI).

Editorships & Editorial boards

Cooke was co-editor of *Modern Italy* until 2015 and is co-editor of *Passato e presente*; *Finlay* is co-editor of the 'British Identities since 1707' series; *Smith* is co-editor of the Palgrave series 'Mental Health in Historical Perspective'; *Young* is editor of *Parliaments, Estates and Representation*, published by Routledge. Members of staff in history are on the editorial boards of the following journals: *Études écossaises*; *Georgia Historical Quarterly*; *Labour History Review*; *Military History*; *Rivista storica del socialismo*.

Peer review for monographs/journals

Colleagues in history have undertaken peer reviewing for: Ashgate; Cambridge University Press; *Canadian Medical Association Journal*; *Contemporary British History*; *Contemporary European History*; Edinburgh University Press; *English Historical Review*; *European History Quarterly*; *Gender and History*; *Georgia Historical Quarterly*; *Historical Research*; *Journal of the Northern Renaissance*; *Irish Historical Studies*; *Modern and Contemporary France*; Oxford University Press; Palgrave Macmillan (UK and USA); *Scottish Historical Review*; Toronto University Press.

Peer review for research councils/UK based charities

Cathcart has peer reviewed for the AHRC and the Carnegie Trust; *Cooke* has been a panel member for the Carnegie Trust, as well as a member of the AHRC peer review college; *Kelly* has peer-reviewed for the Carnegie Trust, the AHRC and the ESRC. *Mills* chaired the AHRC Collaborative Doctoral Awards panel in 2014 and 2015, the Wellcome Trust Expert Review Group for early career funding schemes from 2015 to 2019, and is currently a peer reviewer for the Wellcome Trust and the Irish Research Council, and a member of the 'la Caixa' Foundation Research Team of Reviewers for Health Research. *Newlands* has peer reviewed for the AHRC and the Wellcome Trust; *Smith* has participated in peer review for the AHRC, ESRC and Wellcome Trust (panel member) and was on the Prize Jury for the AHRC/Wellcome Trust Health Humanities Medal. He has also participated in peer review for the French and German Research Councils (CNRS and DFG); *Varley* is a member of the AHRC peer review college.

Advisory roles

Finlay is an advisor to the 'Embers of Empire' project, housed at the University of Copenhagen; *Mclvor* is on the advisory board of the AHRC-funded project 'On Behalf of the People: Work, Community, and Class in the British Coal Industry 1947-1994' (2017-2020). *Mills* is a member of the Advisory Board on the Wellcome Trust-funded project 'What's at stake in the fake? Indian pharmaceuticals, African markets and global health'. *Pastor Castro* acted as an advisor in 2019 to the British Embassy in Paris for its 'Liberation of Paris' event. *Varley* sat on the Committee established by 'Souvenir Français' to commemorate the 150th anniversary of the Franco Prussian War.

Outreach/Public engagement

Eisler has engaged with the wider scientific community in his article 'Cold War computers, California supercars, and the pursuit of lithium-ion power', published in the trade journal *Physics Today* (September 2016). He has also published an article in *The Conversation* on Bolivian lithium reserves; *Kelly* has given public lectures on reproductive health history at the Glasgow Women's Library; *Mclvor* was a historical consultant and expert witness on a filmed documentary series on the history of the European working class, directed by Stan Neumann (ICI Films, 2020). He was interviewed for 'France Culture' on 11 Sept 2018 on the health impacts of the end of coal mining in the UK; *Newlands* (along with *Kelly*) has worked with Glasgow schools as part of the MUSE project, specifically with pupils in the first three years of senior study (S1-S3) in order to raise awareness of the discipline of

Unit-level environment template (REF5b)

Medical History; *Richardson* was chosen by the BBC in 2018 as one of its New Generation Thinkers. She has given many public talks, including one on the diet guru Eustace Hamilton recorded for an episode of the Radio 3 programme 'The Essay'. *Telepneva* was interviewed in a podcast hosted by the University of Pittsburgh on the relationship between Soviet and Warsaw Pact policy and activities in African anti-colonial struggles. The podcast, entitled 'Soviet Intelligence and African National Liberation', is available on Spotify; *Varley* was a panellist in BBC radio 4s 'In our Time' broadcast on 'The Siege of Paris' (16 Jan 2020), writes a blog on French history and contributed to *The Conversation* in 2019 with an article on UK/French relations. She appears in a French/German collaborative documentary of the Franco Prussian War, entitled *1870-1871*, which was screened in 2020; *Whelehan* was involved in a series of public events in 2016 to mark the anniversary of the 1916 Easter Rising. His involvement in a round-table discussion on 'Scotland and the Global Irish Revolution' (May 2019) is available as a podcast hosted by the History Ireland website. Since 2014, he has been the organiser of a series of screenings of films related to Irish history; *Wilson* has been interviewed by the BBC, CNN and Netflix for documentaries about piracy and has written for *History Today* and the *National* on related issues.