

Institution: Queen Mary University of London

Unit of Assessment: History (UoA 30)

a. Overview: The School of History has expertise in all periods of history from the Middle Ages to the present. It employs 21 historians in medieval and early modern history and 30 modern and contemporary historians covering African, American, Asian, British and European history. It pursues excellence in research and research impact through publications, international collaborations and public engagement. Research is conducted through three major research themes, each combining junior and senior staff: (1) Society, Culture and Belief; (2) Emotions, Medicine and Science; and (3) Political Ideas and Practices. The School is home to five interdisciplinary Research Centres, and to the History of Modern Biomedicine Research Group, the Leo Baeck Institute (LBI), and the Mile End Group (MEG). It is part of the Faculty of Humanities and Social Sciences at Queen Mary University of London (QMUL) and has strong research links with its Schools of English and Drama, Geography, Law and Politics and International Relations. The School also plays a prominent role in the discipline in London and internationally.

b. Research Strategy

b.1.1 School of History Research Strategy, 2008-14: The School of History has prospered since RAE2008. It has appointed 29 historians (including seven ECRs and six professors); research grant expenditure has increased over five-fold from £966K to £5.23million; PGR numbers have risen from 48 to 91, and these now complete within four years; it appointed 13 PDRF since 2008, holders of competitive awards; it created three new Research Centres; and following capital investment of £21million it moved into its new home, *ArtsTwo*. Staff morale is thus high with impressive staff retention: only one colleague, on a fractional contract, has left the School to secure a full contract elsewhere.

These achievements result from the application of our Research Strategy for 2008-2014, which was framed in response to RAE2008. This Strategy aims to enable the School's continued growth and to enhance a sustainable research environment in which individuals and groups of scholars produce innovative, profound and ambitious research. Its four principal objectives are:

1. To maximise the School's research power through reinforcement and expansion across chronological periods and historical approaches through appointments, increased research funding, and the recruitment and fostering of doctoral, postdoctoral and early career researchers.
2. To extend the School's research (and teaching) into African, Asian and American history.
3. To consolidate and expand collaborative research links, in the UK and abroad, both within History and in interaction with other disciplines.
4. To increase research impact not only within, but also beyond the academic world, through public history and a variety of forms of public engagement.

The fourth of these objectives is covered in our REF2014 impact documentation, while the others are discussed below as the strategic priorities pursued for this REF period and beyond it.

Our Research Strategy has developed around the research objectives set out in QMUL's Strategic Plan 2010-15 [www.qmul.ac.uk/docs/about/32329.pdf], its Research Strategy 2012-15 [www.qmul.ac.uk/research/strategy/70198.html] and the Research Strategy 2010-2015 of the Faculty of Humanities and Social Sciences [www.qmul.ac.uk/docs/about/53743.pdf].

The School's contribution to research is achieved through individual efforts, collaborative research, and the encouragement of Research Centres, all enabled by effective administrative support. Leadership in research is offered by senior colleagues in support of the initiatives of mid-career and junior staff, and by integration of PGRs, PDRFs and ECRs into research themes and Research Centres. The Centres receive pump-priming investment from the Faculty's Dean for Research, and are supported in their applications for further funding. Several individuals work on more than one research theme, so any simple listing is somewhat artificial. This also demonstrates how far collective intellectual concerns lie at the heart of the School's research culture.

b.1.2 Research Strategy Objectives and Research Themes: the School's strategic objectives have been pursued through each of its three research themes.

(1) Society, Culture and Belief

The main strategic objectives for Society, Culture and Belief have been to reinforce the research theme through senior and junior appointments, to attract PGRs and PDRFs, to increase research funding and to enhance research collaborations. Members of this theme have supervised 19 PGRs (including five AHRC CDAs, two of which are shared with the School of Geography, the Geffrye Museum and the National Maritime Museum) and have mentored six externally-funded PDRFs.

(1a) Identities in Religious Cultures: contributors to this theme explore identities and social relations within religious cultures of medieval and early modern Europe, through various research projects, two Research Centres and international collaborations. The interdisciplinary **Centre for Renaissance and Early Modern Studies (CREMS)**, of which **Lowe** is co-director, forms the focus for their activities. **Rubin** has explored the Virgin Mary in European culture, joined by British Academy PDRF **Hillman** on women's devotions in early modern France; **Lowe** studies the reception of Black Africans into Renaissance Europe, now joined by PDRF **Botana** on the ethical formation of children in Renaissance Italy. Religious conflict forms the backdrops of much research by this group: **Questier** and **Bowden** on women's religious exile from Protestant England in the AHRC-funded project 'Who were the nuns?' (www2.history.qmul.ac.uk/wwtn/); **Questier's** AHRC- and Leverhulme-funded work on the place of Catholics in major narratives of English history; **Rubin's** analyses of Jewish-Christian relations, with the AHRC-funded 'Youth, Violence and Cult' Network yvc.history.qmul.ac.uk/; and ECR **Poleg's** (2013) study of material culture in the course of conversion. The study of Islam has enriched this theme, with **Asbridge's** research on interactions between Islam and Christianity in the Crusades, alongside **Rapoport** on Islamic law (his research on medieval Islam in the Mediterranean has attracted the Leverhulme-supported Network on Mapping and Cartography), and with newly-appointed later career scholar of the image of the Crusades in Europe, **Edgington** (2012). They form part of the **Centre for the Study of Islam and the West** (2012). International research contacts have been developed by **Rubin** with Freiburg (2009-) and Umeå (www.org.umu.se/ugps/eng/) (2010-) and International scholars have supported this research theme, like Paul Strohm (Columbia) as Leverhulme Professorship in 2012/13 (hosted jointly with the Department of English), and Natalie Davis (Toronto), in 2012.

(1b) Consumption, Material and Visual Culture: the School's strategic development in pre-modern history has led to four appointments. **Vickery** (2011) enhances cultural history and leads the transmission of scholarship to public audiences. Her research on consumption, objects and space is linked to that of **Jones** (who has directed the AHRC-funded St Aubin-project, documenting and interpreting a book of caricatures assembled on the eve of the French Revolution www2.history.qmul.ac.uk/research/staubin/index.html); **Vickery** and **Jones** are also co-directors of the **Centre for Eighteenth-Century Studies**. They mentor ECR **Cohen** (2009), a historian of citizenship and consumption in early America. **Jones's** Leverhulme Major Research Fellowship has enabled the appointment of ECR **Curran** (2012), who was Co-I of the AHRC-funded study of French-language books of the Enlightenment and their circulation across Europe chop.leeds.ac.uk/stn/interface/. **Curran's** research in the history of the book, is augmented by **Poleg** who researches the material culture of the bible, 1200-1700. An international research collaboration has been developed by **Jones** and by **Vickery** with Uppsala (2011-).

(2) The Emotions, Medicine and Science theme is a dynamic new component of the School since RAE2008. In 2008 **Dixon, Hayward** and **Jones** founded the interdisciplinary Centre for the History of the Emotions, funded from 2009 by a Wellcome Trust Enhancement Award. Directed by **Dixon**, the Centre has attracted support from the AHRC, the British Academy, and the Leverhulme Trust (the latter financed an Artist in Residence Awards in 2010 and in 2013). In this theme 16 PGRs have been supervised and five funded PDRFs appointed. The researchers have strong external links with research centres such as the Max Planck Institute, Berlin, and the University of Western Australia. The Centre has welcomed visiting fellows (Stephanie Trigg (Melbourne)), and lecturers (Joanna Bourke (Birkbeck), Steve Connor (Cambridge), and William Reddy (Duke)). **Dixon** co-edits a book series on the history of the emotions with Ute Frevert (Berlin) for OUP, and the Centre has contributed to international research conversations through its blog (emotionsblog.history.qmul.ac.uk/). The historical study of emotions intersects with the study of the history of medicine and science. **Taylor's** appointment (2011, 50% with English) has added expertise on psychoanalysis and gender, and on psychiatric provision in Britain. The recruitment of **Tansey** (2010) and her History of Modern Biomedicine Research Group

(www2.history.qmul.ac.uk/research/modbiomed/index.html) has attracted a £1.4 million Wellcome Trust Strategic Award to support the Group's witness seminar programme. The recruitment as Reader of **Mendelsohn** (2012) - specialist in medical sciences since the Enlightenment – has linked the School with the £2.15million European Research Fund grant on which he is Co-PI. The arrival of Wellcome Trust University Award Holder **Ramsden** (2013) with expertise on the use of psychology in the public sphere extends the study of emotions and wellbeing to the United States.

(3) Political Ideas and Practice

(3a) The History of Political Thought: this was a strong emergent sub-theme in RAE2008. Its objectives for REF2014 have been to grow through further appointments and to enhance its international stature and reach. The appointment of **Skinner** as Barber Beaumont Professor of the Humanities in 2008 and of **Stedman Jones** as Professor of the History of Ideas in 2010 has inspired research excellence at all levels, as has the creation of the **Centre for the Study of the History of Political Thought**, currently directed by **Bourke** and **Skinner**. The Centre embraces colleagues from QMUL's Schools of History, Law, and Politics and International Relations, and collaborates with scholars at other leading research universities in the UK and beyond. Members are committed to the contextual study of traditions of political thought, with a view to contemporary concerns: **Bourke** on Edmund Burke; **Isabella** on nineteenth-century liberalism; **Stedman Jones** on nineteenth-century utopian socialism; **Skinner** on Thomas Hobbes; and **Varouxakis** on Victorian internationalism. Their leadership in the field takes many forms: **Skinner** and **Bourke** edit the leading series of texts and monographs in the history of political thought (for CUP), and **Stedman Jones** co-directs the Centre for History and Economics, Cambridge. **Bourke** and **Skinner** head the AHRC-funded 'Popular Sovereignty' Network (www.qmul.ac.uk/hpt/projects/), and **Skinner** co-directed the EU-funded 'Freedom and the Construction of Europe' project; **Isabella** is Co-PI of the Leverhulme Network on 'Democracy in the Mediterranean 1750-1850'; and **Stedman Jones** coordinates the Queen Mary-University of Cambridge 1848 project funded by the Rothschild Foundation. Members of the Centre have won fellowships at Harvard (**Isabella**), Princeton (**Skinner**) and the Wissenschaftskolleg zu Berlin (**Bourke**). The Centre has hosted visitors from Barcelona, Ottawa, Paris VIII, Arizona, Yale, Leuven and Princeton, and now **Barthas**, Marie Curie PDRF (2013). Its members have supervised 11 PGRs.

(3b) Modern and Contemporary History of Politics: the School's established excellence in this sub-theme has been reinforced and expanded by appointments, extension into new research areas, and the pursuit of external funding. Modern and contemporary historians have continued to attract PGRs, supervising 48 PGRs since 2008 and attracted three AHRC CDAs (one with the Institut français (**Jackson**) and two with the FCO (**McCarthy** with **Ellison**)).

Modern and Contemporary British History: after the retirement of **J. Ramsden** and the reduction in **Hennessy's** and **Hunt's** contractual status (to 0.5FTE in 2011, 0.2FTE in 2010 respectively), the School made three early career appointments to join **Ellison** and **Todman** in British history: **Frampton** (2009), a historian of Northern Ireland, religious politics, and violence against the state; **McCarthy** (2009), historian of early-twentieth century politics, diplomacy and gender; and **Saunders** (2013), historian of nineteenth and twentieth century British politics. Both **Frampton** and **McCarthy** have been recipients of AHRC EC Fellowships and **Todman** is advising the AHRC/BBC on the World War One at Home project. **Ellison** has developed a research exchange in modern British history with the École des Hautes Etudes en Sciences Sociales and Paris Diderot (2011-), at the University of London Institute in Paris, which QM co-directs as part of a University of London consortium. The School has continued to support the Mile End Group as a forum for encounters between academics, civil servants, politicians, and figures from industry. Funded principally by the School and Hewlett Packard, MEG had held 42 events by January 2008 and over 100 by December 2013 (www.mileendgroup.com/past-events/).

In **Modern and Contemporary European history**, two of the School's senior Europeanists, **Jackson** and **Merridale**, received Leverhulme Major Research Fellowships enabling the appointment of fixed-term ECR **Stewart** (2012) to strengthen provision alongside **von Hoderberg**, **Isabella** and **Smele** and **Wildmann**. The decision to accommodate and strategically ally with the Leo Baeck Institute from 2010 and the appointment of deputy-director as Senior Lecturer, has brought new expertise and research power in the field of German-Jewish History including the LBI's MA programme, funding of postgraduate and doctoral researchers, and a sponsored bi-annual public lectures (in 2012 by Natalie Davis). This theme excels in its understanding of the political cultures of modern Europe (**Jackson**, **Merridale**, **von Hoderberg** and **Wildmann**),

European intellectual traditions (**Isabella, Stewart**), and of responses to minority groups (**Jackson, Wildmann**).

Global Approaches to History: the strategic priority of extending research beyond Europe and the US is interwoven throughout each of the major research themes. It has received fullest expression in the creation of an African-Asian research group with the appointment of a leading professor, South Africanist **Dubow** (2012), as well as ECRs **Loffman** (2013, on modern Congo) and **Wagner** (2011, on British India). The School's emergent strength in these fields will be consolidated with the imminent launch of an MA in Global History, the research collaboration being developed with the Department of History in the University of Basel and with the arrival of **Bayly** (2014) (described in b.1.3).

The history of US political cultures: Reinforcement and enhanced research collaboration has also taken place strategically among our modern American historians where **White, Ellison** and **Glancy** have been joined by ECR appointments **Cohen** (2009) and **Peart** (2012) and supported by **Ramsden** (2013). Recognition of this research development has been the permanent association of Eric Foner (Columbia) with the School in a bi-annual research colloquium dedicated to American history, and the American Studies interdisciplinary seminar, led by **White**, which has grown in reach and influence since its foundation in 2009.

b.1.3 Plans and aspirations for developing research, 2014-19: The School will continue to support a blend of individual and group initiatives by funding its Centres, realising collaborations currently in development, and by seeking strategically and dynamically opportunities for funding of emergent intellectual interests of its members. It will continue to support the research aspirations of ECRs while enabling efforts of senior members to lead large collaborative research projects. The School will also energetically focus on research impact. Major radio (**Dixon**) and television (**Vickery**) series are already in production and significant museum exhibitions are planned 2014 (**Todman** and the IWM, **Lowe** at the Wallace Collection, and later **Rubin** at the Cloisters).

The School looks forward to the fruition of three important new initiatives: (a) the strengthening and expansion of the Global Approaches to History group after the arrival of **Christopher Bayly** in 2014, and the enhancement of global dimensions in other research themes; (b) the realisation of the QMUL 2014-2018 research and public engagement events programme, led by History, with the objective of better understanding the First World War and its legacy (**Wagner** has already organised the inaugural conference *Fear of Invasion* and **Todman** has co-curated the Imperial War Museum's exhibits and leads an AHRC bid to support local communities in their commemorative and educational efforts); (c) the expansion of initiatives in Digital Humanities into many of the School's research projects, to be facilitated by the recent appointments of **Curran** and **Poleg**.

In 2014-19 the fruits of several research projects funded in this cycle will become apparent. These are ambitious and long-term projects, which will become important landmarks in historical scholarship: **Bourke's** biography of Edmund Burke; **Denley's** study of the history of university rituals; **Jackson's** biography of de Gaulle, **Jones's** book on the history of the European smile; **Lowe's** history of Black-Africans in early modern Europe; **Smele's** history of the Russian Revolution, **Stedman Jones's** biography of Marx, **Taylor's** work on the history of selfhood, **Todman's** history of the Second World War; **von Hodenberg's** study of television and social change in 1960s-70s Europe and the USA; **Wagner's** examination of the Amritsar Massacre. We look forward to books by **Dixon** on the history of weeping in Britain, **Frampton** on the Muslim Brotherhood and the West, **Hayward** on the politics of wellbeing in Britain, **Hunt** on the capital cities of the British Empire; **McCarthy** on women in the Foreign Service, **Poleg** on the material culture of the bible 1200-1700, **Rubin** on the ritual murder accusation, and **Saunders** on the 1975 Referendum. The first books from several ECRs will appear in the next few years: **Cohen** on the evolution of mass consumption in 19th-century America, **Loffman's** research on the Belgian Congo, and **Peart's** analysis of American politics in the 1820s.

b.1.4 Research Management: the School's Research Strategy is implemented and monitored by its Director of Research (**Ellison**) who is flanked by the Director of Research Funding (**von Hodenberg**) and two Directors of Graduate Studies (**Dubow** and **Hayward**). These officers are supported by the Research Committee and the Graduate Studies Committee and report to the Head of School (**Rubin**) and Management Committee. The Director of Research attends the advisory group of the Faculty's Dean for Research to discuss research priorities; the Directors of Graduate Studies similarly attend the Deputy Dean's advisory group. At Faculty and College levels, strategic direction is provided by the Vice-Principal and Executive Dean for Humanities and Social

Sciences, as well as by the Dean and the Deputy Dean, and the Vice-Principal (Research) and the Vice-Principal (External Partnerships and Public Engagement).

c.1 People: Staff

c.1.1 Staff development strategy: the School's staff development strategy has rested on the principle of employing leading scholars and using them to attract and develop junior staff while also encouraging those in mid-career towards advancement. Its strategy is informed by QMUL's career development policies which received the European Commission HR Excellence in Research award in 2012. It also follows the QMUL 2011 plan for the implementation of the Concordat to Support the Career Development of Researchers www.qmul.ac.uk/research/stafffellows/index.html and its policy on equal opportunities and diversity: www.hr.qmul.ac.uk/docs/equalcommittee/71381.pdf. The School implements QMUL HR appraisal policies, maintains a research mentor system, manages research leave flexibly, supports research financially, and encourages staff in all regards, including public engagement.

c.1.2 Career progression: The School uses rigorous processes to appoint academic staff with excellent publications and plans for external funding and/or public engagement. A work-load model is used to equalise loads and achieve a balance between colleagues' responsibilities; annual appraisals monitor progress as all staff are appraised and mentored by a senior colleague who discusses research plans, publication placement, research funding, public engagement and professional development (www.learninginstitute.qmul.ac.uk/). Staff promotion aspirations are encouraged and in the REF period, 14 historians have been promoted: eight ECR/Lecturer to Senior Lecturer, three Senior Lecturers to Reader and three Readers to professorships. Staff retention is exceptional; apart from one colleague's departure for a full contract elsewhere, there have been no other losses (except through retirement).

c.1.3 Research leave: permanent staff – on full-time or fractional contracts – are eligible for College sabbatical leave (one semester after six teaching semester, one year after six years (adjusted for fractional staff) and the School has used formal sabbatical provision – and informal lighter administrative and teaching semesters – flexibly at strategic points to assist the completion of research funding applications, projects and publications.

c.1.4 Equal opportunities and diversity: the School pursues QMUL's equal opportunities and diversity policies in the recruitment and support of research staff in accordance with the principles of fair selection (www.hr.qmul.ac.uk/docs/policies_procedures/recruitment/2538.pdf). It is committed to gender equality in its appointments and support for career progression, as has been reflected in the short-lists for posts and outcomes. The proportion of female-to-male staff recruitment in the REF period is as follows: 3:2 (professor), 2:11 (junior), 2:6 (PDRF). In addition, two of the three heads of school since 2008 have been women (**Davis, Rubin**) and many of the School's academic research administration positions have been held by women; at Faculty level, **Davis** has also served as Dean for Research. In the REF period, the School has followed College equal opportunities policies in organising the maternity and paternity leave for six colleagues (**Bourke, Cohen, Dixon, McCarthy, Rapoport** and **Wagner**).

c.1.5 Early career researchers: early career historians are a strategic priority for the School, hence seven permanent junior appointments (**Cohen, Loffman, Peart, Frampton, McCarthy, Poleg** and **Saunders**) since 2008. In line with College policies and procedures (shortlisted for the Times Higher Education Award for Outstanding Support for Early Career Researchers, 2011), new junior staff are inducted into a three-year probation period, follow the PGCAP programme, enjoy light administrative and teaching loads, and accrue sabbatical entitlement. Within the School, each ECR is attached to a senior mentor and trained in research grant preparation (**Frampton** and **McCarthy** have both secured AHRC funding and **Peart** has won a semester's sabbatical at the Institute for Early American History in Philadelphia). ECRs receive the individual staff research allowance and additional financial support to complete existing projects or start new ones.

c.1.6 Fixed-term researchers: fixed-term researchers receive the same induction, integration, mentoring and support as new permanent colleagues. They have light or standard teaching loads and minor administrative responsibilities. Three have been employed since 2008: **Curran** to replace Jones; **Liuzzo Scorpo** (now in a permanent post at the University of Lincoln) to replace **Davis**; and **Stewart** to replace Jackson. **Stewart's** colloquium on Liberalism in Twentieth-Century France (2013), has received encouragement and financial support from the School and the Faculty.

c.1.7 Post-doctoral researchers: the School sought to increase numbers of post-doctoral fellows

and committed itself to the Leverhulme ECR Fellowship scheme by investing £462,799 in matching funding. Since 2008, the School has hosted 13 externally-funded research fellows, supported by the Academy of Finland, the AHRC, the British Academy, the Leverhulme Trust, the ERC and the Wellcome Trust. PDRFs receive career support and are integrated into the School's administrative structures, mentored by a professor (**Jones, Bourke, Rubin**), and provided with study facilities. Two of our PDRFs obtained permanent academic positions during the REF period: **Baldwin** (Leverhulme EC Fellow) at Warwick and **Kane** (Leverhulme EC Fellow) at Bath Spa and then Cardiff. **Holmberg** (PDRA Helsinki and QMUL), is Researcher at the Helsinki Collegium.

c.1.8 Procedures to stimulate and facilitate exchanges between academia and business/public/third sector bodies: the School has sought connections with government, the public sector, media and industry. Associations with government built up by the modern and contemporary British historians, led by **Hennessy**, have been extended by the Cabinet Secretaries Project established by No.10 Downing Street, the Cabinet Office, MEG, the School of History, the QMUL Centre for Public Engagement, the QMUL Innovation Fund and Mile End Films (www.cabinetsecretaries.com/). The School has supported the Centre for the History of the Emotions in its interactions beyond academia and it has facilitated **Tansey's** networks with medical industries. The appointment of **Vickery** enhanced public engagement. We have ensured – through research leave and workload balance – that **Todman** has developed his work with the BBC and the Imperial War Museum in preparation for centenary of the First world War, in 2014.

c.2 People: Research Students

Since 2008, the School has focused heavily on enriching the research environment for PGRs, recruiting high quality candidates, gaining more doctoral funding, and providing research training that assists timely completion and enhances prospects for employment in academia or beyond.

c.2.1 PGR Recruitment: the School has experienced steady PGR recruitment throughout the REF period. In 2008-09 we had 48 PGRs (31 full-time, 17 part-time); in 2012-13 we had 91 (71 full-time, 20 part-time). Annual intakes have remained healthy (16 in 2008, 15 in 2009, 14 in 2010, 16 in 2011, 11 in 2012, 13 in 2013) and the quality of our students has increased. This can be seen in the success of our PGRs in gaining funding in open competition, both for AHRC BGP studentships and Principal's studentships, and for AHRC CDA awards. Since 2008, the School has received 31.5 externally-funded doctoral awards, of which 13 came through the BGP scheme (2009-12) and 7 from AHRC CDA awards. The School has also diversified its sources of external funding by securing 10.5 Wellcome Trust doctoral studentships and an industry-funded studentship (from BAE Systems). A further 17 Principal's studentships were funded by the College (an investment of £265,030). We have focused particularly on MA pathways in our research areas to recruit PGRs. Since 2008, 23 students have graduated from our MAs to become PGRs.

c.2.2 Equal Opportunities in Recruitment and Support of PGRs: the School promotes equal opportunities in PGR recruitment and supervision and complies with the QMUL Code (www.arcs.qmul.ac.uk/policy_zone/Research_Policy/CodeofPractice_2012-13.pdf) and the QMUL Equal Opportunities Statement and Equal Opportunities and Diversity Objectives 2012-15 (www.hr.qmul.ac.uk/docs/equalcommittee/71381.pdf). The gender balance of PGRs recruited since 2008 has been 56% male: 44% female. Our supervision practices are consistent with the QMUL Code of Practice for Research Degree Programmes. The School implements the College's policy on equal opportunities support for PGRs, including making advice available through the QMUL Advice and Counselling Service, the Disability and Dyslexia Service, and the Access to Learning (Hardship) fund. Efforts are made to identify and work with students with specific learning difficulties, and support students who need to interrupt their research.

c.2.3 PGR research culture: History's PGRs are treated as researchers from the start. They are required to present their research in year-group cohorts at the School's annual PGR colloquium. They are also responsible for the History forum, a fortnightly research seminar attended by doctoral and post-doctoral researchers and staff (qmhistoricalresearchforum.blogspot.co.uk/). Students are prominent members of our research centres and Faculty seminars. Some research groups have been especially active: those attached to the Centre for the Study of the History of Political Thought run their own IHR seminar, an E-journal and an annual conference (www.qmul.ac.uk/hpt/graduate_students/); PGR Kati Ihnat organised the AHRC-supported colloquium Rethinking Liturgical History in 2010; and since 2012 PGRs studying religious culture run the Music and Sound group, organising a colloquium on Liturgy in 2013. The School integrates PGRs into international networks through research exchanges with the École des Hautes Études

en Sciences Sociales, the Université Paris Diderot, the Universities of Freiburg, Leuven, Umeå and Uppsala, and the Newberry Consortium (of which QM is a member) for PGRs. History's PGRs are also responsible for their own management through representation on the School's Graduate Studies Committee and on the Staff-Student Liaison Committee. They are resourced by dedicated postgraduate workrooms in *ArtsTwo*, in the Faculty's Lock-keeper's Cottage (a study, social and seminar building) and in the QM Library Research Reading Room for doctoral and post-doctoral researchers. Our PGRs are given financial support through the School's PGR 'Stretton Fund' (up to £1000 per person) and the Faculty's PGR Fund (up to £2000 per person) for research travel and attendance at UK and international conferences.

c.2.4 PGR business, industry and public sector exchanges: PGR students are encouraged to seek associations beyond academia. They receive training on knowledge transfer and dissemination and on public engagement from the Centre for Academic and Professional Development (CAPD) at QMUL's Learning Institute. Those interested receive media training as part of the postgraduate skills provision within the School. Our success in winning seven AHRC CDA awards in the REF period has enabled associations with the Foreign and Commonwealth Office, the Geffrye Museum, the Greenwich Maritime Museum, the *Institut français*, the Royal Collection and Waddesdon Manor. It is also MEG's mission to engage the non-academic world in intellectual exchange which has led postgraduates into placements in government and industry. Three PGRs have collaborated with the Barbican's Festival of Neuroscience.

c.2.5 PGR progress and completion strategy: Graduate programme enhancement has been actively pursued by the College and Faculty through central guidance and monitoring during the REF period, with the appointment of the Dean for Research and Deputy Dean for Research in the Faculty. The School has instituted in-house monitoring procedures to assist supervisory teams in keeping doctoral researchers on target. A first-year 'hurdle' is used to assess progression, and is supplemented by the annual appraisals by second supervisors who act as mentors. Specific training is given to PGRs for the hurdle and later towards completion and the viva. All staff undertake supervisor training and/or refresher training every five years. We have maintained our 100% submission rate for AHRC-funded students and our overall four-year submission rate stands at 88% in 2013.

c.2.6 PGR professional training: PGRs benefit from IHR research training and from QMUL's PGR training through its CAPD (www.learninginstitute.qmul.ac.uk/resdev/pg/) and the ESRC-funded Doctoral Training College co-directed by the College and Goldsmiths (www.qmul.ac.uk/postgraduate/doctoralcollege/). The School operates a comprehensive programme of in-house research training sessions – with some sessions targeted at specific year groups - overseen by one Director of Graduate Studies and another professors (to ensure range in expertise) and administered by a dedicated PGR administrator. Subject-specific training is provided from a menu of training seminars in the School and supported in the Faculty (with training opportunities in other Schools). PGRs are also provided with language study bursaries.

d. Income, infrastructure and facilities

d.1 Research income: the Schools' strategic commitment to generating more external income in order to enhance research vitality has achieved considerable success. Research grant expenditure in RAE2008 was £966k; in REF2014 it is £5.23m, a more than five-fold increase. Research expenditure per FTE has also risen from £26013 (28.8FTEs) in 2008 to £28306 (41FTEs) in 2013. The School has received 116 grants over the REF period; 36 individuals have been PIs; and grant application success rates have risen from 21% in 2008-09 to 50% in 2010-11 and 39% in 2011-12. We have successfully aimed to diversify sources of research income. Grants over £20K have been received over the REF period from the AHRC, the British Academy, the European Research Council, the Leverhulme Trust, the Wellcome Trust, from BAE Systems and from Hewlett Packard.

d.2 Scholarly Infrastructure: the School has concentrated on developing its research infrastructure to match its growth. QMUL's Library has received significant investment (centrally, and from the College's Departments and Schools) and now offers high quality electronic research tools to all staff and researchers (such as Connected Histories: British History Sources 1500-1900, British Newspapers 1600-1950, JISC Historic Books, JISC MediaHub, JStor, Project MUSE, ECCO, EEBO etc.). Senate House Library and the British Library also offer unparalleled research resources, as do University of London college libraries and other archives and libraries in the capital, not least The National Archives. Historical researchers at QMUL are brought together in many contexts. The School has a research seminar for all researchers (the History Research

Forum) and the School's Research Centres, the LBI and MEG all hold lectures and research seminars. Historians at QMUL also attend cross-Faculty collaborative research forums such 'Medieval and Early Modern: Texts and Contexts' seminar with the School of English, and the seminar series of CREMS, the Centre for Eighteenth-Century Studies and the Centre for Studies of Home. 20 of the School's staff serve as convenors of IHR research seminars.

d.3 Organisational infrastructure: the substantial rise in research income over the REF period is the result of three strategic developments: (1) enhanced emphasis on grant funding through the appointment of a Director of Research Funding (**Jones**, then **von Hodenberg**) and a supporting group of senior academics who assist the Director (alongside dedicated administrative officers) in the preparation of research grant applications with the applicant(s); (2) strategic appointments to strengthen existing grant-winning groups and develop new opportunities; and (3) particular focus on securing funding from charity sources, especially the Leverhulme Trust and the Wellcome Trust. The School's grant strategy has benefited from QMUL's investment in resources with the appointment of a Director of Development (whose role focuses on income generation) and the creation of two administrative offices; the Joint Research Management Office (which offers support for grant applications and administration), and QM Innovation (which supports partnerships with non-HEIs). All staff receive an annual personal research budget of £500 and have access to additional funds for extraordinary costs. Specific financial support is given by the School to Research Centres (particularly the Centre for the History of Emotions and the LBI, both of which are accommodated in *ArtsTwo*, and MEG); all Centres also receive Faculty funding of £3K annually. The Faculty has contributed financially to the School's international research collaborations by part-funding, with the School, the exchanges with the École des Hautes Études en Sciences Sociales, the Université Paris Diderot and ULIP, and the Universities of Freiburg, Umeå and Uppsala.

d.4 Operational infrastructure: the School's operational infrastructure has been transformed since 2011 by its new home, *ArtsTwo*. This acclaimed £21m building on the Mile End campus provides teaching and PGR research facilities which are used by the Faculty but the main accommodation – three floors of academic offices and the open-plan administration suite – house the School, the Centre for the History of Emotions, the History of Modern Biomedicine Research Group, and the LBI. Physical proximity has enhanced the School's cohesion and operational efficiency. The Director of Administration is responsible for the operational features of our Research Strategy, along with our Finance Manager who administers grant applications and grants as well as collecting data on our research activities. An E-Learning Manager and a Marketing and Communications Officer assist with the outward facing presentation of our research. Centres with specific operational needs employ dedicated officers.

d.5 Strategy for appropriate balance: History's strategy for an appropriate balance between the scholarly, organisational and operational infrastructure of research is established by the Head of School, the Director of Research and the Management Committee, Research Committee and Graduate Studies Committee. The priorities are led by the Research Strategy and the opportunities in the School's fully devolved budget. Our Research Strategy, and budget, and planning for research investments, are governed and measured by the Faculty and College Research Strategies and planning procedures. These are overseen by the Principal, the Vice-Principals for Research and for Humanities and Social Sciences and the Dean and Deputy Dean for Research.

e. Collaboration or contribution to the discipline or research base

e.1 In addition to strong linkages in the University of London, we have prioritised collaborations in all their forms, especially internationally, hence our new and ongoing exchanges with the University of Basel, the École des Hautes Études en Sciences Sociales, the Université Paris Diderot and ULIP, and the Universities of Freiburg, Umeå and Uppsala. We have also focussed on winning external funding for research networks (e.g. **Bourke** and **Skinner**: AHRC Popular Sovereignty Network 2011–13 with Cambridge, KCL, Reading, UCL, York, Berkeley, Harvard, Princeton and Yale, and **Jones**: Leverhulme Trust Network Grant (see above), with colleagues in Paris, Pisa and Frankfurt, 2007-11; Saint-Aubin Project 2007-11 with Waddesdon Manor). Colleagues play important roles in international research collaborations (e.g. **Mendelsohn**: Working Group on The Sciences of the Archive, Max Planck Institute for the History of Science, Berlin (2012-15); How Physicians Know, 1550-1950, joint research project with V. Hess, Institut für Geschichte der Medizin, Humboldt-Universität Berlin (2008-); and **Rubin**: organiser of the Reform and Reformation Colloquium, QMUL-Warwick-Cambridge (2010); PI/Organizer of AHRC-funded Workshops 'Youth

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Violence and Cult: the Case of William of Norwich' (2009-2010)), and they contribute to international post-doctoral research initiatives (e.g. **Skinner**: 'Freedom and the Construction of Europe', a series of four post-doctoral seminars jointly organised with Professor Martin van Gelderen of the European University Institute (2008-09)).

e.2 Six professors have served as members of Research Council or international committees (**Dubow**; **Jones**; **Rubin**; **Skinner**; **Stedman Jones** and **Tansey**). Eleven colleagues have served on university research advisory panels. Notable examples are **Jones**: review committee of the History Department at Université de Paris-IV under the auspices of AERES (Agence d'évaluation de la recherche de l'enseignement) (2009); **Low**: evaluator for the Agenzia di Valutazione del Sistema Universitario e della Ricerca (ANVUR), 2012; **Merridale**: panel member and chair of military history panel, Harry Frank Guggenheim Foundation for the Study of Violence, Dominance and Aggression, New York; **Rubin**: Advisory Board of the Centre for Medieval Studies, Durham (2011-), Advisory Board of the Institute for Advanced Study (FRIAS), Freiburg, 2009-; Councillor of the Medieval Academy of America, 2009-. **Skinner**: Advisory Member, CRASSH, University of Cambridge (2010-); Member of Advisory Council, European University of St Petersburg (2010-); Member of Advisory Board, Centre of Excellence, University of Jyväskylä (2008-11); Trustee of the Isaac Newton Trust, Trinity College Cambridge (2008-09); Member of Research Council, European University Institute, Florence (2008); **Taylor**: Member of Advisory Board, HistoryLabPlus (IHR) (2010-12); and **von Hodenberg**: Institute for Historical Research, Advisory Council (2011-), Volkswagen Stiftung (2013-14).

e.3 Senior colleagues have held significant leading positions. **Jones** was President-elect and Council Member, and then President of the Royal Historical Society (2008; 2009-12). Five colleagues are Fellows of the British Academy (**Hennessy**; **Jackson**; **Jones**; **Skinner** and **Stedman Jones**) and others have notable international roles. **Rubin** is Corresponding Fellow, and now Council Member of the Medieval Academy of America (2007-; 2013-); **Skinner** is Foreign Honorary Member, American Academy of Arts and Sciences; Fellow of the Academia Europea; Fellow of the Royal Society of Arts; Foreign Member, American Philosophical Society; Honorary Member, Royal Irish Academy; Foreign Member, Accademia Nazionale dei Lincei; Corresponding Fellow, Österreichische Akademie der Wissenschaften; and **Dubow** was a member of the Council, African Studies Association (2008-10). Other notable positions include **Bourke** as chair of the David and Elaine Spitz Prize for the International Conference for the Study of the History of Political Thought (2012); **Dixon** as Council Member of the British Society for the History of Science (2009-12); **Jackson** as a member of Conseil Scientifique Fondation Charles de Gaulle, Paris; **Stedman Jones** foreign member of the board of the CNRS (2008-11); and **von Hodenberg** as a board member of the German Historical Society (2006-11).

e.4 The School attaches much importance to the contribution its staff can make as editors and they are encouraged to take such positions when appropriate to their career stage and the cycle of their research. Eleven colleagues edit book series with major publishers and almost half of the School's staff (22) work as editors or serve on editorial boards of academic journals.

e.5 Colleagues are encouraged to serve as doctoral examiners. In the REF period, 20 have been chosen as external examiners for 83 doctorates (seven internationally: Bergen, Cyprus, Geneva, Grenoble, Lausanne/Toulouse, Lyon, Paris, Melbourne, Monash, Witwatersrand).

e.6 The School's support of its research themes has produced significant conference/seminar activity, especially through our Research Centres (e.g. **Dixon**, **Hayward** and **Jones** have positioned the Centre for the History of the Emotions as a forum for national and international research activity; (www.qmul.ac.uk/emotions/events/index.html). In the associated areas of medicine and science, **Jones** organised international conferences, e.g. the Leverhulme Trust 'Physiognomy, 1500-1850' network conferences (2010 Pisa; 2008 London; 2007 Paris); 'Medicine at Court' network conferences (e.g. Lyon, 2009); and a major conference at St Anne's College, Oxford, related to AHRC-funded Saint-Aubin Project (2009)). The Centre for the Study of the History of Political Thought has held numerous events (www.qmul.ac.uk/hpt/activities/) and **Bourke** and **Skinner** have held three AHRC-funded 'Popular Sovereignty Workshops' 2012-13. Senior colleagues across all periods have convened research encounters in the UK (e.g. **Low**, two-day symposium in conjunction with The Royal Collection 2011; **Taylor**, seven public symposia, Raphael Samuel History Centre 2008-12) and abroad (e.g. **Rubin**, co-organisation of conference, University of Umeå, 2012; three AHRC-Network Youth, Violence and Cult workshops 2009 and 2010). Junior modern colleagues have also organised conferences (e.g. **McCarthy**, Cambridge

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2010; **Peart**, Association of British American Nineteenth Century Historians annual conference 2011; **Wagner**, Cambridge 2009, QMUL 2013).

e.7 Part of our staff development policies is to encourage colleagues to accept invitations to referee publications and proposals and to assist publishers and funders. 20 colleagues refereed for book publishers, including all major UK and international university presses and commercial academic publishers. We also play significant roles as referees for journals. 20 colleagues – across the career spectrum – review regularly and 17 have refereed research proposals for Research Councils and other award givers in the UK and beyond. Senior colleagues have regularly advised on major appointments to Chairs and tenure decisions at leading universities worldwide.

e.8 The School's underlying strategic principle of providing a research environment in which colleagues produce work of international standing has been strikingly demonstrated by the large number of awards, fellowships and marks of esteem, which colleagues have achieved over the REF period. **Denley** received the Le Goff prize (2011), and the French government has awarded the *Palmes Académiques* to **Jackson** (*Commandeur*, 2010) and **Jones** (*Officier*, 2008); **Jackson**, **Jones** and **Merridale** have held Leverhulme Trust Major Research Fellowships; **Isabella and Lowe** have held a Leverhulme Trust Research Fellowship. Six have held AHRC fellowships, including three early career researchers (**Dubow**, **Frampton**, **McCarthy**, **Questier**, **Rapoport** and **Taylor**). Others, at all stages of their careers, have held prestigious fellowships and visiting positions: **Cohen**: the Alfred Chandler Jr. Research Fellowship at the Baker Library, Harvard University (2008); **Isabella**: Fellowship, Center for European Studies, Harvard (2013); **Jones**: Visiting Professor, École des Hautes Études en Sciences Sociales (2013); **Lowe**: Visiting Professor, University of Hong Kong, China (2011); Lila Wallace/Reader's Digest Visiting Professor, I Tatti, Fiesole (2010); **Mendelsohn**: Professeur invité, Université Pierre et Marie Curie Paris VI (Jussieu) (2010); **Rubin**: Distinguished Visitor to the Department of Religion, University of North Carolina (2009); **Skinner**: Distinguished Visiting Professor, Northwestern University (2011); Corresponding Fellow, Österreichische Akademie der Wissenschaften (2009); Miembro Académico Honorario, Universidad Adolfo Ibáñez, Santiago (2009); Bielefelder Wissenschaftspreis (2009); Visiting Scholar, Center for European Studies, Harvard University (2008); Honorary Fellow, Christ's College Cambridge (2008-); **Tansey**: Foreign Fellow, Tatarstan Academy of Sciences, Russia (2011); **Vickery**: Kratter Professor, Stanford University (2011); Yale Center for British Art (2008); and **von Hodenberg**: Leibniz Summer Fellowship (2009).

e.9 All colleagues have been invited to present their research nationally and internationally since 2008 and 28 have delivered keynote or public lectures in the UK and overseas. The range exceeds what is possible to represent here. Senior colleagues have delivered named, invited and keynote lectures in the UK and across the world: **Bourke**, Yale 2011, Oxford 2009, Paris 2009, Adelaide, Chiba and Washington 2008; **Dubow**, South African Academy of Science Guest Lecturer 2008; **Jackson**, the first Douglas Johnson Memorial Lecture 2010; **Jones**, RHS Presidential Addresses 2009-12; **Lowe**: New York University 2013; U of Maryland 2012, Procida 2010, Florence 2010, Washington 2009, Paris 2009, Rome 2009, Hobart 2009; **Merridale**, Axson Johnson Foundation, Sweden 2008; **Rubin**, Southwell Lecture, Fordham University 2012; ISCH Keynote, Turku 2011; University of North Carolina 2011, University of Florida 2011, New Chaucer Society Plenary, Siena, 2010; **Skinner**, Clark Lectures 2012, Creighton Lecture 2012, Clarendon Lectures 2011, Kantorowicz Lecture 2011, Roy Porter Memorial Lecture 2010, K G Sykes Lecture 2009, James A Moffett Lecture 2009, the Annual British Academy lecture 2008; **Stedman Jones**, Yale, 2013, Cambridge 2012, Durham 2011, Paris 2010; **Taylor**, New York 2012, Paris 2012, Boston 2011, RHS 2010, Oslo 2009; **Vickery**, EUI 2012, Uppsala 2012, Arhus 2011, Copenhagen 2011, Lewis Walpole lecture, Yale 2011, RHS lecture Gresham College/UCL, 2010, Groningen 2009, Turku 2009; **von Hodenberg**, Max Planck Institute Göttingen 2013, Freiburg and Potsdam 2009, Yale 2008; **White**, Harry Allen Memorial lecture, UCL 2012. Mid-career colleagues have spoken widely: **Asbridge**, the Center for Muslim-Christian Understanding, Georgetown University 2013; **Dixon**, Dingle Prize Lecture, UCL 2009; **Hayward**: Max-Planck-Institut, Berlin (2011); **Isabella**, annual lecture, Italian Studies Library Group, BL 2011; **Mendelsohn**, Paris 2008; **Varouxakis**, Cyprus 2011, Paris 2009, Copenhagen 2009. Junior colleagues have also presented in the UK and abroad: **Frampton**, Stockholm 2012, New York 2010; **McCarthy** EUI 2011; **Wagner**, Berlin 2011, Maynooth 2010; and **Wildmann**, Berlin 2012, UCLA 2010, Frankfurt and Munich 2009.