

Institution: University of Chester
Unit of Assessment: D28 History
1. Unit context and structure, research and impact strategy

1.1 Unit Context and Structure

Research in History at Chester spans sixteen centuries from the fifth to the twentieth. It is distinctive in combining this chronological range with a broad geographical coverage including Britain and Ireland, Continental Europe, and America, and in pursuing interdisciplinary approaches.

Research is located within the Department of History and Archaeology, encouraging interdisciplinary cross-fertilisation. This is part of a vibrant research community within the School of Humanities and the Faculty of Arts, Media and Humanities. Research activities occur across the School through interconnections with the Departments of English, Theology and Religious Studies, and Modern Languages, including via the Institute for Gender Studies. They reach out across the University through cooperation with Computer Science, Education and Children's Services, and Music, Media and Performance and impacts on the undergraduate and postgraduate student experience.

To facilitate collaborations and shape expansion, History and Archaeology researchers are organized into three overlapping Research Clusters representing key areas of expertise – (1) Giving Voice: Diverse Narratives of People, Places, and Objects; (2) Memory and Mortality: Death, Burial and Commemoration; and (3) People and Place: Past Landscapes and Environments. Echoing the University's Foundational Value to recognise 'the dignity and worth of every individual' these investigate histories of underrepresented social, racial, and ethnic groups through texts, material culture, and place. They underpin strategic planning for sustainable expansion of the research environment, through increased staffing, through recruitment of graduate students, and through funding applications. They support third sector collaborations, and impact and engagement activities.

Reflecting the University's recognition of the vitality of History, its commitment to a sustainable culture of History research, and its strategy to create a new research environment at Shrewsbury, the team has grown from 8 FTE staff in 2014 to 11 FTE staff in 2020, including 2 staff based partly at University Centre Shrewsbury. Careful recruitment has maintained our chronological depth, from medieval (Pickles, Wilson) to early modern (Harry, Gaunt, Worton) to modern (Andrew, Critchell, Ewence, Grady, Jackson, Jenkins), and our geographical breadth, from Britain and Ireland (Andrew, Critchell, Ewence, Harry, Gaunt, Jenkins, Pickles, Worton) to Continental Europe (Grady, Wilson) and America (Jackson). It has been guided by a concern for equality and diversity amongst the staff, resulting in a positive gender ratio (5F : 6M) and a balance including 6 early career researchers (Andrew, Critchell, Ewence, Harry, Wilson, Worton) 2 mid career researchers (Grady, Pickles), and 3 senior researchers (Gaunt, Jackson, Jenkins).

1.2 Research and Impact Strategy

Implementation of REF 2014 Objectives

Our Research Strategy from 2014 established five priorities:

1. To develop interdisciplinary research projects
2. To support colleagues to produce high-quality research outputs
3. To submit more grant applications and increase grant capture
4. To expand our expertise in impact and public engagement
5. To increase the size and scope of post-graduate study

To pursue these, we created three Research Clusters (Section 1.1) through which historians and archaeologists could collaborate.

Unit-level environment template (REF5b)

1.2.1 Interdisciplinary Research Projects

To facilitate the creation of sustainable interdisciplinary research projects, we used the Research Clusters to encourage collaboration at our annual Research Away Day, at termly Research Group Meetings, and through our new MA programmes (Section 1.2.5). This resulted in three collaborative interdisciplinary research projects, each with a successful grant application, an international research network, research outputs, an inter-departmental collaboration, third sector collaborations, and sustained impact and public engagement activities. These are:

- Diverse Narratives [PIs Ewence, Grady; AHRC, Heritage Lottery Fund]
- Early Christian Churches and Landscapes (ECCLES) [PI Pickles; AHRC]
- Mobility of Objects Across Boundaries (MOB) [PI Wilson; AHRC]

Further details may be found in our Impact Case Studies and Sections 3.1.3 and 4.1.

1.2.2. Research Outputs

Recognising their prestige within History research and their importance for career progression, we supported the production of more monographs and peer-reviewed journal articles. This was framed by the University's commitment to the Equality Act 2010, reflected in its Athena Swan Bronze and Gender Equality Charter Mark Bronze awards, particularly in relation to age, gender, pregnancy and maternity. It was pursued with reference to the University's Equality Policy and Staff Performance and Development Planning Policy. The Research Clusters and associated Research Meetings provided a focus for mentoring, and our annual Research Review meetings and Research Leave Scheme presented a mechanism for tailoring prioritised support to particular individuals with needs relating to gender, career stage, and caring responsibilities. Our senior and mid-career researchers (Gaunt, Grady, Jackson, Jenkins, Pickles) shared practical advice with early career appointments (Andrew, Critchell, Ewence, Harry, Hickman, Hillman, Wilson, Worton) about sustaining research and writing throughout the teaching year. Three early career researchers (Ewence, Hillman, Wilson) pioneered a new Faculty of Arts and Humanities Early Career Researcher Network, including a Writers Gym for cooperative writing. Our competitive Research Leave Scheme used QR money to support half-yearly research leave for two history researchers with clear strategies for producing outputs as monographs and articles in international peer-reviewed journals. It was judged with an eye to the constraints, demands, and objectives of researchers at different stages in their careers. This resulted in a direct correlation between Research Leave and Outputs: researchers at all stages of their career used periods of leave to complete monographs (Ewence, Gaunt, Grady, Harry, Jackson, Pickles, Wilson) as well as peer-reviewed articles in international journals (Andrew, Ewence, Grady, Hickman, Hillman, Wilson). The result is that, while for REF 2014 only 6 of 8 FTE staff were entered with 2 single-authored books, for REF 2020 all 11 FTE staff are entered with 9 single-authored books, and the majority of the remaining REF 2020 outputs are peer-reviewed journal articles. Demonstrating our concern to contribute to discourses on equality and diversity, many of these outputs investigate histories of underrepresented social, racial, and ethnic groups – they give agency for religious change to free peasant households (Pickles), locate economic and cultural change in the uncertainties faced by workers and traders (Wilson), explore the experiences and contributions of ethnic minorities (Critchell, Ewence, Grady), investigate the impact of diplomatic policy on former colonies (Jackson), and focus on neglected regions (Worton) or marginalised age groups (Andrew). This has been recognized as world leading research in the shortlisting of a monograph for two major international prizes (Grady - Wolfson History Prize 2018 and the Cundill History Prize 2018), the selection of an article for Gold Open Access in a major international journal (Wilson – *Social History*), and through markers of esteem (Section 4).

1.2.3. Grant Applications

To enhance our reputation for world leading research and improve our external grant capture we used the Research Clusters to support collaboration in the writing of research grant applications, which were timely, appropriate to the project, and matched to career stage. A new Faculty database of grants and grant applications and new Faculty Research Events facilitated the sharing of knowledge about successful grants (Section 3.2.2). Within the Research Cluster Giving Voice, a mid career researcher (Grady) collaborated with an early career researcher (Ewence) to capitalise on the anniversary of World War I and their combined expertise in Britain, Germany, and minorities: they obtained an AHRC grant to study the wartime experiences of minorities in Cheshire, and further matching Heritage Lottery Funding. Within the Research Cluster People and Place two researchers

(Pickles, Wilson) collaborated to write successful applications for AHRC Research Network funding to establish the first stages of international interdisciplinary networks. The success of this approach may be measured by the extraordinary increase in the scale and variety of our external funding – a one hundredfold rise from £3 290 for REF 2014 to £312 259 for REF 2021 (Section 3.1.3-4).

1.2.4 Research Impact and Engagement

To ensure coherent and sustainable impact and engagement, we used our Research Clusters as a basis for activities. First, we developed four impact strands relating to our Research Clusters and based on the work of more than one member of the Department. Two of these provided narratives for REF 2021, precedents for on-going future work, and models for ensuring reach and success: within Giving Voice there is the Diverse Narratives project and within People and Place there is the Landscapes, Gardens and Public Health project. Two more established projects to grow through the next REF cycle building on these precedents and models: within People and Place these are the ECCLES and MOB projects (Section 4.1). Second, we acquired new expertise. Early in this REF cycle we appointed a researcher with experience in writing grant applications and managing impact projects for other universities (Hickman) who consulted on the design and assessment of our impact activities. Third, through the Diverse Narratives project two historians (Ewence, Grady) constructed an interdisciplinary collaboration model with Education and Children's Services so that our on-going impact strands can work with History PGCE students training at Chester to develop and utilise resources for teachers. This has been developed by the MOB project (Wilson) and will be expanded in the next REF cycle by the ECCLES project (Pickles).

1.2.5 Research-Led Teaching

To create a more sustainable relationship between our research expertise and our teaching, we used our Research Clusters to redesign the Undergraduate and Graduate Programmes. First, we restructured our second year to include a new 20 Credit team-taught module, Journeys in the Past, enabling staff to introduce students to research in their area and requiring students to write a research proposal. Second, we devised new 40 Credit Approaches to History optional modules based on staff research. Third, we required students to align their third year dissertation topics to our Research Clusters. Fourth, we designed a new MA Programme including a joint History and Archaeology MA reflecting the People and Place cluster, called Past Landscapes and Environments, as well as a new History MA reflecting the Diverse Narratives cluster, called War, Conflict and Society. The effectiveness of this strategy may be seen in various ways. Based on the projected teaching requirements and expanded graduate numbers of Past Landscapes and Environments we secured two new full-time appointments (Andrew, Hickman). Since this restructuring, we have sustained recruitment on all three MA programmes including increased retention of our own undergraduates. This has enabled us to retain a vibrant graduate research environment, award an increased number of successful PhDs, and maintain our annual Departmental and Faculty Graduate conferences and online Graduate journal (all Section 2.2). Through teaching modules more closely aligned to their research, staff have matched the overall number of outputs produced by REF 2014 while increasing the quality (9 single-authored books, 9 journal articles, 5 edited volumes, and 20 book chapters). Co-teaching on the MA in Past Landscapes and Environments has resulted in historians and archaeologists collaborating in public engagement for the Being Human Festival (Sections 3.1, 4.2) and historians collaborating with third sector organisations including the Village Trust at Port Sunlight (Andrew, Hickman) (Section 4.2).

Future Objectives Beyond REF 2021

Over the next five years we will maintain these approaches and build on our successes through an increased research focus on Chester as a local-global city from the Roman period to the twenty-first century. Throughout its history, Chester has been a major city with international connections, but this is insufficiently recognised and the diversity of Chester's population and networks is underappreciated. Work for our interdisciplinary research projects – Diverse Narratives, MOB and ECCLES – highlighted the untapped potential of Chester's archival sources and museum collections as well as the missed opportunity for collaboration between the Cheshire Archives and Local Studies, the Grosvenor Museum, the Cathedral, St John's Church, and many local and regional societies. It has also identified the need for us to engage with these under-resourced organizations.

To pursue this aim we will exploit the University's new 'Citizen Student' strategy. This envisages four core themes – Health and Wellbeing, Culture and Society, Sustainability and the Environment, and Regional Economy – through which research and teaching will be drawn together across the institution, forging research, teaching, engagement, and impact collaborations between Faculties and Departments.

A first stage will be to present this vision of Chester and its interconnections with these four core themes to develop further collaborations across the University, building on our experiences of working with the Departments of Computer Sciences, Education and Children's Services, and Media.

A second stage will be to bring these collaborators together with representatives and stakeholders from Cheshire Archives and Local Studies, the Grosvenor Museum, the Cathedral, St John's Church, and other potential third sector collaborators, to build connections and explore possibilities.

A third stage will be to exploit curriculum reform to align our undergraduate and graduate programmes with our research focus and the 'Citizen Student' strategy, through which students will play an active part in research, collaborations, and events.

A fourth stage will be to exploit the University's new Chester Grant Support Initiative to help identify funding sources and produce grant applications. This will facilitate the writing of major grant applications, essential to the development of our research culture. They will underpin even more sustainable interdisciplinary and third sector collaborations with even more innovative impact strands. They will build on the track record of those members of staff who have secured Research Network Grants and provide an opportunity for them to manage higher levels of research income and more complex research teams. They will provide early career staff with an opportunity to collaborate in grant writing. They will present the opportunity to recruit post-doctoral researchers. They will facilitate the identification of research projects to attract more post-graduate researchers.

2. People

2.1 Staffing Strategy and Development

2.1.1 Staffing, Gender and Age Structures

Since REF 2014 we have used our objectives to sustain our chronological range and geographical coverage and our interdisciplinary Research Clusters to inform our staffing strategies (above Section 1). McLay, a seventeenth-century British historian, was replaced by Hillman, a sixteenth-century European historian with extra-European interests, now replaced by Harry, a sixteenth-century British historian with European interests, to address a chronological gap and add to our Giving Voice cluster. Huggins, a nineteenth-century British historian, was replaced by Critchell, a twentieth-century British historian, and collaborator for Ewence and Grady on the history of minorities. Andrew and Hickman (now Newcastle) were new thematic appointments in landscape history to expand the People and Place cluster. Jenkins and Worton were additional early modern and modern specialists with military history expertise for the MA in Military History at Shrewsbury. Appointments have been framed by the University's commitment to the Equality Act, reflected in its Athena Swan Bronze and Gender Equality Charter Mark Bronze awards. We have a female Head of Department and a positive gender ratio (5F : 6M); and we now have 3 senior career researchers (Gaunt, Jackson, Jenkins), 2 mid career researchers (Grady, Pickles), and 6 early career researchers (Andrew, Critchell, Ewence, Harry, Wilson, Worton).

2.1.2 Research Staff Management

Research is line-managed by the Director of the School of Humanities and the Head of Department. The Director chairs our termly Faculty Research Advisory Group comprising Research Coordinators from History, Archaeology, Theology and Religious Studies, English Languages and Literature, Modern Languages, Art and Design, and Music, Media and Performance. Applying the University's Staff Performance and Development Planning Policy, the Head of Department oversees our annual Personal Development Plan (PDP) process: she meets with individual staff members to review

achievements and set objectives. The History researchers are led by two Research Coordinators (Grady, Pickles): they chair an annual Research Away Day, hold Annual Research Meetings with individuals, and organize termly Research Events focused on strategic issues. The effectiveness of these structures is visible in several ways. The annual Research Away Days produced our Departmental research strategy, our new Research Clusters, and our decision to use the People and Place cluster to create the new MA in Past Landscapes and Environments. Through the Annual Research Meetings the Research Coordinators have identified and addressed strategic issues through Research Events and have brought researchers together to collaborate. At Departmental workshops staff have exchanged experiences and ideas on balancing demands of teaching with writing on longer projects, and on devising projects and writing grant applications. Individual researchers have identified potential to work with others – Pickles used his experience of applying for and managing an AHRC Research Network Grant to help Wilson write a successful grant for the same scheme; Wilson brought together Hillman and Pickles to launch the project at the European Social Sciences History Conference in Valencia; Hickman used her experience of applying for Wellcome Trust grants in the medical humanities to help Hillman acquire funding to research saints and miracles. Researchers have peer-reviewed each other's work for submission to international peer-reviewed journals and assisted in addressing peer-review comments (Pickles for Grady [*Journal of British Studies*], Grady for Hickman [*Eighteenth Century Studies*], Grady and Pickles for Ewence [*Immigrants and Minorities*], Pickles for Wilson [*Social History*], and Hickman for Andrew [*Journal of Tourism History*]).

2.1.3 Research Staff Support and Promotions

These structures govern the strategic deployment of Research Funding. REF 2014 QR funds have supported periods of competitive Research Leave and funded teaching relief for all History researchers. Two members of the History research team are supported for a six-month period of Research Leave each academic year. Following new University procedures, a formal application is made to the Head of School and Head of Department. This has enabled us to ensure the quality and timeliness of research outputs and activities, which has produced tangible results in our increased number of monographs (Section 1.2.2), our increased grant capture (Section 1.2.3, Section 3), and our increased recognition for world leading research (Section 4). This has also helped to provide tailored support for researchers facing different circumstances relating to caring responsibilities and career stage (below and Section 2.3). All History researchers are funded one day of teaching relief each week to support on-going research, impact, and engagement activities. These structures support History researchers in those research elements required for promotion applications: our Head of Department mentored Grady for promotion from Senior Lecturer to Reader and Professor; Grady in turn mentored Ewence, Hickman, Pickles, and Wilson for promotion from Lecturer to Senior Lecturer.

2.1.4 Research Staff Collaborations

History researchers are encouraged to participate in University and Faculty interdisciplinary research events. At the annual University Staff Conference and University Research Festival, staff have participated in events on the Digital Humanities (Grady, Pickles, Wilson) and Research-Led Teaching (Pickles, Wilson). At the termly Faculty Research Workshops, staff have participated in events on devising projects and writing grant applications (Pickles). History researchers have thereby identified collaborators in Education and Children's Services (Ewence and Grady for the Diverse Narratives project, picked up by Wilson for the MOB project and Pickles for the ECCLES projects), in Computer Science (Pickles for the ECCLES project and Wilson for the MOB project), and in Music, Media and Performance (Wilson for the MOB project) – Section 4.1.

2.1.5 Early Career Research Support

Since REF 2014 the History team has included a higher number of early career researchers, some on full-time open-contracts (Andrew, Ewence, Harry, Hickman, Hillman, Wilson, Worton) and others on part-time fixed-term contracts on funded projects (Van Horssen, Nugent). The University's Research Governance Handbook guided the recruitment and inclusive management of those on funded projects. All early career researchers are invited to participate in the Faculty Early Career Researchers Network, led at points by two historians (Hillman, Wilson); this includes the Faculty Writers Gym, which two Historians used to complete monographs and journal articles (Ewence,

Hillman). All staff on FTE equivalent contracts have annual research meetings to support their development: Harry was initially employed as a one-year maternity replacement, but through this system we identified his research potential, supported him through Visiting Lecturer status after the end of that contract to complete further research outputs, and helped him to apply with Murrieta-Flores and Nugent for research funding from the Paul Mellon Trust; thus when Hillman departed, he beat an exceptional field of applicants to the job (c. 80 applications, 20 long-listed, 7 short-listed). Two staff were appointed while still completing Post-Doctoral Research Fellowships and were supported to fulfil the terms of their fellowship before taking on teaching and administrative roles (Hickman and Hillman). To enable Hickman to write up research from her Fellowship she was awarded a further period of Research Leave and encouraged to apply for matching funds. To help balance research with teaching and administration, early career researchers are provided with a lighter teaching load and allowed to build up a full suite of Undergraduate and Graduate teaching modules during their first three years. They are required to participate in the University's PG CERT qualification or apply direct for Fellowship of the Higher Education Academy: Andrew, Ewence, Hickman, and Hillman all successfully graduated with the PG CERT and Harry and Wilson applied directly for HEA Fellowship. To assist them in devising projects with impact and public engagement strands, early career researchers are invited to apply for an annual Faculty Early Career Award of up to £2000: this was won by both Hillman and Wilson. To allow them to build a full range of research experience, the PDP process and annual research meetings are used to address gaps in experience: as Pickles crossed the threshold from early to mid career researcher, he was teamed up with Grady, who coordinated REF 2014, as joint Research Coordinator; so too Grady worked with Ewence to write grant applications for the Diverse Narratives project; and our John Doran Scholarships (Sections 2.2.2, 3.1.1) were used to give an early career researcher the opportunity to co-supervise a doctoral student (Ewence, with Grady). To recognise and reward early career research, the University instituted an Outstanding Early Career Researcher REF Award, which was won by Pickles and funded resources for a future project. Early career researchers on part-time fixed-term contracts are mentored by the Principal Investigator to provide the training and experience to help them to the next level of their career: this resulted in two research assistants moving on to academic roles at other Universities (Van Horssen, Diverse Narratives [Senior Lecturer, Leeds Beckett]; Nugent, ECCLES [Researcher, Lancaster; Research Office, Liverpool; UKRI Early Career Leadership Award, Liverpool]).

2.2 Post-Graduate Research (PGR) Training and Supervision

2.2.1 PGR Management

History PGR students at Chester are administered by the University's Registry Services and overseen by a Faculty and Departmental PGR Tutor, the History MA and MRes Programme Leader, and individual Research Supervisors. PGR students have a two-way representation structure, the PGR Forum: this enables PGR representatives to sit on the University and Faculty Research Committees. All PGR students experience a standard PGR Review Process: a series of timetabled meetings including a Chair, the Supervisor, and the Student, to evaluate both supervision and student progress at set milestones; this gives supervisor and supervisee an opportunity to comment independently on their experiences. Thanks to these structures we have almost trebled our award rate for research degrees (from 3 in 2014 to 8.4 in 2021), including all submissions on time, no failures, and most passes with minor corrections.

2.2.2 PGR Funding

To encourage our own students – who are often the first in their family to attend University – to continue to post-graduate study, they receive a reduced fee on Post-Graduate courses. In recognition that many PGR students are taking out loans and working alongside their degrees, we encourage part-time study and our support structures mean that part time students have been as successful as full-time students – notable examples include Chadwick, Greatorex Roskilly, Jones, and Swallow. All students are encouraged to apply for a Faculty Fees Bursary to provide further financial support. After the untimely death of a member of the Department, the University honoured his name through the creation of three John Doran Memorial Scholarships: our three John Doran Scholars (Copley, Dawson, Duckers) were recruited through open applications and received a full fees and maintenance grant.

2.2.3 PGR Support and Training

All History PGR supervisors and students complete a University and Departmental induction and training course. Supervisors are introduced to the University's policies, procedures, and resources, and engage in teamwork with supervisors from other disciplines to address hypothetical scenarios. Students complete a skills audit to identify their strengths and weaknesses and access a series of workshops aligned with the Research Development Framework. All students are encouraged to undertake the Learning and Teaching Institute's training programme and complete modules leading to Associate Fellowship of the Higher Education Academy. To facilitate this, they are offered experience as Visiting Lecturers, particularly at the first year of the Undergraduate History Programme. The effectiveness of this may be seen in Worton's progress from doctoral student and Visiting Lecturer to full-time appointment in the Department and the continuing work of former doctoral students as Visiting Lecturers (Chadwick, Poole, Swallow).

2.2.4 PGR Research Community

Several research activities encourage History researchers and PGR students to research together. There are annual University, Faculty, and Departmental PGR Research Conferences. The Departmental PGR Research Conference is convened by the PGR students, who identify a Keynote Speaker and a theme, and write papers for our online open access PGR journal *Context* (<http://www.chester.ac.uk/node/24440>). This has supplied a route for some PGR students to develop publishing experience and build to publication in peer-reviewed print journals (Abbiss, Greatorex Roskilly, Swallow). Departmental funds are available to support further skills training (Copley was funded to complete a Keele University course in Latin) and conference participation or attendance (Copley received money to attend conferences in Oxford and Spain). PGR Students are fully integrated into our History research culture, attending and presenting at the Departmental Research Seminars, participating in our Research Workshops, and consulting on the design of projects and writing of grants (Copley consulted with Pickles on the writing of the ECCLES AHRC application). Moreover, they reach out to engage with other regional institutions, through the M6 Medieval Seminar, bringing together staff and PGR students from Bangor, Chester, Keele, Lancaster, Liverpool, and Manchester, and through co-organized reading groups (Copley co-organized a Reading Group with Manchester students).

2.2.5 PGR Trajectories

The results of this research training environment may be seen in the career trajectories of our undergraduate and graduate students. Former undergraduate students who produced outstanding dissertations have received MA and PhD scholarships at York (Georgina Briggs, Richard III Scholarship; Sarah Hinds, MA Scholarship and White Rose PhD Scholarship; Tamera Carrington, Centre for Medieval Studies York MA Scholarship) and Kings College London (Rhian Wyn-Jones, MA Scholarship and AHRC PhD Scholarship). Beyond academic careers, former PhD students have established successful careers in the publishing sector (Greatorex Roskilly), heritage sector (Abbiss, Copley), and in university administration (Chadwick).

2.3 Equality and Diversity

Thanks to our positive gender balance and mix of career stages amongst the History researchers (Section 2.1.1), as well as our concern for recovering the histories of underrepresented social, racial, and ethnic groups, the Department has a strong sense of its responsibilities for equality and diversity.

The Department is guided by the University's commitment to the Equality Act, reflected in its Athena Swan Bronze and Gender Equality Charter Bronze awards. Staff are encouraged to participate in the University Diversity Festival and its special interest groups, including the Disabled Staff Group and Parents' Network, as well as in the University and Faculty Gender and Research Events and Women's Day Events. Many members of the History team have become parents and carers for young children over this REF cycle (Andrew, Ewence, Grady, Harry, Pickles, Wilson). To confront the impact of this on career progression, the Department has pursued new initiatives. Following the University's Allocation of Workloads Policy, it has applied a transparent Workload Allocation Model, so staff can see how equality and diversity needs are addressed. Following the University's Family Leave Guidance, Time off for Dependents Policy, and Policy on Requesting Flexible Working, it has

recognized parental and caring responsibilities through flexible scheduling: staff make timetabling requests for teaching between set hours; staff meetings and History Departmental Research Seminars are organised within those established hours. Following the University's Time Off in Lieu Policy, the impact of evening and weekend events on caring responsibilities has been acknowledged: these have been minimised and staff have been encouraged to take leave in lieu. To mitigate the impact of parental leave on research progression, the lost time and unsupported research completed on parental leave has been recognised by encouraging applications for research leave soon after return to work: after returning from parental leave Andrew, Ewence, Harry, Pickles, and Wilson were all awarded research leave.

3. Income, infrastructure and facilities

3.1 Income

3.1.1 Internal Research Funding

History researchers draw on a range of internal research funding. The University's Research and Knowledge Transfer (RKT) office administers substantial annual research funds. The Knowledge Transfer Funding scheme provides £200 000 for developing contract research activities, consultancy, Intellectual Property rights, Continuing Professional Development collaborations, new products, and industrial studentships: Wilson has collaborated with Computer Sciences to obtain £60 000 over three years (2020-2023) to develop a museum database framework. Top-sliced QR income is used for QR Research Grants directed towards University priorities and for Research Staff Conference Attendance Grants of up to £500. Through the Santander Universities Agreement there are International Research Excellence Awards of up to £5000 for bringing Visiting Research Fellows to Chester and up to £1000 for supporting archival research: Jackson has obtained funds for her archival work in America. The PGR Fee Discount scheme offers £2000 per student based on academic merit and supervisory capacity. The annual Faculty Research Fund invites all academic staff to apply competitively for Research Grants of up to £1000 and early career researchers for up to £2000. The majority of the QR funding is returned to the Department for History and Archaeology: this is used to support the Department Research Leave Scheme, a teaching buyout for research staff to protect one day per week, Research Expenses of £400 each, and Impact Pump Priming Funds of up to £2000. After the untimely death of Dr John Doran, the University established an extraordinary funding scheme in his memory – the John Doran Memorial Scholarships – to provide three PGR Students with full fees and maintenance grants for doctoral projects. In total since REF 2014 the Department has successfully applied for over £90 000 of Internal Funding for projects, archival research, and conference presentations.

3.1.2 External Research Fellowships

Using our new Research Clusters to reshape the Undergraduate and Graduate Programmes for research-led teaching and to inform our staff recruitment decisions (Section 1), we recruited two new members of staff who brought existing external research fellowship funding to the Department: Hillman transferred to Chester her British Academy Postdoctoral Fellowship funds (2014-2018); and Hickman transferred to Chester her Wellcome Trust Postdoctoral Fellowship funds (2016-2018).

3.1.3 External Project Funding

Exploiting Faculty and Departmental funds, several staff members have collaborated to build funding track records and secure more substantial External Funding for Collaborative Projects. To enable Ewence and Grady to benefit from the timeliness of their research interests in the context of the World War I centenary, the Department and the Royal Historical Society supported an international conference resulting in an edited volume and the recruitment of a Research Assistant (Van Horssen) to begin establishing an impact narrative, from which they built to successful applications to the AHRC for WWI Public Engagement and the Heritage Lottery Fund (2014-2018). To establish the ECCLES Research Network, Pickles obtained a Faculty Fund grant to support travel to Bangor, Cork, Edinburgh, and Dijon: this was the foundation for his successful AHRC Research Network Grant (2016-2018). Together, Hillman, Pickles, and Wilson used joint applications for Faculty Funds to establish Wilson's MOB Research Network through a session at the European Social Science

History Conference in Valencia, which was the foundation for her successful AHRC Research Network Grant (2017-2019).

3.1.4 External Small Grants

By cooperating to target the full range of potential funding sources individual researchers have successfully applied for External Small Grants to support individual research. To facilitate her public engagement projects on the Linden Groves Sensory Experiences and the Mental Health History of Hospital Gardens, Hickman obtained a Finnis Scott Foundation small grant of £6800 and then a Wellcome Trust People Award of £30 000 (2016-2018). To support her archival work for a new project on Spiritual Biographies and Healing, Hillman acquired a Wellcome Trust small grant of £11 783 and a Royal Historical Society grant for a workshop on Pilgrimage worth £360. To pursue archival work for her Brepols monograph, Wilson received £2240 from the Pasold Research Fund. To engage in archival research for his monograph on medieval London, Harry was awarded £5000 by the Yorkist Trust. Seeking to raise the international and national reputation of the History researchers, Hillman, Pickles, and Wilson applied to host the Royal Historical Society Symposium 2017 supported by a grant of £1461. To fund public engagement work with the Storyhouse Chester, Andrew and Hickman received a Being Human Festival grant of £733.21 (2018-2019).

Over the period we have thereby secured a hundredfold increase in HEI registered grant capture from £3920 by REF 2014 to £312 259 by REF 2021, averaging £41 436 per annum and £3767 per FTE staff member, and including significant funds from all available funding categories.

3.2 Infrastructure and Facilities

3.2.1 University Research Infrastructure

The cornerstone of History research is the University's Research and Knowledge Transfer Department: a team of 15 staff provides infrastructural support in the distribution of research funds, the writing and management of research grants, the setting up of third sector collaborations, and the dissemination of research. The Department's grant capture has been achieved through a close relationship with particular members of staff to create a sustainable and collaborative knowledge base for grant applications: Ewence, Grady, Harry, Hickman, Hillman, Pickles, and Wilson all worked closely with Rachel Ward (RKT) on successive History applications, utilising the RKT database of previous successful Chester bids, and built on this link through Sarah Hinds (RKT), a Chester History graduate on a part-time Medieval History PhD scholarship at York.

3.2.2 Faculty and School Research Infrastructure

Infrastructure at a Faculty and School level directly shapes the research strategy in the Department. The Faculty Research Advisory Group is chaired by the Director of the School of Humanities: our two History Research Coordinators (Grady, Pickles) attend termly meetings, through which the Faculty and Departmental Research Strategies have been formulated, the Faculty Research Grant Database has been established, and the Faculty Research Events have been organized. To encourage interdisciplinary research across the School it supports the Institute for Gender Studies with its own physical space, staffing, MA Programme, seminar series, and annual international conferences. To assist staff across the School in devising projects and writing grant applications, it supported a Digital Humanities Researcher (Murrieta-Flores, now Co-Director of Digital Humanities at Lancaster) on a fixed-term full-time contract: she applied for a successful grant including Harry between his fixed-term contract and his full-time open contract; she helped Pickles, and Wilson to devise and write up the Digital Humanities aspects of their successful AHRC Research Network Grant applications, and assisted Andrew and Hickman on a third sector collaboration with the Village Trust Port Sunlight and their public engagement projects for the Being Human Festival at Chester Storyhouse (Sections 4.1-2).

3.2.3 University IT Facilities

The University's Learning and Information Services (LIS) manage the IT services that support staff research. All research staff receive up-to-date hardware and software including office PCs, and laptops, iPads and mobile PowerPoint projectors on loan. All research students are provided with access to computers in public spaces, workrooms, and study booths, including a dedicated PGR

workroom. Through LIS, staff have obtained access to software for research including GIS mapping software (ArcGIS) and GIS subscriptions (EDINA Digimap). Within LIS the University has created an online repository – ChesterRep – as an outward facing research resource. The University invested in a major new Campus – Thornton Science Park – which houses the Department of Computer Science: sixteen staff are available for collaboration in the Digital Humanities, with particular expertise in Visualization, Interaction and Graphics, and a suite of seven purpose-built computer labs, an independent server and network, and specialist software: this infrastructure is being exploited by Andrew, Grady, Pickles, and Wilson.

3.2.4 University Library Facilities

History research at Chester relies on access to a range of excellent research libraries and archives. Eight University libraries hold over 750,000 e-books, approximately 300,000 physical books and 65,000 full text online journals. For the Faculty of Arts and Humanities there is a team of five specialist subject librarians who collaborate on the design both UG and PG research and resource training (including programme wide information literacy and research sessions). In conjunction with our subject librarians, we utilise subject specific budgets to purchase specialist print titles and electronic journal subscriptions. We have access to subscriptions to fourteen major electronic collections of online primary sources, twelve major providers of international electronic e-book and journal collections spanning our own subjects and allied disciplines such as Geography, Politics, Psychology, Sociology and Education. Recent additions include e-book packages with De Gruyter, Cambridge University Press, OUP, Carnie's syntax, and the British Union of Fascist Archive. The Department houses its own History and Archaeology Library, which has expanded thanks to a generous bequest of the Philip Rahtz Library from his widow, Lorna. Outside the University, researchers benefit from the internationally renowned Gladstone's Library at Hawarden.

3.2.5 Local and Regional Archives

Within and around Chester History researchers exploit a range of internationally and nationally significant archives. Cheshire Archives and Local Studies holds archival material from the medieval to the modern: undergraduate historians are introduced to the holdings in the first year and complete dissertations on the material; graduates are introduced to the collection on the MA Programmes; doctoral projects have focused on the unique run of medieval and early modern court records (Gaunt and Wilson supervising Greatorex Roskilly); and Emeritus Professor Graeme White continues to publish on the extraordinary medieval documents from the Chester Palatinate. The Grosvenor Museum has an enormous collection of objects yet to be catalogued and analysed, which is the subject of Wilson's collaboration through MOB. Chester Cathedral holds an episcopal archive of international significance, which Hillman targeted through research with second year historians. The Village Trust Port Sunlight and Unilever archives are an underexploited resource being explored by Andrew. The Department now holds the Philip Rahtz Teaching Archive, generously donated by his widow, which promises to throw fascinating light on his role in establishing archaeology as a University discipline.

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

4.1 International Research Collaborations

Using our new Research Clusters, History researchers developed three formal and funded International Research Collaborations. The Diverse Narratives project (Ewence, Grady) is described in more detail as one of our Impact Case-Studies. The Early Christian Churches and Landscapes (ECCLES) project (PI Pickles) is part of a pan-European project, Corpus Architecturae Religiosae Europaeae (CARE). ECCLES brings together researchers from Europe, Britain, and Ireland to investigate evidence for churches in Britain and Ireland pre-1100. AHRC Research Network Grant funding supported two conferences, a projects workshop, and three stakeholder workshops bringing together academic researchers, existing projects, ecclesiastical bodies, heritage agencies, and members of parish communities. It will proceed by establishing and populating a publicly available and mappable database with stakeholder resources. The Mobility of Objects Across Boundaries 1000-1700 (MOB) project (PI Wilson) brings together researchers from Europe, Britain, and Ireland to explore an object-centred approach to historical change and challenge existing historical paradigms and periodisations. AHRC Research Network Grant funding has supported two

conferences, a third sector collaboration with the Grosvenor Museum to link objects from their database to the Europeana database and produce teaching resources via the Open University's Open Arts Scheme. Both ECCLES and MOB are producing websites and databases in collaboration with Computer Sciences at Chester. Building on this success, European Fascist Movements 1918-1941 (PI Clarke, Liverpool; CI Grady, Chester) is a new AHRC funded Research Network (2019-2021), which will develop through the next REF cycle.

4.2 Third Sector Collaborations

In addition to the funded activities of Diverse Narratives, ECCLES, and MOB, and of the Landscape and Health Impact Case Study, the distinctive interdisciplinary character of our History research lends itself to a variety of other third sector collaborations. For the Grosvenor Museum Chester our History researchers provide nine lunchtime lectures a year organised in groups of three under the banner of our Research Clusters, drawing public audiences of up to 80 people and producing an income of c. £150 per lecture. Documentary research by Wilson into the production and use of later medieval textiles resulted in annual lectures for the Victoria and Albert Museum textiles course and consultancy for the Chateau D'Angers Museum in France and Burrell Collection in Scotland. Research on landscapes and identities in twentieth-century Britain by Andrew produced a collaboration with the Village Trust Port Sunlight in which second-year students designed a tour to bring together different age groups associated with the Village and a mobile exhibition to promote its significance. Co-teaching on the new interdisciplinary MA in Past Landscapes prompted Andrew and Hickman to work with Gray-Jones and Taylor (Archaeology) and the Storyhouse Chester to put on immersive public engagement activities on landscapes from the neolithic to the twentieth century for the Being Human Festival. In parallel to her research on modern America, Jackson is an expert on the Beatles and acts as a historical consultant for St Peter's Church, Woolton and the Salvation Army in Liverpool, for which she has used second year students to assist in the production of research and publications to improve understanding of underappreciated heritage sites. Reflecting his expertise from his previous career in the heritage sector and role on the heritage strand at University Centre Shrewsbury, Jenkins is a Trustee of the Friends of the Flaxmill Maltings, the Victoria County History Shropshire, and The Assault Glider Trust, responsible for advising on heritage, conservation and research policies; he also works with regional and national organisations, such as local authority Historic Environment Teams and Historic England, to find sustainable solutions for heritage assets and museum collections.

4.3 Fellowships

Thanks to our new Research Clusters and research-led teaching programmes, we appointed two members of staff who brought British Academy (Hillman) and Wellcome Trust (Hickman) Post-Doctoral Research Fellowships to Chester. This was a springboard for further external fellowships: during her Research Leave Hillman held a Fellowship at the Moore Institute, NUI Galway and Hickman held a Research Fellowship at Manchester University. Recognising their combined expertise in the history of minorities both Ewence and Grady hold Honorary Fellowships of the Parkes Institute for Jewish/non-Jewish Relations, Southampton.

4.4. Membership of International and National Committees

Four History researchers play key roles on National Committees relating to their research expertise. As *the* expert on Cromwell and the English Civil War, Gaunt is President of The Cromwell Association, which involves organising conferences, speaking to schools, and producing public research resources including the new Online Directory of Parliamentarian Army Officers for British History Online. Springing from his international reputation as a historian of modern Germany, Grady is Treasurer for the German History Society. Growing out of her work on landscapes and identities in the north west, Andrew is a committee member of The Historic Society of Lancashire and Cheshire. Reflecting his specialism in late medieval British history, Harry is a key committee member for the Harlaxton Medieval Symposium.

4.5 Membership of International and National Societies

Many History researchers are members of period or field specific organisations, including the International Society for the Study of Early Medieval England (Pickles), the German History Society

(Grady), and the American Politics Group, the British Association for American Studies, and the Society for Historians of American Foreign Relations (Jackson).

4.6 Editorial Positions and Activities

History researchers hold high profile editorial positions for international publishers and journals. Gaunt is part of a collaborative editorial team organised from Cambridge, editing the works of Cromwell. Pickles is General Editor for Brepols' most successful series, *Studies in the Early Middle Ages*, and on the Advisory Board for *Northern History*. Ewence was book reviews editor for *Jewish Culture and History*. Andrew is editor for the Inter-War Rural History Group blog.

More informally, the History researchers act as peer-reviewers for major international publishers including Berghan (Grady), Brepols (Pickles), Continuum (Huggins), Edinburgh UP (Gaunt), Liverpool UP (Huggins), Longman (Gaunt, Grady), Manchester UP (Hickman), Routledge (Grady), and Yale UP (Gaunt, Grady), as well as for major international journals including *The Archaeological Journal* (Wilson), *Early Medieval Europe* (Pickles), *Catholic Historical Review* (Pickles), *French History* (Hillman), *Historical Research* (Pickles), *Journal of Ecclesiastical History* (Hillman), *Journal of Historical Sociology* (Grady), *Journal of Religious History* (Hillman), *Holocaust Studies* (Grady), *Landscape and Urban Planning* (Hickman), *Landscape History* (Hickman), *Medical History* (Pickles), *Medieval Archaeology* (Pickles), *The Medieval Review* (Wilson), *Renaissance Studies* (Wilson), *Speculum* (Wilson), *Social History of Medicine* (Hickman).

They also act as book reviewers for similarly impressive publications including the *Antiquaries Journal* (Pickles), *Archaeological Journal* (Pickles), *BBC History Magazine* (Andrew, Hickman, Pickles), *Diplomatic History* (Jackson), *Early Medieval Europe* (Pickles), *English Historical Review* (Huggins, Pickles), *Journal of British Studies* (Andrew), *The Medieval Review* (Pickles, Wilson), *Northern History* (Pickles), *Renaissance Studies* (Hillman), *Reviews in History* (Wilson), *Social History* (Wilson), *Textile History* (Wilson).

4.7 HEI Consultancy

Having been a doctoral researcher in Ghent and having been offered a Belgian post-doctoral fellowship, Wilson is a reviewer for the Fonds Voor Wetenschappelijk Onderzoek-Vlaanderen (FWO or Research Foundation-Flanders) and drawing on her expertise in the documentary history of medieval textiles she is a reviewer for the Pasold Research Fund for textile history.

4.8 Examining

In spite of the relatively high number of early career researchers at Chester, many have examined post-graduate research degrees, including doctorates at Buckingham (Hickman), Sheffield (Hickman), St Andrews (Wilson), York (Pickles) and Chester (Pickles x 3; Harry x 2; Hillman x 1) and M Res degrees at Durham and Keele (Pickles).

4.9 Conference Organization and Participation

To broaden our reputation for world leading research, members of the History research team have focused on hosting major conferences at Chester to reflect and advertise our expertise. The foundation for this was a successful bid to hold the Royal Historical Society Symposium for 2017 called Putting History in its Place: Historic Landscapes and Environments including a visit from the RHS Committee to Chester and papers from researchers based in Britain, Continental Europe, and North America. This was complemented by the decision to host all our international research project events at Chester, for *Diverse Narratives*, *ECCLES*, and *MOB*. Members of the team have since been invited to speak for the Historical Association Conference 2019 in Chester and to collaborate in the organisation of the BBC History Magazine Symposium 2019 and 2020 in Chester, including an opportunity for our PGR Students to speak to public audiences. Individual researchers have worked to bring their period and field specific conferences to Chester, including the Cromwell Association and Chartism conferences. History researchers have spoken at over 100 major international and national network events, conferences, and seminar series, involving over 50 funded invitations, including papers across continental Europe at Amiens, Berlin, Bolzen, Bruges, Dresden, Frankfurt, Grenoble, Istanbul, Prague, Roskilde, Salzburg, Valencia, and Vienna, and across Britain

Unit-level environment template (REF5b)

and Ireland at Birmingham, Cambridge, Cork, Durham, Edinburgh, Huntingdon, Leeds, Leicester, Liverpool, London, Manchester, Newark, Norwich, Oxford, Southampton, Stirling, Sussex, Winchester, Worcester, and York.