

Institution: University of Strathclyde
Unit of Assessment: C19
<p>1. Unit context and structure, research and impact strategy</p> <p>The goal of the School of Government and Public Policy (GPP) is to produce internationally-leading research and world-leading innovation and impact. Strathclyde has a proud heritage as a socially engaged university, founded in 1796 by John Anderson to be “a place of useful learning and liberality of sentiment”. As such, our mission is “to reach outside the University to make the world better educated, prosperous, healthy, fair and secure”.</p> <p>The School of Government and Public Policy builds on its traditional strength in the area of the empirical analysis of political behaviour and governance, as one of the 8 founding members of the European Consortium for Political Research. GPP researchers have excelled in the study of public opinion and its representation, especially through survey research and other areas of systematic analysis. Research by members of our staff into public opinion in the UK – particularly that of Sir John Curtice – is well known. However, as a socially engaged university we apply the same academic rigour to a much broader range of questions. Examples include Robert Mattes’ work on public opinion in Africa, Anthony McGann’s measurement of gerrymandering and voting rights abuses in the United States, Stefanie Reher’s research on the political representation of disabled people, and Narisong Huhe and Mark Shephard’s experiments on the spread of fake news in Sri Lanka.</p> <p>In line with its commitment to socially relevant research, the University has invested in applied research in public policy. The School has policy research centres that address two of the most pressing issues of the day. The European Policy Research Centre undertakes research on public policy in the context of the European Union. The Centre for Energy Policy (CEP) provides evaluation of energy policy, particularly with regard to meeting the UK’s targets for reducing carbon emissions and tackling the climate crisis. These centres are inter-disciplinary and serve to co-ordinate research from across the University.</p> <p>Many of the most urgent questions we face as a society require research that cuts across traditional disciplinary boundaries, and both the School and the University have moved in this direction. For example, Energy is one of the University of Strathclyde’s strategic research themes. Our Centre for Energy Policy is part of a concerted programme of research that also involves the physical sciences and engineering. The school now has several staff (detailed later in the section) whose primary training is in another discipline, including economics, engineering and computer sciences, as well as many others who have some inter-disciplinary background. This process is not only transforming the School, but in conjunction with our historical strengths, opening up a range of new possibilities in the areas of basic and applied research, research funding, policy impact, and postgraduate study.</p> <p>The organisation of the School of Government and Public Policy follows from these priorities. Formally, the School of Government and Public Policy is made up of three units:</p> <ol style="list-style-type: none"> 1. The Department of Politics. This has 22 research staff. In addition to undertaking research, it teaches undergraduate and research students. 2. The European Policy Research Centre (EPRC). This is a specialised research unit that conducts applied research in public policy in the context of the European Union. It recently opened a branch at TU Delft in the Netherlands, as part of its continued commitment to research in the EU. It has

14 research and knowledge exchange staff, and is led by Professor John Bachtler and Professor Fiona Wislade.

3. The Centre for Energy Policy (CEP). This has six research staff, including three postdoctoral positions. It is led by Professor Karen Turner. The Centre undertakes research on the evaluation of energy policy, with a particular emphasis on general equilibrium modelling.

The Department of Politics is organised as a traditional academic unit where self-directed academics engage in free inquiry and organize themselves into flexible teams, both within the school and beyond. This allows us the flexibility to respond quickly to new issues and priorities, as well as addressing agendas that may have received insufficient attention from the mainstream of the discipline. Our policy research centres, on the other hand, represent a focussed commitment to address key areas of public policy. This allows us to develop long-term relationships with policy-makers and other stakeholders and mobilise resources as part of a University-wide research strategy. We have ensured that there are staff who connect these three units. In the Department of Politics there are several staff specialising in European Politics who have worked on joint projects with EPRC. We also have two Chancellor's Fellows in Politics whose specialisation is in energy policy, in addition to the staff of CEP.

Research and Impact Strategy for Current and Previous Period

Our strategy is to concentrate resources to create focussed research clusters and centres, and thereby maximise impact. This allows a sufficient concentration of researchers working on similar problems to form collaborative research teams. The three concentrations in the Department of Politics are:

1. Public opinion and its representation (including elections, parties and interest groups).
2. Governance, public policy and political economy.
3. International relations and international organization.

Our two policy research centres conduct applied, policy-relevant research in their respective areas. We actively seek synergies between the three units, as will be seen in our impact case studies and staffing policies.

The current strategic direction of the School can be traced back to the period before REF2014. In 2010, the School of Government and Public Policy was formed from the School of Government and the EPRC, and embedded in the newly formed Faculty of Humanities and Social Sciences. This period brought in a new generation of staff, with 15 new hires in the period 2008-2013. This resulted in a revitalised school with a more international perspective. The combination of a dynamic, ambitious staff publishing world leading research and policy centres with established relationships with decision-makers resulted in a strong showing in REF2014, in which the School was ranked 11th overall.

In our submission to REF2014, we stated that, "The overarching objective is to develop further research that is both academically strong and of practical use to policy makers and those engaged in governance." We planned to achieve these goals by prioritising empirical research in the areas where the School has been traditionally strong: (1) public opinion and its representation; and (2) public policy and governance. In addition, we planned to expand our research to address questions of internationalisation and globalisation, and also take account of new methodologies and theoretical approaches. At the same time, the University committed to large investments to produce public policy research and disseminate it to the relevant end users. A final objective was to increase the number of doctoral students from 7 to 20.

The School and the University has successfully fulfilled these plans. We have continued to invest in new staff in our traditional core areas of research with four new positions (Professor Mattes, Dr Greene, Dr Alexiadou and Dr Reher). This has allowed us to produce a stream of academically strong research that is published in leading international journals and top university presses, as demonstrated by our outputs submitted to this REF. It has also allowed us to produce research with impacts on policy and society, over and above the case studies submitted to this assessment (see Section 4).

Over the period of the REF assessment, the School has substantially increased the number of post graduate research students. As a result of internal funding and participation in the Scottish Graduate School in Social Science (SGSSS), our current enrolment of doctoral students is 24, which exceeds our target of 20.

Our ambition to address questions of internationalisation and globalisation has led to international relations (IR) becoming one of our core research focusses, alongside public opinion and representation, and public policy and governance. To this end, we added four new positions in international relations (Professor Scotto, Dr Huhe, Dr Gallup and Dr Bayer). At time of writing, we are conducting interviews for a professorial position in IR to replace Professor Scotto, who departed in 2020. Our new academics have also allowed us to acquire competence in a broader range of methodological and theoretical approaches, such as text analysis (Dr Greene), social network analysis (Dr Huhe) and game theory (Dr Gallup). Our new staff have also extended our range of geographical expertise. For example, Professor Mattes is a leading scholar of public opinion in Africa, while Dr Huhe researches politics in China.

During this REF period, the School has successfully integrated the CEP, led by Professor Karen Turner. Previously this centre had been part of the Strathclyde International Public Policy Institute (IPPI). However, the various centres that made up IPPI were devolved to various schools within the University, with each centre being embedded in the School where its research is most relevant. The advantage of this approach is that it allows close links between the centre and the school, which allows us to fully exploit the synergies between academic and applied research. This is essentially the model the School was already successfully using with the EPRC.

To realise these synergies, the School and the University have invested in new staff whose research and training bridges the Department of Political Science and the two research centres. For example, the School hired three staff, through the University's Chancellor's Fellows scheme (see Institutional statement), whose research is focussed on European politics (Dr Alexiadou, Dr Greene, Dr Reher) and interfaces naturally with the work of EPRC. As part of the University's focus on energy as a strategic theme, we have hired two Chancellor's Fellows in energy policy (Dr Ford, Dr Bayer). These belong to the Department of Politics (Dr Bayer has already been mentioned above), but their research overlaps naturally with the CEP. We have also hired staff whose training allows more effective collaboration with other parts of the University. Dr Rebecca Ford is an engineer by training and holds a joint appointment with Electronic and Electrical Engineering. Professor Scott Cunningham has a background in computer science and public policy.

All three of our impact case studies have an interdisciplinary element. When the CEP considers the economics of the uptake of electric cars, this requires input from engineers and the physical sciences (for example, for the impact on the national power grid). Similarly, the EPRC has staff with expertise in geography (Bachtler, Davies, den Hoed) and in economics and law (Wishlade). Professor McGann's research on gerrymandering and electoral law draws on a network of scholars in law, geography and political philosophy.

Our approach to impact flows naturally from our research strategy and our values. As a socially engaged university, we view research as something to be harnessed for socially progressive purposes. We consider dissemination and engagement as a normal part of the research cycle, and knowledge exchange is one of the four areas assessed for all academic promotions. As a result, the number of staff producing significant impact is far greater than what is reflected in the case studies, as is shown in Section 4.

We use different approaches to turn excellent research into impact on the world beyond academia. Sometimes we work closely with end users to develop the research programme and deliver precisely the research they need. This is the approach generally used by our policy research centres, although it is not limited to them. For example, the EPRC has worked with the EU over many years to evaluate the effects of its cohesion policy – policies that address the economic disparities between regions. Likewise, the CEP has worked with the Scottish and UK governments on how to meet “net zero” carbon targets. At other times impact grows out of research projects that started out as purely academic, such as our case study of McGann’s research on gerrymandering in the United States. However, once the potential for impact was identified, McGann and his team engaged with legal scholars, practitioners and citizen groups, as well as writing in non-academic outlets.

For people to make use of our research, they must first be able to access it. Therefore, we follow University open access policy (green open access via the University’s PURE database for all journal articles, gold open access for research funded by UKRI and ERC, as well as through “read and publish” deals with certain publishers). We also make all datasets publicly available via our PURE server. In addition, we actively engage with people who wish to make use of our work.

For our research to have impact it needs to be trusted. For that reason, we expect the highest levels of research integrity. Of course, this is generally guaranteed by adherence to professional norms. Nevertheless, the University has a robust institutional framework. All research is covered by the University of Strathclyde Research Code of Practice, which is compatible with UUK Concordat to Support Research Integrity (2012) and the RCUK Policy and Guidelines on Governance of Good Research Conduct (updated July 2015). To allow verification, this requires all researchers to make the data they collect or generate freely available for use by others wherever possible, unless there is an overwhelming legal or ethical reason not to.

Research and Impact Strategy for the Coming Period

We plan for the School to grow in a sustainable manner. We have added a considerable number of staff in the previous two REF periods, and have been extremely successful in retaining both new and existing staff. Future hires will be targeted in the research areas that we introduced and developed in the last period. These areas include international relations, political economy and energy policy. As in the previous period, we are particularly interested in hiring people who can either provide a bridge between these areas and the work of our policy centres, or who can extend our existing research strengths into new geographical areas, for example Africa or Asia.

We will further integrate the research of the Department of Political Science and our research centres. These represent different organisational principles – traditional academic values on one hand emphasising freedom of inquiry, flexibility and self-organisation on one hand, and co-ordinated, directed research oriented towards the end user on the other. However, there are many synergies between the two approaches, as we have found in joint projects such as COHESIFY (Horizon2020 project The Impact of Cohesion Policy on EU Identification: Europe in a Changing World). We are planning more such joint projects, particularly in energy policy.

Our impact strategy will remain broadly similar. The research programmes in our impact case studies will continue to generate impact. The need for the research of the CEP will only increase as target dates for carbon reductions come closer. The EPRC has opened a branch at TU Delft that will allow it to continue to bid for EU research funds, regardless of future UK participation in European research funding. Gerrymandering and electoral justice will continue to be an issue in the USA, and Professor McGann already has a book in press on gerrymandering at the state level. The expertise of Sir John Curtice will continue to be relevant. In the next REF period there will be at least one UK General Election, two Scottish Parliament elections and possibly referendums. We also have a considerable number of other projects that are either producing impact or are expected to in the future (see Section 4).

As the School develops over the next six year period, it must become more representative in terms of gender and other protected characteristics across all ranks. We have made considerable progress in this regard over the last six years. Our staff is now considerably more representative and we have female professors leading our two policy centres. However, there is still considerable work to be done. One way to ensure our staff becomes more representative at the more senior levels is to ensure that we continue to retain our junior staff and promote them through the ranks. Equally importantly, we will also ensure that all recruitment follows best practice enabling us to draw from the broadest possible pool.

We will continue to develop and expand our PhD programme, using a combination of internal funds, support from the SGSSS and other funding sources. We will develop new courses for our PhD programmes including modular courses in specialist methodologies, to supplement training provided through SGSSS.

We are committed to this strategy in spite of the challenges posed by the COVID-19 pandemic. The long-term need for research into the key problems we face as a society, for example the need to reduce carbon emissions to net zero, will remain. The University continues to invest in staff as planned – at time of writing the School is interviewing for one professorial and one Chancellor's Fellow position. While the transition to online teaching has undoubtedly eaten into research time, the School has provided additional funding for collaborative projects involving postgraduate students, and other projects such as *pandemicpolitics* (a multi-university project that surveys public attitudes during the pandemic).

2. People

Staffing Strategy and Staff Development

Our staffing strategy facilitates the career development of all staff in line with the 2008 and 2019 Concordats to Support the Career Development of Researchers and applies equally to permanent and fixed-term staff. As shown below, we make very limited use of fixed term positions. This is in line with the recommendation in the 2008 Concordat that fixed-term contracts should be limited to cases where a clear justification can be provided. When a fixed-term contract is appropriate, staff development is treated in the same way as with permanent staff. Staff attend the same annual Accountability and Development Review and have access to the same training and mentoring services. Through a combination of training, attendance at professional conferences and outward facing knowledge exchange, staff comfortably exceed the 10 days of professional development training required by the 2019 Concordat.

Between 2008 and 2013 there was considerable turnover and 15 new members of staff. Since then we have been extremely successful in retaining this staff, so recruitment has been focussed on sustainable growth. We have added four new Professors (one from within Strathclyde), four

Chancellor's Fellows and two lecturers in the review period. Four of these hires were in the new International Relations concentration, two within energy policy and three within European political behaviour/political economy. In particular, we have hired staff who can bridge different areas of existing expertise and who can integrate the work of the policy centres with that of the rest of the School, including Dr Rebecca Ford who works on energy policy and has a joint appointment with Electronic and Electrical Engineering.

The School's staffing strategy has produced a staff that is well balanced. This is shown in Table 1 below. We have been extremely successful in retaining our staff – only five permanent members of staff have departed during the REF period, including retirement. As a result, we have a stream of people developing in their careers who will be equipped to fill leadership positions in the future. An example of this is Fiona Wishlade, who was promoted to Professor in this REF period and is now Co-Director of the EPRC.

Table 1. Distribution of Staff by rank

Rank	Dept of Politics		EPRC	CEP
Professor	5		2	1
Reader	1			
Senior Lecturer	10	Senior Research/KE fellow	6	
Lecturer	3	Research/KE fellow	3	2
Postdoctoral	3		2	3

All the staff in the above table are on permanent contracts, with the exception of the postdoctoral researchers. All Category A staff have permanent contracts – we offer academic staff permanent contracts after a one year probation period. The research-only staff in the EPRC and CEP (Research/Knowledge Exchange Fellows) are also employed on permanent contracts not tied to specific projects.

We started the review period with many staff who had been recently recruited. Over the review period this staff has matured, which is reflected in promotions. As already mentioned, Dr Fiona Wishlade was promoted to Professor and became Co-Director of EPRC. In the Department of Politics, Dr Gabriela Borz, Dr Sebastian Dellepiane-Avellaneda, Dr Fabrizio de Francesco, Dr Zachary Greene, Dr Richard Johnson, Dr Stratos Patrikios, Dr Stefanie Reher and Dr Jun Sudduth were promoted to Senior Lecturer. In the EPRC, Dr Sara Davies, Dr Carlos Mendez and Dr Heidi Vironen were promoted to Senior Research Fellow, while Dr Stefan Kah was promoted to Senior KE fellow.

As the majority of our staff were recruited in lecturer positions or equivalent, the long-term development of our staff is essential to achieving our research and impact goals. For this reason, we ensure that all our staff have the time, resources, mentoring and training needed to reach their full potential.

This process starts with the annual Accountability and Development Review, in which the Head of School meets each member of staff to jointly work out a written professional development plan. Additional mentoring is provided to early career staff through an assigned mentor from within the School, while all staff may participate in mentoring@strathclyde which gives access to senior mentors from other schools.

Our workload model ensures that Category A staff have sufficient time to do independent research. The School operates a progressive variant of the 40-40-20 workload model, with the teaching component for research active staff on standard contracts without leadership roles expected to teach three 20 credit modules per academic year, supervise approximately 5 honours and 2-3 postgraduate taught dissertations annually. Early career academics who join the University through the Chancellor's Fellows Scheme receive a 6 module reduction over 4 years and partial relief from service related activities. We grant one semester of sabbatical leave to all academic staff every three years, including those working part-time.

The school ensures that all staff have the resources they need to conduct research. The faculty research and knowledge exchange team (RaKET) and the University research and knowledge exchange service (RKES) provide staff with support for applying for external funding. The School has provided funding so that all staff members can attend two conferences a year. Alternatively, this money can be used to fund other research expenses. The University provides funding so that newly recruited academics can establish their research programmes at Strathclyde. Staff recruited through the Chancellor's Fellows programme receive a budget of £10,000, while new professors are allocated £25,000.

We provide continuing training for staff throughout their careers. The University's Organisational Staff Development Unit provides a full range of course professional development through the Strathclyde Programme in Academic Development, Researcher Development and Knowledge Exchange (SPARK). Training also takes place at the School level. The EPRC and CEP run their own training programmes tailored to their particular research and knowledge exchange needs. The Department of Politics holds regular short courses in advanced methodological skills that are attended by both staff and students. Of course, as in any well-functioning, collegial department, a great deal of staff development also takes place by informal means, as staff draw upon the experience and expertise of their colleagues.

We pay particular attention to the development of our early career researchers. All early career researchers and new lecturers are assigned a senior member of staff as a mentor and adviser on career development. They also participate in our Academic Career Development Framework, which is a three-year programme where new researchers complete a series of postgraduate certificate courses on educational practices and researcher development. While many new lecturers come to us as accomplished researchers with publication records, this programme allows them to acquire a well-rounded set of professional skills.

The placement record of postdoctoral posts at the School demonstrates that these positions provide a solid basis for developing a career. Some postdoctoral fellows have gone on to permanent positions at Strathclyde. Dr Gioele Figus (Research Associate at CEP) became a Lecturer in the Department of Economics, while Dr Oluwafisayo Alabi and Dr Antonios Katris are now research fellows at CEP. Dr Carlos Mendez (Research Associate EPRC) is now a Senior Research Fellow at EPRC. Others have taken permanent positions at other institutions. Dr Javier Sajuria (Department of Politics) took a lectureship at the University of Newcastle, while Dr Arno van der Zwet (EPRC) became Lecturer at the University of the West of Scotland.

Research Students

Over the REF period, we have increased our PhD programme from just four students in 2014 to a healthy 24 PhD students in 2019/20, with between four and seven new PhD students entering each year over the five-year period. PGR funding is available through competitive School, Faculty and University-level awards, and through our membership in the Scottish Graduate School of Social Science (SGSSS). Over the past three years, we secured four full ESRC studentships (two

+3 and two 1+3 awards). Currently 20 out of 24 PhD students have been successful in securing studentships.

Since 2014, PhD students at the University of Strathclyde complete 60 credits towards a Postgraduate Certificate in Professional Researcher Development. Credits are accumulated through participation in internal and external research training courses, tutoring, presentation at conferences, funding applications and research experience.

In addition to this pioneering PG Certificate, the School of Government and Public Policy has expanded and intensified its internal skills and research training for PhD students. All new PhD students attend three 10-credit courses at School level during their first year of study: One class on Research Design which has been provided for doctoral students since 2016; one class in Advanced Quantitative Methods, developed since 2018, which consists of five one or two-day workshops each academic year (e.g. network analysis, data visualisation, Bayesian statistics, computer-assisted text analysis); and one reading class in coordination with their supervisory team, to guide them in developing their systematic literature review during year 1.

Through our membership in the SGSSS, the Scottish ESRC Doctoral Training Centre, our students also have access to Scotland-wide interdisciplinary and disciplinary training events, such as summer schools and annual science festivals.

PhD students are integrated into the School research environment through (a) regular participation in the Government and Public Policy Departmental Colloquium, (b) paid research assistant work for staff members (almost all current PhD students have been RAs on at least one such project), and (c) co-authoring with supervisors or other staff members.

During the current REF period, graduates from our PhD programmes have secured permanent lecturer positions (Andy Judge, University of Glasgow), Alan Convery (University of Edinburgh), post-doctoral research positions (Fraser McMillan, University of Glasgow), full-time positions in the UK or Scottish Civil Service (Alba Smeriglio, DFID, Kenneth Stevenson, ScotGov) or with the European Commission (Sylwia Borkowska-Waszak).

Equality and Diversity

As an international university, we have an extremely diverse staff, and we take the responsibility to ensure every member of this staff is treated equally and equitably extremely seriously. The majority of our staff were not born in the United Kingdom. The largest part of our staff come from the various countries of the European Union, but we also have staff from Argentina, Canada, China, Japan, Nigeria and the United States.

We have made considerable progress towards having a gender balanced School in the last REF period, although we are still a considerable way from this goal. Women make up 35% of our Category A staff for REF2021, as opposed to 25% for REF2014. Our permanent staff is now 39% female (36% of all staff including fixed-term postdoctoral positions). Two women now hold professorial positions in the School, and lead our policy research centres.

We ensure that the recruitment process provides equal treatment to all applicants, and that we draw from the widest candidate pool possible. In line with best practice, we ensure that all applications from underrepresented groups receive full consideration. All posts are advertised widely using national and international professional bodies. A considerable number of hires involve university-wide competitions, such as the Chancellor's Fellows programme. For these positions, the School has paid for them to be advertised as if they were politics positions in the venues most

likely to be seen by recent political science PhDs. As a result, we receive a far larger and more diverse candidate pool. Three out of the five staff who have joined the School through the Chancellor's Fellow programme are women.

We ensure that there is equal opportunity in the promotion process. The University has transparent and objective written criteria for promotion. These criteria embody the principle of equal treatment, and make full allowance for factors such as career breaks and caring responsibilities when stages are expected to be in set periods of time (such as the three year development framework for new lecturers). During the review period, women have been promoted at approximately the same rate as men. Of the thirteen promotions during the REF period, seven have been women, including the one promotion to professorial level.

The School is committed to helping staff to balance the competing demands of family and career. The University provides four months of family leave at full pay, with the option of taking up to a year with a combination of statutory maternity leave and unpaid leave. In the review period, two members of staff have taken maternity leave, two paternity leave and one adoption leave. We provide Family Friendly Research Leave to allow staff to re-establish their research trajectory. Returning staff can take an additional three month of leave where they have no teaching or administrative duties. Three members of staff returning from family leave (2 women, one man) were promoted in the review period.

The School supports part-time and flexible working. Formal flexible working hours can be negotiated with the Head of School or Centre Director. However, informal flexible working is far more common, and encouraged by the University's Agile Working Policy. Academic staff are typically issued with a laptop and can work from home whenever their presence on campus is not essential. This was the case even before the COVID-19 pandemic. All University meetings are scheduled between 10am and 4pm.

The University has an Athena Swan Bronze award at the institutional level, and the School is in the process of revising its submission. The self-assessment process and the conversations it provoked have had a significant effect on the way we operate. For example, we realised that the informal management structure of the School did not always foster inclusion. As a result, we have instituted a formal committee system where each leadership position has an associated committee, so that staff can familiarise themselves with the various roles and responsibilities can be rotated more widely.

The School has worked with the University REF Team, in line with the University's REF Code of Practice, to ensure that the processes related to this submission have been equitable and inclusive. Nevertheless, we are extremely aware of the possibility of unconscious bias at various stages of the process. For this reason, all staff with REF responsibilities participated in training in recognising and avoiding unconscious bias. We ensured that the School's output review panel was representative in terms of seniority and gender, and that one of our two external reviewers is female.

3. Income, infrastructure and facilities

The funding strategy of the School reflects the research and knowledge exchange strategy laid out in Section 1. Our two policy centres produce specialised, policy-related research, and they cultivate close working relationships with end-users, from whom they seek long-term funding. Members of the Department of Politics, in contrast, generally pursue support from research councils and other funders for individual projects in the broad area of governance and political behaviour, which allows the flexibility to develop independent research agendas and pursue new

research questions. And where appropriate, we have also won grants for projects that require the respective skills of scholars from both the School and one or other Centre, as well as part of larger, interdisciplinary consortia.

This strategy has been very effective. With £10.1 million in total income, and £7.9 million from over 50 research awards for the current REF period, GPP's research income is extremely impressive, both in terms of overall total, and in income per staff member.

The European Policy Research Centre (EPRC) has won repeated funding from the European Commission. It has received nine European Commission grants over the review period to research issues ranging from the effect of financial instruments on cohesion, to rural development policy. The COHESIFY project, which is part of one of our impact case studies, is illustrative. It combined the EPRC's experience in EU cohesion policy, with the public opinion expertise of scholars in the Department of Politics. The EPRC assembled and led a consortium of 8 universities and 2 private organisations in this €2.4 million project. The project evaluated how effective EU Cohesion policy was in terms of how people see the EU. The policy findings of the project were presented to the European Commission at a conference in Brussels. It also produced a series of papers that are now under review at journals such as the Journal of European Public Policy.

To protect its ability to bid for European Commission funding, regardless of whether the UK participates in these schemes having left the EU, the EPRC has established a centre at TU Delft in the Netherlands. The EPRC's future viability is also ensured by its ability to win funding from diverse sources. During the review period, this includes government agencies in Austria, Finland, France, Germany, Italy, the Netherlands, Norway and Sweden, as well as the European Investment Bank and the Caribbean Community (CARICOM).

The Centre for Energy Policy (CEP) has also won several major grants. In November 2014, just as the Centre launched, it was awarded £302,477 from the Engineering and Physical Sciences Research Council (EPSRC) for research on the economic effects of energy saving innovations. Since 2017 it has won over £500,000 (in a series of linked projects) from the Scottish Government's ClimateXChange programme for a series of post-doctoral researchers working on devolved climate policy issues. In 2019, it won £510,596 from the Children's Investment Fund Foundation (CIFF), granted through the Bellona Foundation, for research on the political economics of industrial decarbonisation. As with EPRC, the CEP has a diverse portfolio of funders, including government agencies in Scotland, the Research Council of Norway, UK Research Councils and industry (SSE and SPEN).

Although external funding for the Department of Politics is generally based on the individual project, there are notable examples of recurring funding for work done by the Department of Politics. The work of Professor Sir John Curtice at the National Centre for Social Research and Scottish Centre for Social Research has been supported by the ESRC. Dr Wolfgang Rüdig has been the UK representative of the Comparative Candidate Survey in the UK since its inception in 2005, which the ESRC has supported through the Representative Audit of Britain project. The Department of Politics has also won funding from a diverse range of sources, including the ESRC (Dellepiane-Avellaneda), NORFACE (Greene), private sector funding from sources such as WhatsApp (Huhe, Shephard) and the Volkswagen Foundation (Scotto), and charities such as the Carnegie Trust.

Small grants are extremely important to our research strategy. Although they form only a small part of our research income, they are crucial in allowing researchers to set new agendas and investigate new questions. For example, small grants from the Carnegie Foundation and the British Academy allowed Dr Jun Sudduth to compile a comprehensive dataset of military and

civilian purges under autocracies from 1980-2010. This is the basis of a stream of research, including a paper now published in the *Journal of Peace Research*. Similarly, a Carnegie Grant has allowed Dr Zachary Greene to hire research assistants to develop a coding schema for a database of party conference speeches. Grants from the Carnegie Foundation and Whatsapp have allowed Dr Narisong Huhe to investigate social networks and internet use in China, as well as the dissemination of fake news in Sri Lanka.

Small grants can also provide the foundation for larger projects. For example, a Carnegie grant allowed Dr Stefanie Reher to conduct a survey experiment on public attitudes toward disabled candidates for public office. This served as proof of concept for the larger comparative project supported by Dr Reher's ESRC New Investigator Grant. Dr Greene's Carnegie grant allowed him to develop some of the techniques that underlie the NORFACE funded project *Willingness and Capacity for EU Policy Action in Turbulent Times*. Similarly, EPSRC Impact Accelerator, EPSRC UK Carbon Capture and Storage Research Centre (UKCCSRC) and small public sector projects (Scottish Enterprise and Crown Estate Scotland) between 2017 and 2019, all contributed to lay the foundations for the CEP's £510,596 ClIFF-Bellona award in late 2019.

GPP's record of success rests on robust strategies and procedures for generating grant applications. First, all staff discuss evolving funding strategies and yearly goals as part of the Accountability and Development Review process. Second, potential grant applications undergo an extensive process of internal peer review at School and Faculty level. In line with the University's ethos of collaborative work, staff are encouraged to put together teams with different skill sets to make bids more competitive, including staff located in other schools and faculties across the University.

The School enjoys support of the University's office of Research and Knowledge Exchange Services (RKES), and the Faculty's Research Knowledge Exchange Team (RaKET), who help staff identify and respond to funding opportunities, assist with budgets, review and edit drafts of proposals, and manage projects. The comprehensive support provided by the School and the Faculty has allowed our junior staff to develop the skills necessary for successful grant applications. Dr Stefanie Reher, for example, received an ESRC New Investigator reward, and the majority of junior staff received some kind of award, whether individually or as Co-PI (in some cases PI) of a larger team.

The University provides digital infrastructure to ensure that the data and research outputs produced by the School are preserved, curated, searched and accessible by both the scientific community and interested public. The physical infrastructure available to GPP is modern, with well-equipped offices and seminar rooms, and the technical infrastructure in the form of computing facilities and IT support is of a high standard. Moreover, the University is currently investing over £1 billion in a further upgrade of the quality and scope of teaching and laboratory facilities. GPP enjoys access to excellent library facilities with full subscription to all relevant journals, both in print and online form, as well as a full array of research databases. GPP representatives provide regular feedback to the library on current research needs. The library also makes all of the School's research outputs available in open access, digital form. The School's staff also have access to the library at the University of Glasgow. The University also has facilities to host significant conferences, especially in its new Technology and Innovation Centre, which the School has used to host several international conferences including the Political Studies Association Annual Conference in 2017.

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

In line with Strathclyde's heritage as "a place of useful learning", our research is policy-relevant and contributes to our society. We contribute to the sustainability of the discipline in many ways, including supporting major collaborative projects such as British Social Attitudes and Afrobarometer, and hosting events such as the 2017 PSA conference. We reach out to end users and the broader community in the design of much of our research, and engage with society through our extensive media work. We do research – in addition to that already summarised in our case studies – that has an impact on society by both informing policy decisions and the public debate.

Collaboration and contribution to the discipline

The staff of the School are engaged with a wide range of national and international research networks and participate in numerous collaborative research projects.

Professor Sir John Curtice has worked for many years with the National Centre for Social Research. He is Co-Director of the *British Social Attitudes* and *Scottish Social Attitudes* surveys. These are essential, publicly available research resources that provide annual data on public opinion in the UK and Scotland for over 30 years. They have been used not only in countless academic articles, but also widely in public debate and the media. Professor Curtice is a Fellow of the Royal Society of Arts, the Royal Society of Edinburgh and the British. He is also President of the British Polling Council.

Professor Robert Mattes is the Co-Founder and Senior Adviser of the Afrobarometer project, which has over the last 20 years collected regular data on political social and economic attitudes in over 30 African countries. This has also involved collaboration with other international projects in comparative politics such as the Comparative Study of Electoral Systems and the Comparative National Elections Study. He serves as the Co-PI on the South African National Elections Study and is Co-Founder and Co-PI on the African Legislatures Project. Along with Dr Zachary Greene, he is developing the Political Parties in Africa project with collaborators in South Africa and Malawi.

In the area of International Relations, Professor Tom Scotto took a key role in developing the SecUurity Project including 16 academics from across Europe awarded €1 million from the Volkswagen Foundation to study elite and mass attitudes towards European Defence integration. Dr Jun Sudduth collaborates on an international project co-ordinated by the Peace Research Institute Oslo and funded by the Norwegian Research Council entitled "Street-level Autocrats". In comparative politics, Dr Wolfgang Rüdiger is UK representative of the Comparative Candidate Survey research group, a 29 country study of parliamentary candidates, while Dr Zachary Greene organizes the Party Congress Research Group, which has collected data on the content of party speeches in 7 countries.

The School and the University put in place a number of programmes supporting effective collaborations and partnerships. The University's Global Engagement Fund allows travel to promote engagement with the University's International Strategic Partners. GPP scholars used these funds to visit University of Texas, Houston (Shephard) and TU Delft (Greene). The University Erasmus+ programme has funded training opportunities within Europe between 2 days and 2 months up to €1100. These programmes supplement the support for travel outlined in Section 2 (support for two conferences for all Category A staff, additional funds for some positions such as Chancellors' Fellows).

Another way the School promotes national and international collaboration is through its regular colloquium series. Between 2016 and 2020 the School invited 57 speakers from 13 countries, with

the invitees also being balanced in terms of rank (51% postdoc or lecturer) and gender (58% female). This has led to numerous productive collaborations, including Greene and Lühiste's (2017) work on the differential media coverage of women and men during election campaigns, which resulted from Dr Lühiste's visit in 2016. GPP staff have also been invited to give many similar presentations at other institutions (staff give an average of about one invited talk per year, excluding Sir John Curtice).

The School and its staff are active in numerous professional bodies. The School was a founding member of the European Consortium for Political Research. Most academic staff are members of multiple professional associations, including the Political Studies Association, the European Political Science Association, the American Political Science Association and the International Studies Association. Before the COVID-19 pandemic, staff on average have attended between 2 to 3 professional conferences per year, and most have attended at least one virtual conference since then. School staff have also served as the section heads at the conferences of the American Political Science Association (Greene 2020), European Political Science Association (Alexiadou, 2015, Reher 2020), and International Political Psychology Conference (Greene 2019).

The School also promotes collaboration across the discipline by hosting conferences. In 2017 the School hosted the annual meeting of the Political Studies Association. This was attended by over 750 participants and featured a keynote address from the Scottish First Minister, Nicola Sturgeon. Avnish Patel of the PSA wrote: "The PSA's 67th Annual Conference was ambitious in terms of attendance, scale, content, public engagement and impact and epitomised the energy and vision of the convenor, Dr Mark Shephard, Senior Lecturer in Political Science at the University of Strathclyde." In 2019 the School hosted the conference of the PSA Elections, Public Opinion and Parties Section, with Dr Greene, Dr Brandenburg and Dr Reher as co-conveners. This has 215 registrations, the largest to date for this conference. The School has also hosted numerous smaller conferences.

We encourage our staff to engage fully with peer review process. The average GPP staff member does an average of 8 journal reviews per year. The vast majority of staff have also refereed at least one book and one grant proposal over the review period, and some considerably more. Professor Cunningham is Associate Editor of *Technological Forecasting and Social Change*. Dr Mark Shephard was Deputy Editor of *Journal of Legislative Studies*. Professor McGann and Dr Greene are Associate Editors of *Political Research*. Professor McGann has served on the editorial board of *Political Research Quarterly*, while Professor Mattes is a member of the editorial board of *The International Journal of Public Opinion Research* and *Politikon: South African Journal of Political Studies*. Professor Scotto is editing a special issue of *International Studies Perspectives* on academic freedom from non-US perspectives, as part of a project sponsored by the International Studies Association Academic Freedom Committee.

School staff have also contributed to collective efforts in PGR education. Dr Heinz Brandenburg has served as Pathway Leader for Politics in the SGSSS. Staff members have taught in many summer schools including the Essex Summer School for Data Analysis (Dellepiane, Scotto), AQMen (Shephard), EITM Torino (Bayer), EITM Duke (Gallup), University of Amsterdam (Cunningham), Afrobarometer Summer School (Mattes) and Scottish Graduate School for Arts and Humanities (Eschle). Staff have also served as external examiners in numerous UK and international universities.

Outreach to end users and broader society

Reaching out to end users and the broader community is a core part of our research model, particularly in the case of our policy research centres. The CEP has responded to the need of the Scottish and UK government to find ways to meet carbon emissions targets. It has informed the Energy Efficient Scotland Programme, and Professor Turner was invited to be Commissioner on the Scottish Just Transition Commission. The EPRC worked with the European Commission to design the COHESIFY programme to address pressing questions about public support for the EU in light of regional economic differences. The EPRC has created other initiatives to bring together academics and policy-makers, such as IQ-Net, a biannual meeting of academics, civil servants and EU structural fund managers to debate EU regional policy.

Professor Mattes work with the Afrobarometer project involves extensive consultation with African governments and third sector groups. The 2019 Afrobarometer conference at Strathclyde opened with a presentation by the former Nigerian President, Olusegun Obasanjo, and included participants from a variety of non-academic institutions such as the UK Department for International Development and the South African Institute for Justice and Reconciliation. Dr Reher's project on the political representation of disabled people involved lengthy consultations with the UK Government Equalities Office and the Scottish Deaf Parliament. Dr Catherine Eschle has carried out interviews and participant observation of the Peace Camp community outside Faslane Naval Base.

When the School hosts conferences, we follow the same approach of promoting participation beyond the academic community. For example, the programme for the 2017 PSA conference overseen by Dr Mark Shephard had panels including members of the UK, Scottish and European parliaments, clerks from the House of Commons, as well as the former head of polling firm YouGov, Peter Kellner. The 2019 PSA EPOP conference had panels focused directly on election administration including presentations from the Electoral Commission on pressing topics including voting age and voting identification laws.

We make sure that our research is accessible to as broad an audience as possible. The websites whatscotlandthinks.org and whattheUKthinks.org, overseen by Professor Sir John Curtice, make the results of all available public opinion surveys available to everyone, without the need for statistical software. They also provide regular commentary. Many members of the School have contributed blogs to these sites.

Virtually all members staff have published short blogs in venues such as LSE Blogs, the Conversation and PSA blogs summarising their research, while some have contributed regularly. Some of these blogs have been carried by mainstream media sources such as the Washington Post and Newsweek. Professor Narisong Huhe's work on social media and fake news has been covered in Wired magazine. The majority of staff now use Twitter to publicise their research.

Members of the School have made frequent contributions to the public debate in newspapers, television and radio. Most notably, Professor Sir John Curtice has made hundreds of television appearances on the BBC and various overseas broadcasters. However, other members of staff are frequently sought for media work. Professor Tom Scotto has made frequent TV and radio appearances on BBC, BBC Scotland, STV and LBC. Many members of staff have made at least one media appearance. We have also contributed to a variety of international broadcasters such as National Public Radio (US), Bloomberg (US), Al-Jazeera, France24 and Romanian National TV.

Contribution to Economy and Society

As a socially engaged University, our research makes a contribution to society by informing policy choice and political debate. Whether they involve providing public policy solutions for the Scottish and UK governments to meet carbon reduction targets, improving EU regional economic policy, or detecting electoral abuse and defending voting rights in the USA, our case studies reflect this. However our broader contribution to society goes far beyond these cases.

In addition to informing the public debate through his media work, Professor Sir John Curtice has provided independent advice on public attitudes to a number of UK and Scottish parliamentary committees. This includes advising House of Lords select committees on public opinion towards devolution and Brexit. He also gave written evidence to the Scottish Parliament on attitudes towards the Marriage and Civil Partnership (Scotland) Bill and concerning prejudice towards the Gypsy/Traveller community. As President of the British Polling Council, he has had considerable influence over the public opinion industry and the establishment of best practice in polling. The Curtice-Firth exit poll methodology has been used by multiple broadcasters with impressive accuracy in their coverage of the 2015, 2017 and 2019 General Elections.

Various members of our School have been invited to provide their expertise to government policy makers. The Afrobarometer is a unique tool for assessing public opinion across the African continent, particularly with regard to attitudes on democracy and development. Professor Bob Mattes has been asked to provide testimony to the African Union Commission, the US Senate Foreign Relations Committee and a variety of international development organizations (UK Department for International Development, USAID, World Bank, Sweden International Development Agency). Professor Tom Scotto has been asked to provide advice to the Downing Street Policy Unit, DfID and the Ministry of Defence on public opinion towards foreign policy on issues such as the Syrian crisis and foreign aid. Dr Patrick Bayer has advised The Department of Business, Energy and Industrial Strategy on carbon markets. Professor Scott Cunningham has advised the government of Indonesia and the Amsterdam city government. Dr Dellepiane-Avellaneda has worked closely with the Institute for Government on housing policy.

Dr Patrick Bayer also conducted a DfID-funded field experiment on the effects of the adoption of solar lighting in India. In addition to the value of the research, the experiment provided energy access through solar grids to 1,100 households.

Dr Mark Shephard's work on civility and standards of behaviour in public life has been used by various parliamentary committees and also by Education Scotland. He has given testimony to 'The Roundtable on the Intimidation of Parliamentary Candidates' held by The Committee on Standards in Public Life, and to The House of Lords Select Committee on Citizenship and Civic Engagement. He has also submitted evidence on comparative ministerial codes which was published by the Public Administration and Constitutional Affairs Select Committee. Dr Shephard's TedX talk on online standards of behaviour was turned into a classroom resource by Education Scotland, and Dr Shephard has also presented similar work to the Scottish Parliament.

We also have a number of projects in development that have the potential to produce significant impact. One example is Dr Narisong Huhe and Dr Mark Shephard's project on the dissemination of fake news in China and Sri Lanka. They have already submitted preliminary results to and been cited by the House of Lords Select Committee on *Political Polling and Digital Media*. Dr Stefanie Reher has consulted closely with the Government Equalities Office on her project on the political representation of disabled people.