Welcome

Welcome to the Spring issue of our People & Society magazine, our now regular publication which showcases the impact of our research in the Faculty of Humanities & Social Sciences at Strathclyde, as well as our teaching and knowledge exchange successes.

In this issue, as before, we have fantastic examples of important research and impact activities which take our work beyond academia, into communities and partner organisations. Spotlight on Research this time takes us to India, where Dr Churnjeet Mahn from the School of Humanities engaged in ‘Creative Interruptions’ with marginalised communities in the Punjab region. Her project looks at how Humanities can bring people and communities together. In the context of Brexit, thinking about the power of research and the arts to heal divisions and overcome borders could not be more timely.

The recently launched New Leaders Academy is organising several events open to all, including a grant writing club, a seminar on ‘Brexit & vulnerabilities’, a film series linked to research on social issues and a ‘Growing up in Higher Education’ conversational series. If you ever wondered if senior academics suffer from the imposter syndrome or how they dealt with rejections on the way to success, come along and hear them talk.

This issue is again packed with events many of you are organising, examples of successful collaborations, student successes- including recent viva defences- and many more. The International Collaborations focus on our numerous links with China. Lots of interesting projects happening, new grants starting- some finishing with great impact. If your work is making a difference, how about a submission to the Impact Prizes competition- details in the magazine.

Finally, as an EU national, I know I’ll experience a sense of loss if Britain leaves the EU – if you have any European colleagues and students in your department or School, neighbours and friends, show them you care these days. If you are an EU national, hang in there- this too shall pass.

Spring is in the air and what better distraction from the Brexit chaos than to find out what’s been going on across the Faculty.

Enjoy the issue!

Dr Daniela Sime, Associate Dean
/Public Engagement & Impact/

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Creative Interruptions: Humanities Research at the Border

Dr Churnjeet Mahn (School of Humanities) is currently a CI on one of the flagship AHRC Connected Communities grants entitled Creative Interruptions. Spanning case studies in the UK, Northern Ireland, Palestine and India, the research project questions the historical and contemporary importance of creativity for communities marginalised from mainstream cultural and political representation. Outputs so far have included a project on the Scottish South Asian diaspora in Scotland, with a publication from this being launched by Nicola Sturgeon, and a special MSP event being sponsored at Parliament by Humza Yousef.

The largest event in the Punjab strand of Creative Interruptions focussed on communities a few miles from the Indo-Pak border, all of whom had close family experience of the Partition, which triggered one of the largest refugee crises of the 20th century. The majority of participants in the project are descendants of refugees or have family members they have not seen because they are on the other side of one of the world’s most militarised borders.

Close to 1000 people visited the Preet Nagar Mela in February 2019, marking the culmination of Creative Interruption’s work in Punjab. The ‘Mela’ (festival) was held at the historical site of Punjabi literature and culture, Preet Nagar. Half-way between two of Punjab’s most important cities, Lahore (Pakistan) and Amritsar (India), Preet Nagar is located 5 miles from one of the most militarised borders in the world. Preet Lari, based in the village, is one of the most significant Punjabi-language magazines, running since 1933. Since its inception, the magazine embraced the linguistic diversity of Punjab, publishing in Urdu, Punjabi and Hindi, working across the scrips and languages of Punjab. Working through Partition and waves of terrorism in Punjab, Preet Lari represents a Punjabi culture which is inclusive, pluralistic, and which consistently imagines across borders. It responds to the overall research themes of the project by working with grassroots organisations to recognise creativity in ordinary, everyday life (songs, storytelling, dance), and connect it with new creative methods to produce work that can develop new skills. An example of this has been traditional weavers who have developed new patterns and designs in their work.

The Mela was developed to exhibit work undertaken during artist residencies over October and November 2018. The artists were from India, Mauritius, Canada, and students from Srishti Institute for Art, Design and Technology (Bangalore). They worked with local craftspeople, schoolchildren, and grassroots NGOs to produce work that responded to the theme of ‘Beyond Borders’. This work was designed to celebrate all kinds of creativity, from brass making and traditional weaving, to singing and folk tales. This section of Punjab was heavily affected by Partition, with many local people either belonging to families who had become refugees, or who had directly been impacted by the violence of Partition. ‘Beyond Borders’ uses creativity to argue that language, heritage or memory are not capable of being partitioned, and that the attempt to do so, has been a political project that is not sensitive to the pluralistic history and culture of Punjab.

To make this work accessible to a broad audience, and to connect a new generation to the legacy of Preet Lari, the Mela was held in a former cow and animal feed shed that had been converted for the festival in Preet Nagar. By combining the traditional format of an exhibition with talks, performances, singing and dancing, and by using a site which is recognisable to people living in smaller rural communities (a farmhouse and out buildings), the Mela attracted an incredibly diverse audience, from people working in the creative economies in Amritsar and Delhi, to local children in neighbouring villages, and craftspeople and workpeople who had helped with the preparation of the Mela, from doing electrical work to labouring. The Mela gave this broad audience two performances from the singer and academic Madan Gopal Singh (and Chaar Yaar) and the Punjab University (Patiala) group, which demonstrated how fluid storytelling, music and spirituality has been in the Punjab.

Along with Churnjeet, the Mela team was made up of: Ratika Singh and Samia Singh (exhibition designers), Raghun Raghavendra KV (artistic director), and Anne Murphy (UBC, Canada). The Mela was hosted by Poonam Singh and Rati Kant Singh who edit and publish Preet Lari.

Part of the art shown during the Mela, and a VR film about the Mela, will be shown at the BFI as part of the Creative Interruptions festival in June 2019. Churnjeet will also be leading an event at the British Library about the project in June 2019.

Read more about the project at: www.creativeinterruptions.com
B eing born with a heart condition can increase the risk of depression, anxiety and post-traumatic stress disorder. Dr Liza Morton, Chartered Counselling Psychologist in the School of Psychological Sciences & Health, believes that these mental health difficulties are not inevitable. Improved understanding and support could help to better mitigate them.

Liza’s interest in this field is grounded in lived experience as she was born with complete heart block and fitted with a pacemaker, in a world first for an 11-day-old, in 1978 at Glasgow’s Yorkhill Hospital for Sick Children. Last summer she was fitted with her 11th pacing system.

Liza’s work aims to better understand the factors that contribute to this increased risk of mental health difficulties, drawing on current evidence and neuropsychological theories, including Polyvagal Theory, to inform medical and psychological care. Her work was most recently published in last month’s Journal of Health Psychology. At present, she is leading a collaboration exploring the impact of hospital gowns on recovery and wellbeing with Dr Nicola Cogan (Strathclyde) and Manos Georgiadis (University of Suffolk’s Congenital Heart Research Centre). Read their recent post in The Conversation.

Feeling uncertain about accessing safe treatment can contribute to the psychological burden of living with congenital heart disease. As such, Liza has been volunteering as Scottish Campaign Manager for The Somerville Foundation since submitting a petition to The Scottish Parliament in 2012. She sits on NHS Scotland’s Scottish Congenital Cardiac Advisory Board who published in January 2018 Scottish Healthcare Standards, which include recommendations for psychological support. This was a significant step forward for care provision and the first time there have been Scottish healthcare standards for this population. Liza is now working with Health Improvement Scotland to develop standards for local care provision and sits on the recently developed Scottish Obstetric Cardiology Network.

Improving wider awareness is vital to enhance social inclusion, a key protective factor for psychological wellbeing. As such, Liza co-created Scarred FOR Life, on behalf of The Somerville Foundation. This photography exhibition comprises portraits of adults with CHD to help change perceptions about scars and tell the story of a population hidden in plain sight. Launched at Glasgow’s Kelvingrove Art Gallery and Museum in 2015, it has toured several venues including The Scottish Parliament. Well received by the public, gaining national media attention, it has now been replicated across the UK.

https://theconversation.com/hospital-gowns-leave-patients-feeling-open-and-vulnerable-their-time-is-up-109030

Contact Liza Morton
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New Criminology research study on Brazilian and Scottish prisons

Professor Laura Piacentini along with colleagues at the Universities of Stirling, Dundee, and the Maria and Joao Alexio Institute in Rio de Janeiro has won a research grant award from the AHRC and the MRC through their Global Public Health Partnership (£180k). Right to Health in Prison will establish a sustainable international, trans-disciplinary and inter-sectorial research hub that brings together researchers, policy makers and practitioners working in the areas of global public health and human rights to address the health needs of prisoners in Scotland and Brazil. The project will develop collaborations between Scotland and Brazil and develop a portfolio of criminological research, evaluation and global participation on prisoner health issues that extend beyond the UK and Brazil. Professor Piacentini begins fieldwork in Brazil in May.

Contact Prof Laura Piacentini
School of Social Work & Social Policy
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Person-Centred Training and Perinatal Counselling: A Counsellor Interview Study

Recently perinatal mental health has been recognised as a major public health concern in Scotland and is now a key action for the Mental Health Strategy 2017-2027 (NHS Scotland). The Mental Health Foundation showed that for approximately 40% of women in Scotland, there is no specialist perinatal mental health provision. This research examines the extent to which person-centred counselling training is preparing counsellors for work in a perinatal counselling service. Counsellors will be interviewed and given the opportunity to say how they think their person-centred training was relevant to perinatal counselling. What they say may provide helpful information for the training of future person-centred counsellors and specifically those working within specialist mental health services.

This project involves Strathclyde’s Counselling Unit working collaboratively with an external third sector specialist perinatal service based in Glasgow. This is the first project in a series of five that will involve gathering data from counsellors working within the perinatal service and clients using the service. We are keen to see this type of action based field research develop within the counselling unit. This will help us to obtain more evidence about the impact of person-centred counselling training on counselling clients.

Contact Lisa McGilvray
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Gender Subtheme Society & Policy Strategic Research Theme

The Gender Theme at Strathclyde brings together staff and postgraduate researchers working on questions of gender and gender inequalities, and related interdisciplinary fields of sexualities, women’s, LGBT+ and queer studies. Members of the subtheme meet regularly to foster research capacity.

Read more about the Group’s activities at:
https://www.strath.ac.uk/workwithus/societypolicy/areasofexpertise/gender/

To join the group mailing list or work with us on research or KE activities on Gender, Dr Maddie Breeze, School of Education.

Contact Maddie Breeze
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NEW LEADERS ACADEMY

The New Leaders Academy has launched in December 2018 at an event opened by Prof Douglas Brodie, Dean of HaSS, and attended by over 40 colleagues from across the Faculty.

Dr Daniela Sime, Associate Dean (Public Engagement & Impact) gave an overview of the Academy’s purpose and vision and a panel, including Prof Kirstie Blair, Dr Sarah Edwards and Prof Matt Smith (Humanities) discussed their experiences of leadership and motivations for taking on leadership roles.

The Academy membership is open to all colleagues across the Faculty who want to engage in cross-Faculty events and activities and develop their leadership skills in the process. It also provides a platform for collaborations and experience sharing between colleagues at different stages in their career.

Over the next 3 months, the Academy is organising a series of events open to all staff and PGR students in the Faculty. These include:

- A grant writing retreat organised by Dr Anna Macintyre (Centre for Health Policy) to provide guidance and peer support on submitting a grant application;
- A cross-disciplinary event on ‘Brexit and vulnerabilities’ with contributions from several NLA members from Social Policy, Law, Humanities, Psychology on what makes us vulnerable in times of crisis;
- A film series on key social issues led by Dr Daniel Horn (Social Work & Social Policy) at the CCA which will showcase documentaries related to the research we do in HaSS- with invited contributions from film directors and researchers and a public debate;
- A leadership training activity entitled ‘Growing up in Higher Education’, led by Dr Nila Nikolova (PSH), which will hear successful leaders talking about their failures along the way and how they have overcome these;
- A ‘HaSS Extravaganza’ Open Day as part of ‘Engage with Strathclyde’ week on 3rd May 2019, Lord Hope, Confucius Room, 11:00-18:00, which will showcase our research to members of the public.

BREXIT AND VULNERABILITIES EVENT

7TH MAY, 3-5 PM, SW106, ALL WELCOME

Brexit has dominated the news headlines since the Referendum held in June 2016. The result of the EU Referendum has exposed deep divisions between and within communities across the whole country and it is clear that Brexit (whatever form it will take) will have wide-reaching impacts on the country, its constitutional make-up and its citizens. Vulnerable people who already struggle to make their voice heard are likely to be particularly affected. But does Brexit make us all vulnerable- and what general questions can we ask about vulnerabilities? What makes people vulnerable now, but also what made people in the past?

This panel brings together researchers from across HaSS who are working on Brexit and questions of vulnerability. Speakers include:

- Rebecca Zahn, Law- on civil society organisations in Scotland and how they prepare for Brexit
- Daniela Sime, Social Work & Social Policy- on vulnerable young people, especially EU nationals, in the context of Brexit
- Beatriz Caballero Rodriguez, Humanities- on vulnerable women in the Spanish Second Republic and Spanish Civil War
- Nicola Cogan and Xi Liu, Psychology- on vulnerability and mental health

Each speaker will talk about their work for 15 minutes and there will be time for discussion followed by a wine reception.

Register at: https://tinyurl.com/yzfypsz
Grant Writing Club

Are you an early/mid-career researcher? Do you need to prioritise writing a grant proposal but other commitments get in the way? Are you working to a funding deadline in the next 6 months? Or would you like to protect the space to develop new ideas for a proposal in the future? Do you want to meet like-minded colleagues and access peer support?

What is the format?

- Monthly sessions of 2-3 hours protected time to do grant writing with supportive colleagues.
- Short intro/presentation on a specific topic (e.g. case for support, pathways to impact) and successful applications provided in advance.
- Protected writing time (quiet space, bring laptops, snacks, headphones if you want!).
- Regular goals/deadlines to try to keep each other on track and develop momentum with writing your proposal.

Who is this for? Early/mid-career researchers. Ideally those working on a current proposal, who are looking for dedicated time/space to write.

Where and when? Monthly for 2-3 hour slots at the Lord Hope (However format/frequency can be adapted to group needs).

Our next meeting will be Wednesday 27th March 2019, 1 – 4pm. If you wish to attend and/or if you wish to be included in future emails about this group please email Anna: anna.macintyre@strath.ac.uk

Growing up in Higher Education

Have you ever wondered what successful academics struggled with in the early stages of their careers? Or what they struggle with now?

Growing Up in Higher Education is a conversational series about the process of becoming an academic.

In the inaugural instalment on 28th March, Prof. Elisa Morgera will talk about her own path. Elisa is a Professor of Global Environmental Law in the School of Law and she has recently secured a grant of almost £20 million – One Ocean Hub- from the EPSRC/ESRC.

In a second session, Prof Anja Lowitt, Professor of Speech and Language Therapy, and Depute Associate Principal (Research & KE) will share her own experiences of becoming a successful academic.

At each session, a successful academic shares their life story, focusing on struggles, failures, doubts, detours, and weaknesses. Common topics include dealing with expectations (our own and those of others), impostor syndrome, the role of luck and circumstances, rejection, procrastination and conflicts. See www.growingupinscience.com

To register, follow the links below:

Prof Elisa Morgera Event,
28th March, 1-2 pm, SW 106
http://tinyurl.com/yy6x7pkm

Prof Anja Lowitt,
29th May, 3-4 pm, CW404a
https://tinyurl.com/yxcx8z83

To suggest a speaker for the series, please contact:
Niia Nikolova
niia.nikolova@strath.ac.uk
Double EPRC success with Horizon 2020 awards

In cooperation with partners in a number of other European countries, Dr Sara Davies of the European Policies Research Centre has won two Horizon 2020 projects (BE-Rural and TRACER), which will start in spring 2019 and run for 3 years. BE-Rural also draws on cooperation with Dr Elsa João of Strathclyde’s Department for Civil and Environmental Engineering, as well as the Industrial Biotechnology Innovation Centre (IBioIC).

Dr Sara Davies explains that “both BE-Rural and TRACER projects aim to address major environmental and economic challenges by supporting stakeholders in targeted regions to come together to share knowledge and agree forward-looking research and innovation (R&I) strategies, and then to disseminate the lessons learned Europe-wide”.

Bio-based strategies and roadmaps for enhanced rural and regional development in the EU – BE-RURAL (European Commission, H2020), 2019-2022, €391,626

BE-Rural will support 5 rural regions in Central & Eastern Europe to develop R&I strategies, each focusing on a particular dimension of the bioeconomy (e.g. forestry, fishing, essential oils) i.e. the economic use of animal/plant/microbial material and waste instead of non-renewable resources, such as petrochemicals. BE-Rural builds on a previous Horizon 2020 project (BioSTEP, http://www.bio-step.eu/) which aimed to encourage wide participation in the development of Europe’s bioeconomy. The BE-Rural project aims to realise the potential of regional and local bio-based economies by supporting a wide group of stakeholders to participate in the development of bioeconomy strategies and roadmaps. BE-Rural will stimulate learning and the co-creation of knowledge within each individual region, but also between the five regions, and at a wider European level.


TRACER aims to support 9 coal-intensive regions around Europe (from Wales in the west to Donetsk in the Ukraine in the east), and assist stakeholders to develop R&I strategies linked to energy transition out of brown coal (lignite) mining and energy production. It will help the regions re-design their research and innovation strategies in order to facilitate their transition towards a sustainable energy system. Core activities include:

- bringing together a wide range of stakeholders in each target region to discuss and agree on a shared vision and priorities for coal transition
- joint development of R&I strategies, industrial roadmaps and decision support tools
- identification and analysis of best practice examples of successful and ambitious transition processes in coal intensive regions
- assessment of social, environmental and technological challenges
- the elaboration of guidelines on how to mobilise investment
- activities to stimulate R&I cooperation among coal intensive regions in Europe and beyond.

Where they exist, coal mining and coal-fired power stations typically play significant roles in regional economies and socio-cultural fabrics, so that the closure of these economic activities can have devastating impacts on families and entire communities and regions. TRACER aims to support the emergence of new, innovation-oriented economic activities in the 9 regions, and so enable a gradual shift out of coal-related business activity and employment, thus contributing to climate change targets.

Synergies among EU funds in the field of Research and Innovation in Agriculture (Forschungszentrum Julich GmbH), 2018-2019, €25,000

The project aims to provide a better understanding of the potential and the use of synergies among EU funds in the fields of research and innovation in the agri-food sector. The study is managed by Stefan Kah in cooperation with Markus Gruber of convolop. It will explore the procedures with regard to stimulating synergies of authorities responsible for EU funds at all relevant levels (EU, national, regional) and will identify success stories and lessons learned. The study is intended to provide inspiration through cases that demonstrate added value and impact of synergies.

More on EPRC’s past and ongoing projects: http://www.eprc-strath.eu/.

Wellcome Trust Support Funding of International Studies

Professor Jim Mills of the School of Humanities submitted an application to the Wellcome Trust with the title ‘Building Shared Futures: Co-developing Medical Humanities in China and the UK (MHCUK)’ last year. The application was a success, and an award with a total value of £923,235 was granted. Partners are at the Shanghai Academy of Social Sciences (SASS), Fudan University, Shanghai University and Manchester University. The objective of the project is to fund Masters Students from the Chinese institutions to study at The University of Strathclyde and at The University of Manchester on Masters programmes each year between 2019 and 2022, and to support three post-doctoral fellows per annum to work at the universities in Shanghai for the same period. It is the first time that the Wellcome Trust has supported such a scheme.
Psychological Barriers to Uptake of Flu Jag

A new grant (£191k) awarded by the Chief Scientist Office to Lynn Williams, Susan Rasmussen, Nicola Cogan, all from Psychological Sciences and Health, and David Young from Mathematics and Statistics. The title of the grant is ‘Psychological barriers and drivers to seasonal influenza vaccination uptake in those with chronic respiratory disease: A mixed methods study’.

The proposed project will examine psychological barriers and drivers to seasonal influenza vaccine uptake in individuals under 65 years of age with chronic respiratory disease. Seasonal influenza remains a significant public health concern. The most effective way of preventing seasonal influenza is through vaccination, which is recommended for at-risk groups, which includes those under the age of 65 with a chronic medical condition.

Individuals with chronic respiratory disease (e.g. severe asthma), represent the largest proportion of this group, but seasonal influenza vaccination uptake in these individuals is low, with less than half of those who are eligible choosing to be vaccinated. Urgent research is required in order to identify reasons for this so that interventions can be developed to increase uptake. The project will focus on psychological factors as these are modifiable and can provide important insights as to why some individuals refuse to be vaccinated while others do not.

Improving Parents’ Driving Behaviour

In 2017, Road Safety Scotland commissioned a pilot study (£53,292) to develop interventions that could subsequently be used to help achieve reductions in risky driving behaviours that reflect priority areas for the Scottish Government. Three interventions were developed: one focusing on achieving reductions in drivers’ speeding behaviour; one focusing on reductions in the frequency of mobile phone use while driving; and one focusing on reductions in the frequency of amber or red traffic light violations. The pilot research provided promising results, with evidence that the interventions achieved reductions in risky driving behaviours. Road Safety Scotland has now funded a main study (£46,720), led by Dr Mark Elliot (PSH). The main study, following from a pilot, aims is to provide a robust test of the interventions, using a large national sample of parents sampled from primary schools in Scotland and family attractions (e.g., the Glasgow Science Centre and Transport Museum). The findings will be reported to Road Safety Scotland and will aim to influence Government policy onbest practice in the delivery of road safety.\n
These are some of the awards we have secured between August 2018-February 2019. Congratulations to all colleagues and teams involved.

School of Education

Alastair Wilson International Mentoring Network £25,200
Ingeborg Birnie Bord na Gaidhlig £21,703
GPP
Irene McMaster European Commission £49,785
John Bachtler European Commission- Solidarity Project £211,996
Jun Suduth Carnegie Trust £9,962
Karen Turner EPSRC £38,778
Stefanie Reher Home Office £49,993

School of Humanities

Erica Fudge Royal Society of Edinburgh £1,449
Emily Rose Carnegie Trust £2,116

School of Law

Elisa Morgera EPSRC £180,000
Cara Jardine Leverhulme Trust £88,989
Andrew Eccles Social Work Scotland £7,998

Social Work & Social Policy

Claire Lightowler Big Lottery Fund £180,300
Cara Jardine Leverhulme Trust £88,989
Andrew Eccles Social Work Scotland £7,998

Thomas Scotto George Mason University £2,066

School of Humanities

Erica Fudge Royal Society of Edinburgh £1,449

School of Law

Elisa Morgera EPSRC £180,000

Social Work & Social Policy

Claire Lightowler Big Lottery Fund £180,300

Celebrating Grant Successes

These are some of the awards we have secured between August 2018-February 2019. Congratulations to all colleagues and teams involved.
The Centre for Youth & Criminal Justice

Located within the School of Social Work and Social Policy is a team of social workers, academics and psychologists who are striving to make improvements in youth justice, contributing to better lives for young people, their families and communities. The Centre for Youth & Justice (CYCJ) has been based at the University of Strathclyde since 2013 and is primarily funded by the Scottish Government. Fiona Dyer, CYCJ’s Interim Director, tells us more.

What is the remit of CYCJ?

Fiona: We’re a small team with a big mission! Our three work streams - practice development, research and knowledge exchange - work to meet the needs of the youth justice workforce, offering advice, collaborative working opportunities and events and training. CYCJ is also home to the Interventions for Vulnerable Youth (IVY) project, which provides specific support to high risk young people who present with complex psychological needs and high risk behaviour.

What are the biggest factors you think that can help prevent offending?

We strongly believe that inclusion rather than exclusion should be our default position. Nobody is born a criminal, but those first few years are crucial in terms of attachment and brain development. And it is so important that inclusion continues to apply even when a young person’s behaviour challenges us. Evidence tells us that this is extremely important within education. Children involved in, or at risk of offending, are more likely to disengage from school and be excluded. Once excluded, they are then at risk of becoming more deeply involved in criminal activity and are harder to reach and engage with.

There is still a mind-set of deserving and undeserving children which is incredibly damaging. Once stuck on, these labels can take a life time to remove and increase the likelihood of reoffending.

Who do you work with to achieve this?

The majority of our stakeholders work directly with children and young people. We do what we can to ensure they can access our services, offering a national practitioners support service, roadshows, resources and training. Then there’s the young people themselves, who are at the heart of what we do. They contribute to reports, blogs and resources, speak at and co-chair our events, and participate in decision making and planning. In 2018 we shared monthly blogs as part of the Year of Young People, and are continuing to do so in 2019. We’ve also partnered with the Scottish Throughcare and Aftercare Forum (Staf) for a joint youth justice participation project.
Are you entirely focused on Scotland, or do you have an international scope?

Although our remit is for Scotland, we are very open to learning from and sharing our learning with other countries. A good example is the age of criminal responsibility. Whilst plans to raise this from 8 to 12 in Scotland are a step in the right direction, our knowledge of child development, maturity, brain development and the impact of adversity during childhood indicates that the age of 12 remains too low. Yet it is the recommendation of the United Nations Committee on the Rights of the Child that 14 ought to be considered the absolute minimum standard.

We’ve made visits to New York’s Redhook Community Court, Sweden and most recently Shanghai, along with colleagues from the School of Social Work and Social Policy. We have also hosted visiting academics and practitioners from Australia, New Zealand and America, and spoke at conferences and seminars across Europe. Currently we are contributing to the United Nation’s Challenge Paper on Justice for Children, prompting states and global actors to ensure that children’s rights are upheld across the justice system.

Where next – for youth justice and CYCJ?

Despite all the progress that has undoubtedly been made, we believe that we’re still not at a point of getting it right for every child. How can we address this? That’s the premise of our latest Key Messages paper, which can be found on the CYCJ website. How do we get in touch?

Find out more at www.cycj.org.uk and follow us on Twitter @CYCJScotland. You can contact the team via cycj@strath.ac.uk or calling 0141 444 8622.
Parliamentary Studies Module Renewed

The School of Government and Public Policy were successful in a very competitive bid to get renewal of their Parliamentary Studies module, in partnership with the UK Parliament. As a result of this programme, classes will include interactive seminar sessions which are operated like select committees where students ask questions to clerks and politicians, including The Speaker of the House of Commons, The Rt. Hon. John Bercow MP, who has visited the university twice before. Also, trips to the Scottish Parliament and the UK Parliament will run, with a strong emphasis on applied career sessions in and around parliaments.

Strathclyde is one of only 24 universities who have managed to secure participation, with the aim of course being to provide students with a detailed knowledge of how parliament works in both theory and practise. The applications were judged by a panel of staff from the Houses of Parliament and representatives from the higher education sector.

Speaking about the programme, John Bercow said: “Our Parliamentary Studies module brings the procedures of the House of Commons and House of Lords to life, providing a wonderful complement to on-campus teaching, with a range of resources and services aimed at engaging students and university staff.”

Well done to Mark Shepherd, Despoina Alexiadou, Zac Greene and Neil McGarvey.

New Report Published by CYCJ

A report entitled “Responses to adversity, vulnerability, risk and offending in Shanghai: A Summary Report” was written by Debbie Nolan from the Centre for Youth and Criminal Justice (CYCJ) and published in January 2019. This follows a visit to Shanghai, China’s “birthplace of juvenile justice” by Debbie and other representatives from CYCJ: Claire Lightowler, Donna McEwan, Roisin McGoldrick of the School of Social Work and Social Policy and Anni Donaldson of the Equally Safe in Higher Education programme. The report shares findings from the visit, which has strengthened partnership links between China and Scotland in this field, looking at respective approaches to social work, social services and social justice in Scotland and China, identifying areas of commonality and difference, what can be learned from each other and where further joint working may be possible. Roisin McGoldric, Professional Lead for Social Work, said of the trip “This was a great example of different domains within the School of Social Work and Social Policy sharing knowledge, expertise – and a bit of fun – in a country so very different from Scotland but with many similar issues and dilemmas in relations to the care and treatment of young people. Hopefully the first of many joint ventures!” Access the report here - https://www.cycj.org.uk/wp-content/uploads/2019/01/Final-Shanghai-Report-Jan-2019.pdf

Engagement with the National Health Service

Dr Joan Mowat participated within an Adverse Childhood Experiences and Inequalities Roundtable session on the 6th of February, hosted by NHS Scotland in Glasgow, bringing together academics and practitioners across a range of sectors to focus on how we understand Adverse Childhood Experiences and what the implication of this is for policy and practice.

History at the Heart of Diplomacy

Dr Rogelia Pastor-Castro (History) was invited to the Foreign and Commonwealth Office for the launch of ‘History at the Heart of Diplomacy’. At the event in the Locarno room, celebrating 100 years of Historians at the FCO, Sir Simon McDonald, Permanent Under-Secretary, spoke about the importance and contribution of FCO Historians over the past 100 years. Chief Historian, Patrick Salmon, paid tribute to ‘a tradition of scholarship and dedication to public service’ and looking forward, he mentioned the upcoming conference they are organising with Dr Pastor-Castro and The National Archives, “Peace-making after the First World War”. This conference, marking the centenary of the Paris Peace conference, will be held at the National Archives and Lancaster House in June 2019.

Dr Pastor-Castro has presented her research to the diplomatic community and collaborated with the FCO on a number of projects that are mentioned in the ‘History at the Heart of Diplomacy’ publication: a Witness Seminar on Franco-British relations was based on her volume ‘The Paris Embassy’, a colloquium at the British Embassy in Paris hosted by the British Ambassador to France, Lord Ricketts, and a one-day conference at the British Academy on ‘Embassies in Crisis’ brought together historians, diplomats and the FCO community.

A report entitled “Responses to adversity, vulnerability, risk and offending in Shanghai: A Summary Report” was written by Debbie Nolan from the Centre for Youth and Criminal Justice (CYCJ) and published in January 2019. This follows a visit to Shanghai, China’s “birthplace of juvenile justice” by Debbie and other representatives from CYCJ: Claire Lightowler, Donna McEwan, Roisin McGoldrick of the School of Social Work and Social Policy and Anni Donaldson of the Equally Safe in Higher Education programme. The report shares findings from the visit, which has strengthened partnership links between China and Scotland in this field, looking at respective approaches to social work, social services and social justice in Scotland and China, identifying areas of commonality and difference, what can be learned from each other and where further joint working may be possible. Roisin McGoldric, Professional Lead for Social Work, said of the trip “This was a great example of different domains within the School of Social Work and Social Policy sharing knowledge, expertise – and a bit of fun – in a country so very different from Scotland but with many similar issues and dilemmas in relations to the care and treatment of young people. Hopefully the first of many joint ventures!” Access the report here - https://www.cycj.org.uk/wp-content/uploads/2019/01/Final-Shanghai-Report-Jan-2019.pdf

Engagement with the National Health Service

Dr Joan Mowat participated within an Adverse Childhood Experiences and Inequalities Roundtable session on the 6th of February, hosted by NHS Scotland in Glasgow, bringing together academics and practitioners across a range of sectors to focus on how we understand Adverse Childhood Experiences and what the implication of this is for policy and practice.

History at the Heart of Diplomacy

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SCELG and the implementation of the Islands (Scotland) Act

The Strathclyde Centre for Environmental Law and Governance (SCELG) has been awarded a consultancy to assist the Scottish Government Islands Team (@IslandsTeamSG) in the implementation of the Islands (Scotland) Act. SCELG’s collaboration with Scottish Government in the context of the Islands (Scotland) Act adds to the working relationship between SCELG and Scottish Government and Scottish Parliament, which include work on BREXIT and SCELG’s participation in the First Minister Advisory Group on Human Rights Leadership.

Islands can be wonderful places. Island communities are imaginative, resilient and creative. Often, islands and island communities are hubs of social and technological innovation. Scottish islands and island communities within Scotland fit this description perfectly. However, islands and their communities can also face challenges, which are not always accounted for in and from the mainland.

The Islands (Scotland) Act, passed by the Scottish Parliament in 2018, has at its core the goal to island proof Scottish legislation and policy. What this means is that all future Scottish law and policy should fully take into account its effects on island communities. The latter will be empowered through two main instruments: the “National Islands Plan” and the provision of “island communities’ impact assessment”. SCELG is delighted to have the opportunity to assist the Scottish Government Islands Team on both these instruments.

SCELG will be represented on the project by Francesco Sindico, Co-Director of SCELG and Reader in International Environmental Law, and Nicola Crook, whose PhD research focuses on island law and policy. The team also welcomes Sandy Brunton, founding director and Convenor of Mull and Iona Community Trust, and will be supported by Camille Dressler and Kirsty McCoil from Scottish Island Federation.

What future for financial instruments after Brexit?

How to build on success in economic development policy

EU Cohesion policy has played as significant part in long term regional economic development policies in the United Kingdom. Within Cohesion policy, the United Kingdom has been one of the key proponents of financial instruments (FIs) – essentially repayable forms of finance, as opposed to grants. The UK has often been at the leading edge of policy practice in this area, typically spending a larger share of its European Regional Development Fund allocations in the form of FIs than most other EU countries.

Financial instruments - loans, guarantees, venture capital, quasi equity – can be used in place of, or as a complement to, grant funding. They are appropriate where the project has the scope to generate returns, but where the market is unable or unwilling to invest. Examples of policy areas where they may be suitable include support for small and medium-sized enterprises, investments in new technologies, energy-saving, renewables and urban regeneration.

Financial instruments are often claimed to be more sustainable than grants (because the funds are repaid and can be reinvested for the same purpose), more efficient (because there may be scope to attract private financing, thus reducing the call on the public purse) and to improve project quality (because of the private sector investment expertise). FIs are, however, more challenging to design and manage than grants.
FINE is a network of UK policymakers involved in the design and implementation of financial instruments for economic development policy, managed by Rona Michie and Fiona Wishlade at the European Policies Research Centre. FINE members are: British Business Bank; Development Banks of Wales; Greater London Authority; Highlands and Islands Enterprise; Invest NI; Ministry of Housing Communities and Local Government; Scottish Government; and Welsh European Funding Office.

As the United Kingdom prepares to leave the EU, FINE was concerned that the expertise gained in designing and implementing FIs should not be lost. Instead, FINE considered that the experience should feed into future initiatives, such as the planned Shared Prosperity Fund, which is partly billed as a replacement for the funds which many areas receive from the EU. Against this background, Fiona Wishlade and Rona Michie were tasked with preparing a policy report that explains the role and rationale for financial instruments, what works well and the key lessons learned. Their report, which has been widely disseminated in policy circles, showcases some best practices among the FINE partners and identifies some key elements of EU policies and practices worth retaining post-Brexit.


Academic on sabbatical at Oxford

Katharine Mitchell (School of Humanities) is currently on research leave from Strathclyde and spending her sabbatical in Oxford where she is a Visiting Fellow at St. Catherine’s College. Upon hearing that a friend had spent some of her research leave at Oxford, Kate followed her lead and explored the opportunities for fellowships. From Oxford, Kate has sent the following report:

‘My main purpose in applying for the fellowship was to gain access to the Bodleian library’s unrivalled excellent resources in the writing of my forthcoming book, Gender, Writing, Spectatorships: Evenings at the Theatre, Opera and Silent Screen in Italy and Beyond, 1870 to 1915 (forthcoming with Routledge), but I was also keen to expand my academic network, too. I noticed from their website that the Fellow in French at ‘Catz’ had written a book on the reception of the Italian playwright Carlo Goldoni in Paris, and the Professor of Music had published on opera singers, so I contacted them both to ask if they would support my application and they agreed. My project takes a cross-disciplinary approach to spectatorship studies, drawing on film, theatre and opera in turn-of-the-century Italy - a period in which the melodramatic mode was at its most popular. It identifies a gendered public sphere made up of middle-class female spectators who, through their reading of serialised novels and articles addressed to women on theatre and opera-going in women’s periodicals, were being encouraged to watch with an epistemophilic gaze (one that was curious and wanted to know) and to identify with the performers of what I term ‘woman’s opera’, ‘woman’s theatre’ and the silent diva film, as critical consumers.

I’ve connected with colleagues in Italian at Oxford and regularly go to lunch and formal guest nights at my College (the food and wine at Catz is excellent). I’ve found the people I’ve met to be welcoming, interesting and engaging. Coincidentally, the Emeritus Professor of Music taught me during my undergraduate years at the University of Leeds when during my first year I studied music. On meeting him again after over twenty years, I was immediately reminded of his class on bourgeois concertgoers and how he accompanied us to a concert at Leeds Town Hall; sometimes life can be strange, and it is as if I have gone full circle: in addition to my book project, I now regularly take our students to see an Italian play or opera in Glasgow. Here, in Oxford, I’m really benefitting from the extensive resources in the Taylorian Library – the Modern Languages library - and I’m hoping to remain beyond my fellowship to have some continuity of access to the wonderful resources here.’
Strengthening links between Scotland and Shanghai

Partnership working links between Shanghai and Scotland have been strengthened following a visit to China’s ‘birthplace of juvenile justice’ by representatives from the Centre for Youth & Criminal Justice (CYCJ) and the University of Strathclyde.


The main purpose of their visit was to present at The Children and Adolescents: Social Work, Social Services and Social Justice Symposium, which arose out of conversations between CYCJ, the University of Strathclyde and the East China University of Political Science and Law (ECUPL). The symposium, the first to bring together Scottish and Chinese youth justice expertise, was attended by researchers, youth judges, social workers and child protection agencies. It combined inputs on practice in Scotland and China including sexual offending and technology; vulnerability, risk and offending; and state intervention and legitimacy.

In addition, visits were made to key youth services, including Set Sail, an award-winning organisation providing both preventative intervention and interventions to children already involved in offending behaviour and their families in schools, the community and in custody. The group also attended the Jiading New Spring School, which provides education and protection for children involved in offending and for homeless children in Shanghai – and is the site of the district’s Juvenile Legal Education Centre.

CYCJ have published a report sharing findings from this visit, looking at respective approaches to social work, social services and social justice in Scotland and China; identifying areas of commonality and difference; what can be learnt from each other, and where further joint working may be possible.

Debbie Nolan, Practice Advisor with CYCJ, said: “This was truly a once in a lifetime trip. Our hosts ensured we felt very welcome and made every effort to show us around Shanghai, facilitate visits to various organisations and to explain how the systems worked, despite the language barrier. It was fascinating to learn that whilst there are obvious differences between our systems, there’s also a surprising amount of similarities. This is particularly the case with regards to prevention and intervention and debates around the minimum age of criminal responsibility (which is currently 16 in China). We’re really looking forward to arranging further exchanges and continuing to learn from each other.”

Read Donna McEwan’s blog to learn more about the visit.
Meeting the Need for Career Long Professional Learning (CLPL) in International Contexts: China

Building on its recognised strengths in research and as a provider of Career Long Professional Learning for teachers, staff from the School of Education have been expanding the reach and impact of their work to include the Chinese context.

Drawing upon our existing connections with universities in the city of Tianjin, especially through links with our Confucius Institute for Scotland’s Schools (CISS), we have worked closely with senior level representatives from the Tianjin Municipal Education Commission (TMEC). This administers education provision across the city at all levels, including its 19 universities. This partnership has opened doors to local education authorities in Hexi and Heping Districts. In looking at what constitutes successful and sustainable partnership, the School has engaged in two-way dialogue to respond to the desire for educational change in China and to draw upon international systems to strengthen teaching and learning in Chinese schools yet further.

Three projects were selected for funding over the course of November 2017 – June 2018:

1. **Integrated Approaches to STEM Learning** (David Roxburgh and Paul Chambers)

   This short course, delivered in Hexi District, responded to the growing interest in STEM/STEAM based learning in China in terms of the extent to which subject integration is understood by teachers and experienced positively by pupils.

   Looking at the challenges of pollution in China as a context, teachers welcomed the balance between the foundations of integrated practices and the hands-on practical application of these to their practice. The challenge for many of the teachers involved was to move outside the comfort zone of their own subject area to open it out to others from different disciplines.

   This experience also provided a contribution to the second joint research symposium involving the School of and its counterpart at Nanjing Normal University held in May 2018 and David reflected on this through his presentation, “Teachers as Change Agents: Reflections on a CPD programme Promoting Innovation within the Chinese Curriculum.”

2. **Self-evaluation for School Improvement** (Joanna Holmes)

   School middle and senior managers in Hexi District undertook a short programme that introduced and developed leadership practices in school self-evaluation. Participants explored and reflected on their own practice in a number of key areas including; the purposes of school self-evaluation; who should be involved; how they should be involved; what they already do well; what they could do better and developing an effective school self-evaluation policy.

   By considering some of the theoretical underpinnings and examples of good practice during the sessions, leaders were given opportunities to share and re-evaluate their own practice as well as ask for further guidance and support.

3. **Philosophy with Children** (Dr Claire Cassidy)

   With the aim of promoting thinking skills and creativity, Heping District requested a focus on Philosophy with Children. During the short course, the kindergarten teachers participated in philosophical dialogue and learned some key techniques to support them in promoting and facilitating philosophical dialogue with the children with whom they work. At the end of the course, teachers brought film clips and reports of the successes in their kindergartens with all teachers – and children – having experienced enjoyment and success. The outcomes after such a short course were surprising and encouraging for the teachers involved. They have now created a WeChat group (like What’s App) to continue their support of one another.

**Building on our success**

We are currently in discussions with TMEC about the potential for further short course delivery in Tianjin school districts.

In September 2018, the Chinese Ministry of Education announced plans to strengthen its approaches to Initial Teacher Education. As part of this, further engagement with leading ITE institutes around the world will take place. The School of Education was also represented in a prestigious Department of Trade and Industry mission to China last December which looked to open doors to UK universities to further develop links in this area. We should be well-placed to capitalise on this opportunity given our on-going co-operation with Chinese Normal Universities and other programmes of engagement such as those with partners in Tianjin.

For more information, contact:

David Roxburgh (lead): david.roxburgh@strath.ac.uk
Claire Cassidy: claire.cassidy@strath.ac.uk
Joanna Holmes: joanna.holmes@strath.ac.uk
Paul Chambers: paul.chambers@strath.ac.uk
School of Education, HaSS
ALEXANDER NATIONAL UNIVERSITY WELCOMES STRATHCLYDE PROFESSOR

Professor Yvette Taylor was a visiting professor at The Australian National University (ANU), and while there took part in a plenary panel at the Australian Sociological Association, discussing her ESRC funded project on Making Space for Queer Identifying Religious Youth. Professor Taylor also delivered an ANU talk on ‘Imposter Syndrome’ in relation to contemporary debates on academic career categories, a project which she is continuing to work on with Dr Maddie Breeze.

HISPANIC SOCIETY OF SCOTLAND EVENTS

Las sombreros: The women who dared
This public talk was organized by the Society to commemorate International Women’s Day on 7th March and was delivered by Dr. Beatriz Caballero Rodriguez, Senior Lecturer. During the 1920s and 30s, a daring group of Spanish women openly defied tradition and expectation by becoming outstanding artists, thinkers and leaders. For a brief moment in history, they were integrated in the same intellectual and social circles with men and gained the respect and recognition for their contributions. This was not to last, as the Spanish Civil War would soon dissolve and scatter this group of outstanding women. The talk shed light into their identities, contributions and individual journeys.

El Prado: Historia de un museo 1819-2019
This next event of the Society will be delivered by Sergio Romero Bueno, art historian, and will commemorate 200 years since the museum’s creation. Come along on 2nd April, 7:00 pm, Livingston Tower, room 401. Please note the talk will be offered in Spanish, so it will be a good opportunity for those of you who are keen to practice your language skills.

FIRST AFRICA CARE-LEAVING RESEARCH WORKSHOP & CONFERENCE, 14-19 JANUARY 2018

Kenny McGhee, Throughcare and Aftercare Lead based with CELCIS, represented the University at the First Africa Care Leaving Research Workshop and Conference in Johannesburg in January. Hosted by the Department of Social Work, University of Johannesburg in conjunction with Queens University Belfast, the 3-day workshop brought together 37 academics and researchers from 12 different countries. This was followed by a one-day conference for around 150 practitioners, policy makers and academics from across South Africa. This 4–day event also included the First Africa Network of Care-Leaving Researchers (ANCR) General Assembly.

The aim of the workshop was to develop a collaborative and coordinated care-leaving research agenda for Africa, drawing on an understanding of both the international and African literature and research.

The workshops main objectives were disseminating interdisciplinary knowledge about care-leaving research taking place in other African countries as well as the global North; establishing a network of relationships with other researchers in other countries; providing the basis for provisional practice/policy guidelines for care-leaving in Africa; and informing the development of a collaborative and coordinated research agenda for care-leaving in Africa which includes achievable and fundable projects. The workshop was led by Prof Adrian van Breda (UoJ) and Prof John Pinkerton (QUB).

For further information contact: kenny.mcghee@strath.ac.uk or visit ANCR at https://careleaving.com/
Keynote Address

Dr Joan Mowat gave a keynote address at the Health & Wellbeing in Curriculum for Excellence Conference, hosted in Edinburgh on the 26th of February. Her address focussed on putting health and wellbeing at the centre of addressing the poverty-related attainment gap and exploring the relationships between poverty, attainment and mental health and wellbeing.

Scottish University’s Insight Institute (SUII) Seminar Series ‘Poverty, Attainment and Wellbeing: Making a difference to the lives of children and young people’: final seminar

The final seminar of the series, for which Dr Joan Mowat is Co-Lead, was held over two days at the beginning of March at the Technology and Information Centre. The initial day focussed on the sub-theme of children’s and young people’s sense of belonging to school, with a keynote address from Professor Kathryn Riley starting off the day. A highlight of the day was the participation of a group of children from St Rose of Lima Primary school, Glasgow and from Inverclyde Academy who had participated within a project focusing on what a sense of belonging meant to them and why it was important. On the second day, Professor Roger Slee, University of South Australia, made an impassioned plea for inclusion to be at the heart of our efforts to close the attainment gap. Participants on the day focussed on what had been learned from the series to inform public policy and practice, culminating in a panel discussion.

Meet the Author

As an extension to the Scottish Universities Insight Institute series ‘Poverty, attainment and wellbeing: Making a difference to the lives of children and young people’, two additional events, one hosted at the University of Strathclyde and one at the University of Edinburgh took place at the beginning of March. The first, celebrating the publication of Professor Kathryn Riley’s book, ‘Place, Belonging and School Leadership,’ was introduced by Professor John MacBeath and facilitated by Dr Joan Mowat. Kathryn is Professor of Urban Education at University College London. and mental health and wellbeing.

IQ-Net Conference in Bilbao

The European Policies Research Centre (EPRC) successfully organised the 45th IQ-Net knowledge exchange conference in Bilbao/Spain, which was hosted by the Provincial Council of Bizkia.

IQ-Net is an EPRC run network and KE programme that brings together regional and national authorities from Structural Funds programmes across the EU. Its aim is to improve the quality of Structural Funds programme management through exchange of experience. Network partners meet twice a year, with conferences being organized and facilitated by EPRC and hosted by the network partners on a rotation basis.

This 45th edition of the conference gathered regional and national Structural Funds programme authorities from 15 EU Member States and the European Commission to discuss how Cohesion Policy contributes to the objective of Smarter Europe.

The first session of the conference focussed on experiences with the 2014-20 programmes. Carlos Mendez of EPRC presented a paper on ‘Results, Review and Reform: Delivering programme objectives while preparing for the post-2020 Cohesion policy’. Discussions during the session addressed programme implementation issues concerning the variation in spending and achievement of targets; capacity constraints; and challenges concerning the new regulatory options.

The second session began by a presentation by Laura Polverari of EPRC based on a paper ‘From Smart Growth to Smarter Europe: Learning from Smart Specialisation Delivery’. The discussions that followed addressed practices and lessons in smart specialisation from the IQ-Net partner countries, and explored the options for the future period of 2021-27. A number of challenges, capacity building needs and good practice achievements related to the implementation of Smart Specialisation were identified. Future-related discussions focussed on assessing the Commission’s proposals for 2021-27 and the capacity building needs required for smart specialisation to be successful.

The conference concluded with a project visit to the Automotive Intelligence Centre in Amorebieta, which integrates smart operations, know-how, technology and industrial development

Read more about IQ-Net at: http://www.eprc-strath.eu/iqnet
EPRC’s European Policy Seminar Series

EPRC runs a series of regular seminars (European Policy Seminar Series) which hosts national and international experts covering a wide range of subjects relating to regional and rural policy, cohesion policy, financial instruments and Territorial Cooperation. EPRC’s seminars are usually on Wednesdays from 12.00 to 13.00 and are attended by a mix of policy-makers, researchers, students and other industry professionals.

The seminar is followed by a buffet lunch, and is an excellent opportunity for networking and meeting people with similar interests. There is no charge for attending the seminars, but places are limited so please contact Alyson Ross at EPRC if you are planning to attend (alyson.ross@strath.ac.uk).

Details of upcoming seminars can be found on the EPRC website (http://www.eprc-strath.eu/) or by following @eprc_eu on twitter.

Building Leadership For Change through Educational Issues, Impact and School Immersion

The collaborative relationships between the School of Education at Strathclyde University and the Saudi Arabian Ministry of Education, as well as other educational institutions in the Middle East, are growing and strengthening each year.

In 2018, the School of Education successfully secured a contract with the Saudi Ministry of Education to deliver the programme: ‘Building Leadership For Change through Educational Issues, Impact and School Immersion’ for both primary and secondary “Khebrat” teachers.

The participants were awarded a post graduate certificate which leads on to Master and PhD degrees. The programme is run by Dr Ghita and staff from the School of Education. The programme was recommended to be an example of excellent strategic development in the faculty of Humanities and Social Science. Strathclyde University is one of only a few universities in the UK to be selected to participate in this ambitious programme.

Migration and ‘New Governance’ in the EU

Professor Paul James Cardwell and Dr Rachael Dickson of Strathclyde Law School has organised a two-day workshop at the University of Strathclyde, on 14-15 March 2019 on the theme of Migration and ‘New Governance’ in the EU.

The management of external migration to the EU has become a focal point of the EU’s raison d’être and the focus of much criticism in light of the migration ‘crisis’ of the last few years. Such criticism has, paradoxically, suggested both that the EU is unable to manage migration effectively and that it is doing so in a way which pays scant regard to human rights and international obligations. The rise in populism across many European countries has shone a light on what the EU should or should not be doing in terms of migration.

The workshop aimed to consider the following questions: What is the EU doing to manage migration and how have practices evolved? What mechanisms measures are being used outside (or in combination with) the formal legal framework and what are the drivers? What is the relationship with ‘traditional’ EU law as we understand it? How are non-state actors (such as companies, international organisations or NGOs) involved? What are the implications of instances of new governance in migration for human rights and citizenship? Can any trends of governance be identified? How can the EU’s activities compare to other examples in Member States or beyond Europe? If so, how can we interpret these trends and how do they connect with more general questions of European integration and identity?

The workshop brought together established and early career scholars from 15 countries across Europe, Algeria, Iran, Morocco and South Africa.

For further details, please contact pauljames.cardwell@strath.ac.uk

Financial support for the workshop has been provided by the James Madison Charitable Trust and the University of Strathclyde New Professors’ Fund.
**IN PRINT**

**The Antitrust Damages Directive, Transposition in the Member States**  
(Oxford University Press)

Professor Barry Rodger of the Law School has recently coedited this book, which makes a significant and original contribution to the literature on the developing area of private enforcement of EU competition law. It delivers a significant, rigorous and comprehensive analysis of the transposition across a broad selection of Member States (MS) of a major EU Directive introduced with the aim of harmonising and facilitating competition law damages actions across the European Union. The book seeks to review and analyse the implementation of the Antitrust Damages Directive. It analyses the transposition of the Directive into national law firstly from a generic EU law implementation perspective, considering the MS processes followed in implementing this EU Directive. It also looks more specifically at the national debates and their consequences for the substantive choices adopted in terms of implementation of the various Directive provisions.

This significant contribution to an area of contemporary academic debate and practical importance was undertaken with 2 co-editors: Professor Miguel Sousa Ferro (University of Lisbon) and Francisco Marcos (IE University, Madrid), alongside expert rapporteurs for each of the 16 selected Member States.

Get the book here:  [https://tinyurl.com/y4lm95os](https://tinyurl.com/y4lm95os)

**Time and space in the neoliberal university: Futures and fractures in higher education**  
(Palgrave)

This is a new collection edited by Maddie Breeze, Yvette Taylor (School of Education) and Cristina Costa (University of the West of England). The book offers new interdisciplinary analyses of borders and blockages in higher education and how they can be inhabited and reworked. Amidst stratified inequalities of race, gender, class and sexuality, across time and space, contributors explore what alternative academic futures can be claimed.

While higher education institutions are increasingly concerned with ‘internationalization’, ‘diversity’, and ‘widening access and participation’, the sector remains complicit in reproducing entrenched inequalities of access and outcomes among both students and staff: boundaries of who does and does not belong are continually drawn, enacted, contested and redrawn. In the contemporary neoliberal, entrepreneurial and ‘post’-colonial educational context, contributors critically examine educational futures as these become more uncertain. This wide-ranging collection serves as a call to action for those concerned with the future of higher education, and how alternative futures can be reimagined.

**Preventing Mental Illness: Past, Present and Future**  
(Palgrave)

This collection, in the Mental Health in Historical Perspective series, edited by Despo Kritsotaki, Vicky Long and Matthew Smith, is the first volume to address the history of preventive mental health. It follows on from the editors’ 2016 collection Deinstitutionalisation and After: Post-War Psychiatry in the Western World, which was published in the same series.

**Unthinkable, unfundable and unknowable (but not unmentionable)**

Jane Essex has had a blog accepted for publication on its web site by BERA (British Education Research Association). The piece brings the discussion about the rationale for funding research to a wide audience and she hopes to spark some debate on how funding is currently used to reinforce existing knowledge, as opposed to creating new knowledge. Her blog focuses specifically on the additional barriers that face researchers whose work does not appear to meet an immediate need, or is counter-intuitive. She was prompted to write it after a well-known funder, with a focus on research in science education, declined an application for research into science for children with learning difficulties. The feedback stated, to her surprise, that the proposal was not in their remit of science education. However, to counter the view that these are the wrong sort of learners for science would require research to document the benefits to these young people, which anecdotal evidence suggests exits. Without any evidence, the general assumption is that the work is pointless and, as long as there is no research data to inform opinion, the view remains unchallenged. Jane’s blog raises the question as to whether assumption (or prejudice) is really the basis of sound judgements about funding or whether it would be preferable to support the exploration of previously unconsidered research areas.

**Inclusive Youth Literature Conference**

School of Education PhD student Joshua Simpson is, together with Breanna McDaniel of the University of Cambridge, organising a conference to be held from the 8th-10th of August 2019 in the Scottish Youth Theatre in Glasgow. The conference entitled “Transatlantic Conversations in Research on Inclusive Youth Literature” has been put together by Joshua and Breanna who created REIYL, a community of Researchers Exploring Inclusive Youth Literature. REIYL began in January 2018 when Joshua and Breanna had a conversation about justice and equity-focused research on inclusive representation in children’s literature in the UK. From this, the idea of bringing together like-minded students and established academics dedicated to the study and analysis of current research, in the UK and abroad, to form a network through this first conference. For more information email questions@REIYL.com or visit www.reiyl.com.

**Studentship Opportunities in HaSS**

**Studentship in Health History**

The Centre for Social History of Health and Healthcare (CSHHH), a research collaboration between the University of Strathclyde and Glasgow Caledonian University, invites applications for fully-funded studentships on its M.Sc. in Health History programme. This is the outcome of an investment by the Wellcome Trust through its Master’s Programme Awards in Humanities and Social Science scheme and additional funding committed by the universities.

Successful candidates will join the programme in September 2019 to study full-time for twelve months. The CSHHH Glasgow was established in 2005 and is now Scotland’s leading centre for research, training and teaching in the history of health and medicine. It numbers almost twenty staff, is home to a lively postgraduate community, and regularly hosts a range of events designed to draw scholars in the field from around the world to connect with its activities. Applicants must be strongly committed to building a research career relevant to the themes covered by the Wellcome Trust’s Humanities and Social Science schemes.

Visit the Centre page here: https://tinyurl.com/yb3lq9y4

**Viva Successes**

We’d like to congratulate the following students and their supervisors for successfully defending their doctoral theses recently.

**PhD in Creative Writing**

Bryony Stoker Keeper: A novel and critical reflection on historical fiction as a genre

**PhD in Education**

Li Huaping Internationalising teacher education in China and Scotland

**PhD in English**

Roseannah Murphy Writing regeneration: literary constructions of urban change in postindustrial Glasgow

**PhD in History**

Christopher Cavin Intoxicants and the Indian Colonial Army: consumption and control, 1857-1919

**PhD in Law**

Mhairi Gavin Finding comfort in community: an exploration of the community formed by imprisoned sex offenders at HMP Glenochil

**PhD in Social Work**

Sue Rawcliffe Aspirations and experiments: a long view of the role of ‘community’ in social welfare provision in the west of Scotland

**PhD in Physical Activity for Health**

Kathryn Macmillan Investigating the use of mobile technology to promote active lifestyles and improved glycaemic control in individuals with Type 2 diabetes

**What we do together: Associational life, volunteering and the benefits for well-being and health for younger and older volunteers**

This ESRC-funded studentship aims to advance understanding of the catalysts of associational life and the role of volunteering as a facilitator of this. It will be supervised jointly by Dr Daniela Sime and Prof Bernard Harris (Social Policy) and Matthew Linning, Volunteer Scotland (www.volunteerscotland.net).

While the benefits of volunteering for individuals, including their well-being and mental health, are well documented, we know less about the relationship between individuals’ associational life and volunteering. It has been argued that the decline of neighbourhood-based opportunities for associational activities, such as sports clubs, faith groups and other types of cultural and voluntary organisation, and the decrease in levels of political trust are all detrimental to the health of civic society. Drawing on a qualitative design, which will include case studies with volunteers and non-volunteers across a range of settings in Scotland, including urban and rural areas, this project aims to contribute new knowledge in relation to the benefits of associational life for individuals and communities. The study will draw on existing theories of social capital and weak ties to examine the link between opportunities for associational life, social capital and individual and community health and wellbeing.

Applications are through the SGSSS website (www.sgsss.ac.uk) and close on 14th April 2019.
I research the history of health and medicine and have been exploring the history of ADHD, food allergy, preventive mental health and, most recently, sport and mental health. I strongly believe that historical research can help us tackle today’s problems, so - in addition to collaborating with like-minded historians - I’ve worked with teachers, mental health professionals, activists of various kinds and the media.

What does your job as Vice Dean Research involve - and how do you combine the role with your research?

Essentially, I see my role as trying to eliminate the barriers that staff encounter when conducting research. As a historian, I can’t help asking why we do things in one way or another, and trying to figure out if we could do things differently. In terms of balancing my Vice Dean role with my own research, I am a big advocate of leading by example. I’ve continued to research and write as much as I can and, thanks to the supportive environment fostered by Douglas Brodie, our Executive Dean, I’ve managed to accomplish much of what I set out to do prior to taking on the role. At the moment, I appear to be on a grant-writing spree, so that’s a great way to stay on top of various schemes and to help others with their applications.

How do you get to be Vice Dean for Research and would you recommend your role to other colleagues?

One of my pet sayings is ‘Say yes without thinking; think a lot before saying no’. While that has gotten me in over my head occasionally, it’s also given me valuable opportunities. I was asked to be History’s Director of Research in 2012, when the incumbent abruptly left. I was only a year into my job at Strathclyde, but I thought, why not? Similarly, I feared I would be far too early career to be Vice Dean Research, but, much like the DoR role, one’s ability to do it has more to do with one’s ideas and initiatives, rather than one’s experience (or ability to endure meetings). That’s one of the reasons I’d recommend the role to colleagues: unlike other deanery roles that are more managerial or procedural, the VDR role allows you to be creative. I’d also recommend it to people who are naturally curious and want to learn more about the brilliant research done across HaSS.

What other initiatives have you been involved within the Faculty and further afield?

Within the Faculty, I’ve helped to create a number of roles, ranging from the Faculty Editor position to the Associate Dean for Public Engagement and Impact. We’re also about to launch a Faculty Conference Fund, which will help staff without research budgets to get to international conferences (in return for promoting Strathclyde a wee bit). Beyond Strathclyde, I really enjoy working on ‘Mental Health in Historical Perspective’, the Palgrave book series I co-founded and co-edit with Prof Cathy Coleborne. Since 2015, we’ve published over a dozen volumes and worked with some truly outstanding early career historians. If you’re interested in mental health, check it out!

What are you reading at the moment – for work and leisure?

For work, I’m just finishing off Martin Halliwell’s Voices of Mental Health, which examines American mental health policy through the lens of film and literature. I’m also getting through a rather strange book on suicide in cricket and getting stuck into Mark Jackson’s Routledge History of Disease. For leisure, I just finished chuckling my way through Why Me?, featuring the illustrious Dundonian, Bob Servant, and have embarked upon a recommendation from my son, Dashiell: The Devil and His Boy, by Anthony Horowitz.

Where do you see your work in five years’ time?

Wow. To be honest, I don’t really look too far ahead, but if my current plans work out, I should be working on a Wellcome Trust-funded project on sport and mental health. I’d also like to do more public engagement work and see more parts of the world, especially Africa.

Final question…your desert island list- 3 recordings, 2 books and a luxury item. What would you take?

That’s the hardest question yet. OK, I’d go with Oscar Peterson’s Canadian Suite, which is a jazzy journey across my home country, the Wailing Jennies’ Firecracker, which takes me back to my Prairie roots and Big Country’s Fields of Fire: The Ultimate Collection, which would remind me of Scotland. My books would be Dear Hermes, which is a book of poetry by my wonderful wife, Michelle Smith, and the biggest book I could find on tropical birds. For a luxury, it’d have to be some snorkelling equipment.
PERSONAL DEVELOPMENT

Successful Meetings

Meetings are part of university culture— we meet with students, colleagues and external partners. Do we always need a meeting though and how many times have we all been in meetings that could have been resolved with an email! Done well, meetings can help us achieve things and move agendas on. Done badly, meetings waste time and energy.

Watch this video on how to organise a successful meeting: https://view.pagetiger.com/InsightMagazine/1

After you watched the video, consider:
• Do you always need to call a meeting?
• What do you need to do before, during and after the meeting?
• Would you consider standing or walking meetings? Why yes/no?

HASS RESEARCH IMPACT AWARDS

The new HaSS Impact Prize is an annual opportunity to recognise and reward the successes in our Faculty on projects which are making a difference and are achieving outstanding societal impacts. A prize of £200 is awarded to the winners of each category. The application is open to all staff, independent of stage of their career or contract type.

There are four prize categories:

Outstanding Impact for Policy

This prize will recognise research that has contributed to the development of public policy at the local, regional or national government level. This could include direct changes in policy, changes to how decision makers view issues, and the development of more effective and efficient practice by professionals or the users of public services. Entries should be supported by evidence that the research has been taken up and used by policy makers and public service practitioners.

Early Career Impact

This prize will recognise social scientists at the beginning of their academic careers who have achieved or show potential in achieving outstanding impacts in any of the above categories. This includes current PhD students and early career academics in their first three years post-PhD.

An application form is now available through RAKET’s Sharepoint site.

Closing deadline: 31 March 2019
Prizes announced: 3 May 2019

Outstanding Impact for Society

This prize will recognise research that has made a contribution benefitting a specific group within the public or society more widely. This could include impacts arising from working with local or community groups, charities or wider society.

Outstanding International Impact

This prize will recognise research that has achieved impact at an international level across countries in business, policy or societal issues.
Do you have a research story to feature in the next issue?

Submit a ‘New story’ through Sharepoint or email: hass-marketing@strath.ac.uk