

<p><b>Institution:</b> University of Strathclyde</p>
<p><b>Unit of Assessment:</b> 30 History</p>
<p><b>a. Overview</b></p> <p>As outlined in RAE2008, History at Strathclyde has a long-term strategy of sustainability by appointing Early Career Researchers [ECRs] and providing them with a supportive and stimulating intellectual environment that will enable their careers to flourish. As will be demonstrated, the strategy of identifying and developing talent has been rewarded as the ECRs of 2008 have reached academic maturity, secured permanent positions and made major contributions to the unit's research. We have continued to appoint ECRs during the REF period (30% of submitted staff), adding capacity to our five main research priorities:</p> <ol style="list-style-type: none"> <li>1. The Centre for the Social History of Health and Healthcare</li> <li>2. The Scottish Oral History Centre</li> <li>3. Scottish History</li> <li>4. International History</li> <li>5. Cultural History</li> </ol> <p>History is now located within the School of Humanities and has benefited from a rationalization of resources that prioritizes a smaller number of research disciplines.</p> <p><b>b. Research strategy</b></p> <p>Throughout the period 2008-2013 the strategy has been:</p> <ol style="list-style-type: none"> <li>1. to promote excellence and innovation in the five core areas of research activity by providing staff with support mechanisms and enabling infrastructure;</li> <li>2. to provide a high quality research environment that disseminates best practice and stimulates intellectual endeavour;</li> <li>3. to foster international engagement and networks by both bringing people to Strathclyde and sending staff to international conferences and seminars.</li> </ol> <p><b>Research Strategy Since 2008</b></p> <p>The research strategy has evolved and been adapted to enable a small to medium size unit to succeed in an increasingly competitive research environment. This has been achieved by creating 'clusters' to generate research presence in depth, form recognized pools of expertise, and provide advantages of economies of scale. The strategy of clustering consists of two distinct elements. Firstly, there are the two dedicated research centres: the Centre for the Social History of Health and Healthcare (CSHHH) and the Scottish Oral History Centre (SOHC). Secondly, there are the looser groupings that cohere around Scottish History, International History and Cultural History. Although each cluster is formed around core members, many staff move easily and readily across the five research areas; furthermore, all new staff are appointed knowing that they will be able to contribute to more than one of the areas. This crossover dynamic will be demonstrated throughout the narrative. The operation of centres and groupings enables the unit to strike a balance in its research portfolio between, on the one hand, the narrowly focussed activities of the centres and, on the other, the broader and more generalist interests of the groupings. This balance avoids the twin dangers of firstly, over-specialization and dependency on a narrow range of research interests and secondly, a tendency towards diffusion and dissipation, where research output is based only on disparate individual endeavour. The strategy reflects a consensus that the methodologies of research teams and individual scholars are equally valuable, but that both bring their own advantages.</p> <p><b><u>The Research Centres</u></b></p> <p>An important element in the design of the research centres is success in grant capture and income generation. The veracity of this strategy is confirmed from the evidence that the bulk of funding awards has gone to the Centres during the REF period. The Wellcome Enhancement Award (with Glasgow Caledonian University) and the AHRC grant on Reserved Occupations during WWII are good examples of the type of research income generated by the Centres in which funding is sought for research fellows, graduates, seminars and conference activity. The Centres have considerable financial autonomy and have benefited from the University and Faculty policy of reinvesting the bulk of full economic costs back into the area that won the initial award. This funding, often complemented by seed funding from the Faculty and the University, has been used to prepare and</p>

pilot future research council bids. This has created a virtuous circle in that funding success is seen to be rewarded and this acts as an incentive for more bids. The financial autonomy of the Centres has enabled them to build up teams of research fellows (nine individuals over the REF cycle) who have been crucial to building up the infrastructure necessary for the creation of a rolling programme of research funding bids which guarantee the sustainability of the Centres. Income generation potential has enabled the creation of research expertise in depth that is unusual in small to medium size units which traditionally have based academic recruitment around the needs of providing a balanced curriculum. The income generation capacity of the Centres and the strategy of reward have enabled each Centre to grow from two members of staff to five. The Centres provide History at Strathclyde with a clear and distinctive research presence in the History of Health and Oral History, where the synergies of collective endeavour by a larger number of staff have brought considerable success. Research depth has been enhanced by the fact that there is considerable crossover in the specialisms of the Centres. For example, in Oral History, **Mclvor** has a strong focus on occupational health, and in the History of Medicine, both **Newlands** and **Smith** make use of Oral History. In the main, the geographical focus of the History of Medicine has a British Imperial dimension, while Oral History has focused on the domestic context. The crossover policy between the two Centres has also been used to increase geographic research depth through the appointment of an Africanist (**Jesse**) to Oral History and a British Social Historian (**Newlands**) to History of Medicine.

### 1. The Centre for the Social History of Health and Healthcare (Barton, Johnson, Mills, Newlands, Smith)

The Centre has a primary focus on the development of health policy within the British Empire with drug policy being a particular interest of **Mills** and **Barton**, and public health in British West Africa forms the specialism of **Johnson**. The evolution of policy, cultural attitudes and medical opinion on food allergies and Attention Deficit Disorder is covered in the work of **Smith**, while **Newlands** uses cultural history to inform her research on the body within the British military during the Second World War. Research highlights of the Centre during the REF cycle include the monographs by **Mills** on Cannabis and British society, and **Smith's** books on Attention Deficit Hyper-Activity Disorder.

### 2. The Scottish Oral History Centre (Bartie, Mclvor, Mackenzie, Jessie, Perchard)

The bulk of the Centre's research focuses on contemporary British history. **Bartie** works on cultural history and youth, while **Mclvor** works on occupational health and working lives. **MacKenzie** and **Perchard** use oral history to inform their studies of industry and industrial policy in the post-war era. **Jesse** has been at the forefront of developing oral history methodology as a means of interrogating the phenomenon of contemporary genocide in Rwanda and Bosnia. Research highlights of the Centre include the monographs of **Bartie** on the Edinburgh Festival, **Mclvor** on working lives after 1945, and **Perchard's** book on the Aluminum industry.

### The Research Groupings

The Research Groupings are loose confederations of lone scholars whose interests are varied and diverse and whose research interests cannot be compressed into the same narrowly focused themes as is the case with the research Centres. That said, the groupings take advantage of the existence of sufficient common intellectual threads to organize research seminars, conferences and cross institutional collaborations.

#### 1. Scottish History (Cathcart, Finlay, MacInnes, Young)

To complement the Scottish focus of much of the output of SOHC in contemporary and social history, the primary focus of this grouping sets Scottish History in a Transnational context. **Cathcart** focuses on Scottish Early Modern maritime connections, in particular the relationship with Ireland. **Finlay** examines the Scottish involvement in 19<sup>th</sup> century British imperialism, while **MacInnes** looks at both the imperial context of Scottish History in the 17<sup>th</sup> and 18<sup>th</sup> centuries and the international dimension of Jacobitism. **Young** is a specialist in Scotto-Irish relations in the 17<sup>th</sup>

century and uses comparative history in his study of the Scottish 17<sup>th</sup> century parliament. The grouping also has a strong focus on political history. Research highlights of the grouping include the political biography by **MacInnes** of the marquis of Argyll.

## **2. International History (Cook, Heimann, Pastor-Castro, Varley, Williams)**

The unit has extensive geographical coverage in its research specialisms that cover the globe and the History of Medicine and Scottish History, in particular, has a strong transnational focus. The International History grouping focuses more specifically on the relationship between nations at a diplomatic level. **Cooke** specializes in the impact of terrorism, while **Williams** focuses on Italian diplomatic history in the Middle East. **Pastor-Castro** examines the role of diplomats and **Varley's** work has focused on French Foreign policy in the Vichy Era. Research highlights from this grouping include the monographs by **Cooke** on the legacy of the Italian Resistance and terrorism in post-war Italy, **Varley's** book on the cultural impact of the Franco-Prussian War, and **Heimann's** study of Czechoslovakia.

## **3. Intellectual and Cultural History (Caballero, Ellis, Mitchell, Rodero)**

Cultural History is also served by the work of **Bartie**, **Heimann** and **Newlands**. This is a new grouping that has emerged since 2008 and has come into existence due to restructuring within the Faculty when a strategic decision was taken to align some colleagues within the Modern Languages area towards History research. **Caballero** and **Rodeo** focus on the roles of art critics and intellectuals in the era of dictatorship in the Hispanic world; **Ellis** specializes in the political, cultural and intellectual world of race relations in the United States; and **Mitchell** focuses on the role of gender in Italian cultural history. Research highlights from this grouping include monographs by **Caballero** on Spanish critical theory, **Ellis** on interracial cooperation.

### **Future Research Strategy**

History at Strathclyde has built upon the foundations it set out in RAE2008 to develop its core areas of research activity. The unit has brought a large number of ECRs to academic maturity within the profession, consolidated two of its core areas into dedicated research Centres and, as was specifically targeted following RAE2008, increased research funding (by more than 300%) Furthermore, we have increased graduate recruitment and engaged more widely with the profession by playing host to seminars and conferences (see section e). Perhaps the most telling evidence of the success of the strategy pursued since 2007 is that the submission of academic staff has increased by almost a third from sixteen (15.6 FTE) to twenty three (22.2 FTE). Future strategy is predicated on the twin pillars of consolidation and innovation. In the coming REF cycle, the strategy will focus on consolidation and expansion of the five core areas. Also, the unit expects to benefit from the Chancellor's Fellowship scheme which is designed to recruit promising ECRs. Infrastructure and support will be further developed within the Centres and wider university initiatives are already paying dividend in terms of post-graduate recruitment.

### **Interdisciplinary Activity**

The strategy of innovation is to take advantage of the increasing opportunities afforded by multi- and inter-disciplinary research funding. In particular, the UoA has made good use of the University's strategic 'Bridging the Gap' [BTG] funding source to map out future possible research collaborations. Evidence of this can be seen in the fact that the University has provided seed-core funding for a number of projects: **Cathcart's** collaboration with Mathematics on using 16<sup>th</sup> century historical data in environmental modeling, **Barton's** work with Pharmacy on drug adulteration, **Mclvor's** engagement with Statistics and Social Policy on ageing society, **Bartie's** involvement with English Studies on the legacy of the 1962 Writer's Conference at the Edinburgh Festival, **Williams** and **Pastor-Castro** with Politics in the Centre for Security Studies, and **Mackenzie** and **Perchard's** collaboration with Business Studies on industrial policy. A key element of our future research strategy, which is strongly supported by the University, is to proselytize the benefits that historical research methodology and perspectives can bring to other disciplines and how historical research can itself benefit from the adoption and adaptation of different disciplinary perspectives. One potential area of growth that has been identified and will be actively pursued in the future is in the History of Science and Technology. The creation of an £89 M Technology and Innovation Centre has opened up opportunities for Strathclyde historians to press for a greater awareness

among scientists and engineers of how humanity's engagement with technology has been shaped by historical experience.

### c. People, including:

#### i. Staffing strategy and staff development

A range of policies and actions were implemented both within History and across the University to consolidate and grow the unit's strategic research areas and provide support to enhance the research culture. This includes regular research leave for all staff, support for grant-writing, a new programme of post-graduate courses, funding to host conferences and seminar series, funding for staff to attend conferences, and support for career development such as language learning.

The staffing strategy has consisted of two core aims; firstly, to appoint outstanding Early Career Researchers in one and possibly two of our core areas of research activity and secondly, to provide the necessary support mechanisms to maximize the potential of new and existing staff.

There are two levels of staff development: the University wide process centred on the Accountability and Development Review [ADR] and the specific devolved arrangements made by the Department from 2008 to 2010 and afterwards by the School of Humanities.

#### University Staff Development

In 2011, the University secured the EU HR Excellence Award for its implementation of the Concordat to Support the Career Development of Researchers which commits the institution to 'policies to ensure that we recruit develop and retain our staff, promoting the University as an employer of choice'. ADR is an annual process of objective setting, providing feedback and guidance, and identifying appropriate development support for all members of staff including research assistants and post-doctoral fellows. This allows staff to plan their research objectives in a realistic way in that the process requires staff to review their annual activity in light of the targets that had been set the previous year. When preparing for the year ahead, all objectives in ADR are mutually agreed. It is especially useful in identifying problems that might relate to the time required in archives or for writing up, all of which can be acted on. In History, all ECRs are allocated a mentor, usually in a closely related research area and by mutual consent, who acts as first point of contact for advice and developmental needs. All reviewers have to undertake a dedicated programme of training that involves attending a series of workshops and seminars. All probationers must complete a training programme in post-graduate supervision. The University offers a wide range of courses for all levels of staff ranging from how to write grant applications to how to manage research teams. **Cathcart** was an ECR who took the University's Research Leaders of the Future programme and this may have been a factor in her winning an AHRC award 'Living on the Edge' which was designed to give younger researchers experience in managing research teams. All ECRs are given 50% lighter teaching loads for the first two years of their career in order to consolidate their research activity.

#### Departmental Staff Development

At the devolved level, all staff participate in an annual 'research conversation' with the research committee. This committee consists of the director of research and three other colleagues one from each of the professoriate, senior lecturers and lecturers in the unit. The Committee must also be gender balanced. The purpose of the conversations is to allow staff to draw on the experience of the committee to plan out career development and enable the committee to identify particular areas that require support. This may take the form of matching research leave to the best suitable time, or providing support and funding for the organisation of conferences or seminars, or providing a recommendation to attend a training course. The research committee is charged with passing on recommendations to the head of Department/School who has the budgetary and administrative power to allow the activities to take place. Researchers in history have participated in university-wide training courses on the preparation of research grants, particularly devoted to early career researchers.

The per capita budget for staff development is currently £1000 per annum and funds are available for activities beyond the norm of conference and seminar attendance. Funds have been used for language learning in Gaelic, French and Arabic, and IT training is another supported activity. The research career of staff is also promoted by the School by providing funds to run seminar series, especially for ECRs. **Pastor-Castro** and **Williams** were given funding for a seminar series on Modern European History which was organized in conjunction with Glasgow University. **Newlands**

and **Robb** (an AHRC funded post-doctoral fellow) have taken over the running of the War and Society seminar series. In terms of career development, running seminar series is an ideal way to both promote their own research activities, but also to network with other scholars.

### **Research Leave**

Research leave for all staff is one semester in every eight, although through the power of devolved arrangements, it has been closer to one in six over this REF cycle. Also, the right to research leave is unaffected should an individual secure leave through research council funding. The conversation process is designed as far as possible to ensure that the allocation of leave is optimised to fit in with individual research plans, such as finishing off a book, or meeting a funding deadline or kick-starting a new project. There is considerable flexibility built into the system and it is fairly common for those who are starting a new project or have to travel abroad to archives to have back-to-back leave of one year. **Ellis** and **Heimann**, for example, were given back-to-back research leave to capitalize on their research trips to the United States and Czechoslovakia, respectively. **MacInnes** was given a year to write up a decade's worth of research in the archives of the marquis of Argyll in Inverary. Also, speculative leave has been awarded based on a funding application and is given irrespective of its success as part of a strategy to increase research awards. Any successfully funded leave is consolidated with existing research leave commitments.

### **Career Progression**

The best evidence of the success of our staffing policy is to be found in the development of the last cohort of ECRs who were submitted to the RAE and comprised just under half of the total submission in 2008. The fact that many have gone on to successful careers in other institutions provides an external validation of our successful ECR staffing policy. Crozier (Essex), Sehrawat (Newcastle) Juliette Pattinson to Reader (Kent) and David Brown to Professor (Southampton) show that we have been successful in identifying and developing talented historians. The fact that about 30% of the current submission consists of ECRs demonstrates both our confidence in our ability to advance the careers of ECRs and our belief that such a policy is best for the future of the subject and profession as a whole. Of that last cohort of ECRs, Cathcart has been promoted, as has **Smith**, to Senior Lecturer. **Bartie**, **Perchard** and **Newlands** were research fellows and their appointment to lectureships demonstrates both a commitment to them as researchers and that a career progression path exists at the level before lectureship. **Heimann** was promoted to Reader and **Cooke** and **Mills** have been promoted to Professor. Over the REF cycle, our staff retention rate (excluding retirements) stands at a respectable 80%

### **Equal Opportunities**

In terms of equality and diversity, History still has some way to go to achieve a perfect gender balance (44% female to 56% male). Much of this is historic in nature and can be seen most starkly in terms of the professoriate. That said, in terms of promotions over the REF cycle, two males and three females have secured progression and by the time of the next REF our current demographic trajectory should ensure gender equality right across the board. Of the ten members of staff appointed since RAE2008 six are female and four male. Evidence of effective support mechanisms and our commitment to diversity is that three members of staff submitted to the REF have long-term disabilities.

#### **ii. Research students**

In 2010, the University created its new Graduate School for the Humanities and Social Sciences which is supported by a new purpose-built accommodation suite. Post Graduate affairs are now managed by the Head of the Graduate School who is a member of the Faculty Management Team. Delivery of post-graduate teaching and supervision in History is still managed by historians, but supported administratively by the new Graduate School. A major strategic objective is to integrate research students from the outset into the broader research culture through participation in conferences and seminars. Furthermore, every effort is made to ensure that the students feel that they are making an important contribution to the research environment and culture. This is done through having research students take part in the organization of conferences and seminars through planning of programmes and chairing events. This enables research students to take advantage of networking opportunities and disseminate their findings to as wide an audience as possible. Considerable funds have been provided for graduates to organize their own conferences and seminars. One successful programme was the Modern British History Network (in conjunction with Stirling and St. Andrews) that used funding from the Carnegie Trust to host a series of annual

graduate conferences. Funding has also been provided to enable graduates to attend overseas conferences, notably in Canada and Australia.

A range of Masters courses has been introduced, such as the North Atlantic World, and Health History, which act as pathways for potential PhD projects. Evidence of the sustainability and vitality of the post-graduate community is to be found in the number of awards from the ESRC, AHRC and Wellcome Trust, especially as Strathclyde had no access to block grant schemes until 2011 and has had to compete individually for most of its awards. Recently, through the History and Health pathways of the ESRC accredited Scottish Graduate School of Social Sciences, established in 2011, History has access to ESRC students, and has access to AHRC studentships through a consortium BGP-CB with the University of Stirling. History is now part of the AHRC DTP awarded to the Scottish Universities consortium, which expands the number of studentships available to us; through the Scottish Graduate School in Arts and Humanities (funded by SFC from 2014 onwards) our students will have access to Scotland-wide training opportunities, conferences, and the help of a dedicated knowledge exchange officer.

#### **Engagement with External Bodies**

History at Strathclyde has been successful in attracting funding for graduate students from overseas. In the last REF cycle, \$500,000 has been awarded from the Buffalo Bill Historical Center, Cody Wyoming, for PhD studentships to examine the impact of the Buffalo Bill tours in Europe. Collaboration is on-going with the Smithsonian Museum, Washington DC, to explore the possibility of establishing studentships in conjunction with the Rockefeller Institute on the role of Scots in the making of the American West. Collaborative awards have been growing with AHRC funding for work with the National Library of Scotland and Glasgow Museums, and the Wellcome Trust for a fellowship that will enable a final year doctoral student to work in the Parliamentary Office of Science and Technology on government approaches to drug abuse issues.

#### **Recruitment and Equal Opportunities**

The University and Faculty have been proactive in the creation of research studentships and have funded strategic and content based places which have served History well. Six places have been funded by this means since 2011 on a competitive basis., In effect, the University scholarship scheme acts as a supplement to RCUK awards and is not viewed as an alternative or substitute means of funding. One success story has been History's recruitment of research students from a non-traditional background and about a fifth of all doctoral completions were by students who were part-time. Gender parity in both recruitment and completion rates has existed since RAE2008.

#### **Support for Research Students**

The establishment of a dedicated Graduate School has led to a considerable improvement in terms of accommodation and facilities. Refurbished with state-of-the-art technologies, the School has a variety of offices, rooms and social spaces housed on two floors. History students also have their own dedicated social space. The objective is to encourage greater awareness of inter- and multi-disciplinary perspectives and to utilize greater economies of scale in providing opportunities for generic training that students can take depending on their particular requirements and needs. This ranges across a wide variety of subjects from quantitative methodologies, to social theory, to linguistic analysis. It is particularly useful in that, for example, if a student is researching the history of drug regulation, they can opt into training provided by members of the Law School on the theory and practice of criminalization. Career and employability training has been improved with dedicated classes provided in presentation, writing proposals, recruitment opportunities and networking. Research students are reviewed formally every year to ensure that they are making adequate progress, and goals and targets are fixed by mutual agreement. In the review process, students are asked to stipulate whatever training and support they may require and staff are obligated to meet these requirements. To ensure best practice, the review process involves a third party member of staff who is not involved with supervision of the student's project.

#### **d. Income, infrastructure and facilities**

Research Income has more than trebled when compared to the total for the RAE and is a result of successful grant applications to a wide range of funding councils across a wide range of schemes. Over £1 million has been awarded, which is excellent for a unit that has one in five staff that are ECR and a further five have joined within the REF period. Of critical importance has been the University and Faculty incentivization strategy by which all real costs and 70% of full economic costs (FEC) are returned to award-winning units. Over the REF cycle, more than £1 million has

been directly invested in research in History at Strathclyde.

### **Research Income Support Mechanisms**

Funding applications are collaboration between staff and members of RaKET (the Faculty's Research and Knowledge Exchange Team). In essence, the RaKET staff assist by dealing with the financial, planning and administrative dimensions of a funding proposal and this leaves the academic to focus exclusively on the intellectual and research dimensions of the project. Also, as RaKET has the collective memory of the University's research funding process, it is able to offer advice, especially to younger members of staff, based on its considerable experience. In short, RaKET takes the mundane aspects out of grant applications and this has been instrumental in encouraging members of the History UoA to submit funding bids. The success of this process can be illustrated by the fact that the research centres in particular have fairly regular meetings with specific colleagues from RaKET who have become integral members of the team. This close working partnership has evolved to such an extent that the RaKET team are fully conversant with History research methodology and techniques.

### **Scholarly Infrastructure**

The University has continued to build up its investment in major archival collections (League of Nations Documents 2008, Calendar of State Papers (1509-1714) 2009, Colonial State Papers, 2010). The Scottish Oral History Centre has continued to build up its archive of recordings which are now housed in its state-of-the-art facilities. This is of particular significance in that older Oral History archive collections are being transferred onto digital technology, which means that they are now more easily accessible, more securely preserved for posterity, and plans are progressing for the development of 'search' technology. Strathclyde historians have also been active in building up collaborative ventures, such as the Centre for the Social History of Health and Healthcare's work with the National Library of Scotland to develop an on-line archival resource on the Medical History of British India.

### **Operational Infrastructure**

Of major significance for research activities is the ability of historians at Strathclyde to access pump-priming finance for research projects. There have been a wide variety of University and Faculty pump-priming funds that historians have had access to such as the Research Excellence Fund which was used to appoint research staff, 'Bridging the Gap' which is for inter-disciplinary collaboration, and the Faculty Strategic Fund which is used to kick start new research initiatives.

**Bartie, Cathcart, McIvor, Mills and Perchard** have all received University funding which formed the basis of successful research funding council awards.

The restructuring of the Faculty inaugurated a research rationalization process that meant History was selected as one of the main strategic priorities and as such benefited from increased investment. The most obvious manifestation of this has been the increase in members of staff. Faculty research management has also been rationalized to effect economies of scale in that the old process of dividing research resources among units and departments has been replaced with one where funds are held by the Faculty and allocated on a strategic basis. On a Faculty basis, the net effect of this policy has been to reduce the amount of resources that have been uniformly dissipated and encourage greater thought to be devoted to strategic engagement with research priorities. Also, because of the collective pool of resources held by the Faculty is so much greater than that based on a traditional departmental division of the budgets, it has meant that the scope, ambition and opportunities of what is now possible has greatly increased. Undoubtedly, without the policy of rationalization and Faculty pooling of resources, History would not have been able to consolidate and enhance the activities of its research centres as quickly and as thoroughly.

### **e. Collaboration or contribution to the discipline or research base**

In response to the feedback of RAE2008 which rated the unit's contribution to the discipline, staff have taken on a range of roles in the wider historical community and contribute to the wellbeing of the subject through four main activities: membership of professional organizations, editorial work, conference hosting, and cross-institutional collaboration. Staff are encouraged to undertake these roles and the activities are taken into account in respect of annual performance reviews and promotion opportunities. Also, funding is provided to assist in such activities as a priority. The following are indicative of the types of contribution made by historians at Strathclyde.

**Professional organizations:** Such activities are regarded as essential to the well-being of the

subject and no distinction is drawn between administrative and editorial work. **Mills, Mitchell** and **Cooke** are all members of the AHRC peer review college. **Young** is on the Steering Committee of History UK and Vice President of the International Commission for the History of Representative and Parliamentary Institutions, **Pastor-Castro** is a member of the Executive Committee of the British History Group and **Varley** is a fellow of the Royal Historical Society member of the Society for the Study of French History. **Smith** is a member of the Executive Committee of the Society for the Social History of Medicine.

**Editorial Work:** **Cooke** is co-editor of *Modern Italy* and **Young** is editor of *Parliaments, Estates and Representation*. **Mills** was reviews editor of *Social History of Medicine Journal* until 2008 and served as co-editor of the *Social History of Alcohol and Drugs Journal* until 2009. **Smith** took over as reviews editor for *History of Psychiatry* in 2012 and **Finlay** is co-editor with Paul Ward of *British Identities Since 1707* (Peter Lang). The production of edited volumes that brings together scholars is also a way to demonstrate the importance of collaboration. **Johnson's** international collaboration is evidenced by his joint edited collection of essays with Amna Khalid (Cape Town) entitled 'Public Health in the British Empire' (2012) and with Anna Greenwood (Nottingham Ningbo, China) entitled 'Beyond the State: The Colonial Medical Services in British Africa' (Forthcoming). Domestic collaboration is important too as evidenced by **Mitchell** who co-edited with Helena Sanson a collection on *Women and Gender in Late 19<sup>th</sup> Century Italy* and by **Pastor-Castro** who edited with John Young 'The Paris Embassy'.

**Cross Institutional Collaboration:** Fellowships are encouraged and **Cathcart** and **Macinnes** have been Visiting Fellows at The Huntington Library and **Cathcart** has held a fellowship at the National Maritime Museum, Greenwich. **Barton** was a visiting fellow at University Wisconsin (Madison) in 2008. The Centre for the Social History of Health and Healthcare and the Scottish Oral History Centre have had Prof. Steve High (Concordia) as a visiting fellow. **Heimann** is part of the ESRC funded Centre for Russian, Central and Eastern European Studies [CRCEES], a collaborative network that includes colleagues from Aberdeen, Durham, Edinburgh, Glasgow, Newcastle, Nottingham and St. Andrews. CRCEES has also attracted funding for several PhDs. **Mitchell** is part of an AHRC project with colleagues in Glasgow and Dundee interrogating the stereotype of 'La Mamma Italiana'.

**Conferences and seminars** mark an important aspect of bringing scholars together and Strathclyde has hosted several major events over the REF cycle. The Society for the Social History of Medicine held an international three day event in Glasgow that included over 150 papers and keynote speakers including Prof. Deepak Kumar (Delhi). The bi-annual conference of the Alcohol and Drugs History Society was held by the Centre for the Social History of Health and Healthcare (CSHHH) in 2009 and was the first time this conference had been held outside North America. In 2012, CSHHH organised its first conference and Mills acted as PI on a successful Wellcome Trust Symposium Grant (£15000) to fund "Drugs and Drink in Asia: New Perspectives from History" hosted in China with the University of Shanghai Regular seminar programmes and an annual lecture series attracts both senior academics such as Mark Harrison (Oxford) and Ludmilla Jordanova (Durham) and promising early career researchers (e.g. Jamie Stark (Leeds) and Carmen Mangion (Birkbeck)). The Oral History Society Annual Conference in 2009 was hosted at Strathclyde over two days. The Scottish Oral History Centre organises regular seminar series for invited speakers from around the world, and runs training days for post-graduates, historians and those in related professions, demonstrating that it is at the forefront of pioneering oral history research methodology. The annual conference of the British International History Group was held in Strathclyde in 2008, a three day event that featured over forty papers and presentations.

History at Strathclyde has made significant advances and achievements over the REF period and is well placed to expand its role as a leading centre of historical research within a successful international technological university.