

Institution: University of Reading
Unit of Assessment: 28 History
<p>1. Unit context and structure, research and impact strategy</p> <p>History at Reading delivers depth and breadth, from medieval to modern history across European, Asian, African and American continents. From 2014, the division has proactively internationalised and rejuvenated its research profile through a strategy of recruiting early career scholars studying outside British and continental European history. We have initiated new ways of thinking and working through cross- and interdisciplinary research focusing on gender, subaltern peoples, health, science and culture. Attention has been given to digital humanities, new partnerships and collaborations with an emphasis on cultivating impact. Our strengths are gathered into four research clusters: i) emotion, devotion and belief; ii) gender history; iii) health humanities; iv) revolutions and utopias. These clusters are designed to enable collaborative, cross- and interdisciplinary working, integrating colleagues from throughout and beyond the division with post-doctoral researchers and PhD students. Our 20 academic staff form part of the School of Humanities alongside Philosophy and Classics, with colleagues leading and engaging in numerous interdisciplinary research centres and projects supported by the University theme of Heritage & Creativity.</p> <p>Research & Impact Strategy</p> <p>History's vision towards a vibrant and sustainable culture has been designed to enable staff at all stages of their career to drive their research agendas within a collaborative environment of mutual support. A particular emphasis is placed on empowering Early Career and/or newly-appointed colleagues to foster their research potential, though all colleagues are encouraged to develop ways of working that both broaden our research-reach and invigorate the discipline. This is embedded in the annual review of the division's research strategy, which channels our ambition through clusters, interdisciplinary centres and networks. The strategy was developed in 2015 and commits the division to:</p> <ul style="list-style-type: none"> • Engaging across disciplines to broaden cross- and interdisciplinary debate. • Enabling innovative methodologies and problem-driven research. • Maintaining high standards of peer-review to raise aspiration and allow for pathways to collaboration and career development. • Pursuing public engagement and co-creation of research through strategic partnerships to ensure a wide and diverse audience. • Undertaking research-led teaching. <p>The plans set out in REF2014 have been realised via strategy, strengthened research leadership coupled with enabling research structures and support, and focused recruitment. The research interests and approaches of our new appointments, research clusters and centres enable cross- and interdisciplinary debate and embed innovative methodologies and problem-driven research into the division. The clusters – i) emotion, devotion and belief; ii) gender history; iii) health humanities; iv) revolutions and utopias – serve as mechanisms for collaboration and maintaining high standards via peer-review and mentoring. Cluster activities include monthly meetings, seminar series and webpage/blog posts, providing for collegiate and constructive relationships to develop across the division. In such a way, too, History at Reading directs research towards impact and public engagement, further developing and establishing strategic partnerships to garner a widening and diversifying audience. From this, our teaching is research-led and our practice bound to the University's code of practice. More specifically:</p> <ul style="list-style-type: none"> • New appointments have enabled us to widen our expertise in international history, with posts in the history of Asia, Africa, Russia and the Middle East. We have also strengthened our expertise in gender history and American history. An earlier ambition to

develop History of Art into a defining component of the division has not been met due to staff retirements and a strategic decision to focus our efforts on the current clusters.

- We have reorganised our research into clusters to create critical mass on our key research areas, and are delivering on our ambition to develop a **focus on interdisciplinary health and humanities**. Health Humanities received University Interdisciplinary Centre status in 2019 (combining with colleagues from Archaeology, Biological Sciences, English Literature, Pharmacy and Psychology). Our aim to **cultivate international networks** has been bolstered by the establishment of the interdisciplinary Monroe Group (US history) and the continued development of the Reading-hosted Interdisciplinary Network for the Study of Subcultures, Popular Music and Social Change (Subcultures Network). Research seminars, workshops and conferences highlight our research focus, with guest speakers invited to complement and develop the dialogues initiated within the division.
- We have **nurtured and promoted impact**, embedding plans for potential impact into new and on-going research projects. This is managed through termly discussion between the Research Division Leader, Impact Lead and the Heritage & Creativity theme Impact Development Officer. All colleagues are encouraged to think about how their research can develop impact beyond scholarly communities and how it can be disseminated through public engagement initiatives. Internal funding and practical assistance from the University's Impact Team enables staff development (see below), providing for workshops, events, training and means to engage with non-academic partners, enabling co-creation, capture and dissemination of research and its impact as evidenced in our impact case studies in this submission. Both case studies have been nominated for a University Research Engagement and Impact Award, with the Astor100 project winning in 2020.
- In order to fulfil our commitment to **research innovation**, priority has been given to **fostering a vibrant ECR community** to ensure succession planning into the future. The vitality of such strategic new ECR appointments can be measured by their external grant capture (x 4), award-winning monographs (x 3), British Academy rising star awards (x 2) and AHRC New Generation Thinkers (x 1), achievements shared across the division's ECR and newest members. In addition, History ECRs have won two prestigious University fellowships and won three of the last four annual ECR output prizes awarded by the University's Heritage & Creativity theme. Two of History's ECRs have co-directed the Health Humanities Centre alongside colleagues in English Literature; another History ECR helped initiate and leads the Monroe Group. The balanced responsibilities given to ECRs and newer colleagues are designed to ensure sustainability, providing leadership and administrative experience in a supportive environment. In addition, History has embraced **digital humanities**, facilitating and contributing to an array of projects with regard to their design and dissemination (see Section four).
- **Strategic partnerships** have been added to over the current REF cycle. More detail is given in Section four, but it is worth noting that our encouragement of ECR initiative has helped enable some of our newest and most productive partnerships with Demos, the National Coal Mining Museum, National Maritime Museum, Plymouth Museum and the US Embassy in London. These complement the focus of our research clusters and encompass relationships with the: Banque de France; Berlin Wall Memorial Foundation; Comite Scientifique; Comité pour l'Histoire Economique et Financière de la France; Global Institute for Women's Leadership; Houses of Parliament (Vote100); National Trust; Ndabaningi Sithole Foundation; Royal Society; Sir John Soane Museum; Youth Club Archive and Archiv der Jugendkulturen.
- History's contribution to the **interdisciplinary** Early Modern Research Centre (EMRC) has been extended by new appointments and the on-going success of its international conference. The Graduate Centre for Medieval Studies (GCMS) continues to nurture post-graduate scholars, organise conferences and publish *Reading Medieval Studies*. Both reach across divisions of Business Studies, Economics, English Literature, Modern Languages, Philosophy and Politics.

Forward Research & Impact Strategy

The reorganisation of our research and the initiatives generated by our staff recruitment strategy have enabled us to **envision a future** shaped by the following drivers:

- Innovative interdisciplinary and transnational history, especially subaltern peoples neglected in traditional narratives.
- The possibilities opened up by the University's partnership with the British Museum.
- The continuing opportunities afforded by digital technologies and analyses.
- Managing the financial challenges across the sector to enable continued support for innovative research.
- Increasing the number and quality of PGRs within the division.
- Supporting ECRs to become leaders in their field.
- Extending impact, public engagement and Open Access.

To meet these objectives, we will:

- Sustain and extend high-quality, **innovative research** across interdisciplinary and transnational history. This will be ensured by regular Personal Research Planning (PRP) meetings with individual colleagues; constructive processes of internal and external peer-review; close-cooperation with the University's Research and Enterprise Services (RES). In particular, we will continue to ensure our ECRs and PDRs (Post-Doctoral Researchers) are supported, mentored and nurtured as they deliver publications and develop research projects. We shall consistently review the division's research clusters, encouraging activities and synergies within and beyond the University. Future appointments will be made strategically to sustain and broaden the division's focus, thereby enhancing Reading's reputation as an innovative research-led University while also serving to attract students to a range of courses built on colleagues' specialisms. The division's focus on subaltern peoples and connections between history, health and science will be nurtured to further develop Reading's distinction in these fields.
- Cultivate the University of Reading's partnership with the **British Museum (BM)**, established in 2018. This is the first institutional partnership between a national museum and a UK university and provides access to a range of research collections, including the BM Archaeological Research Collection, to be based at the University of Reading's estate. Four 'BM champions' from History have been appointed to develop the relationship, with regular workshops planned and seed-corn funding provided jointly by the University and the Museum. The planned 2020 Stenton Lecture, by Sadiya Qureshi (on exhibitions, empire and anthropology) in partnership with the British Museum, marks a statement of this intent (postponed until October 2021 due to Covid-19).
- Work with Heritage & Creativity and the University's Research Communications Team to further utilise the possibilities afforded by **digital technologies and social media**. These have already enriched work within the division and enabled impact, supporting external training and feeding into the Academic Forums organised by the H&C theme. History aims to further embrace the opportunities of digital humanities by prioritising their inclusion in future research projects/bids.
- Seek to increase and diversify our funding sources of **innovative research**. As well as collaborating with internal and external colleagues to develop projects addressing the thematic priorities of the AHRC, ESRC, Leverhulme and Wellcome Trusts, we shall encourage colleagues to formulate and participate in projects directed towards ERC/PGR recruitment and Horizon2020 funding (if available). Outreach work and connections beyond the academy will also be mined to enable applications to such bodies as the National Lottery Heritage Fund.
- Seek to increase our **PGRs** through focused funding applications, including Collaborative Doctoral Awards including our links to the British Museum. We also intend to add to and nurture PhD students through continued participation in the AHRC South, West and Wales Doctoral Training Partnership (SWW DTP), where History provides institutional leadership (Foxley), and internal funding/bursary opportunities. Equally, interested

undergraduates will be encouraged towards postgraduate study through our two taught MA courses (History and GCMS) with clear pathways to PhD study.

- Continue to extend our leadership of and participation in existing and new national and **international** research networks. In addition, we strive to grow **local and regional** opportunities for collaboration by affirming connections with Cliveden House (National Trust), Reading Abbey (Reading Museum) and the University of Reading's Museum of English Rural Life.
- Encourage **engagement** with non-academic audiences in our research and teaching. As well as promoting the prestigious annual Stenton Lecture and its associated workshops comprising invited speakers, members of the division and PGRs, we will build on the successful public lectures given by colleagues in History (see section four).

Continue to publish our **research** with high-quality presses and in high-quality journals, while also engaging proactively with Open Access. Good practice has already been demonstrated by the open-access publication of monographs by, for example, Deb Roy and Newton, and of chapters within edited books as by Lawrence. For the future, important monographs are already in preparation for publication after 2020, the development of which will be reviewed and supported by the division's research committee. These efforts are supported by an institutional Open Access Monograph Fund where Newton is the institutional academic representative, further demonstrating our leadership and commitment in this area.

Impact will be a central component of our sustainable forward planning. As noted above, resources and effort have been put into developing impact in the current REF cycle and preparing the ground for the next. As well as termly meetings between the division's Impact Lead, Research Division Leader and Heritage & Creativity Impact Development Officer, workshops have already been held to identify impact potential amongst colleagues' research and to support individuals. So, for example, the rich impact possibilities of Rezk's work have been subject to an intensive day-workshop to assess the scope for impact. Funds have been provided for relevant training courses and the means for impact capture provided. Given that our recruitment strategy was developed with impact in mind, embryonic impact case studies among our newest and ECR colleagues are in development. These emergent studies – relating to maritime history and women in Britain's coalfield communities – are mentored by the Impact Lead and Impact Development Officer.

At a general level, and with more detail given in Section four, colleagues in history seek to collaborate and co-create research, disseminate their work and generate impact through:

- Contributing to civil society and cultural life via public lectures, websites, social media, consultancies, exhibitions, blogs and media contributions.
- Engaging in policy-making and related debates. For example, Oliva is part of the UKRI-AHTC 2020 Engaging with Government scheme, submitting evidence to the inquiry on environmental diplomacy and developing a policy paper.
- Working with community groups and creativity partners.

Such activity is generated by mentoring pathways to impact as part of the division's termly research meetings. Reflections on impact and impact potential form part of the individual research plans drawn up by colleagues each year and submitted to the Research Division Leader. All staff attend the yearly impact workshops organised within the division and School. As outlined below, funds are available to develop impact potential via the University's Building Outstanding Impact Support Programme (BOISP). In between times, colleagues are encouraged to record and reflect on the impact generated by their research. This can then be discussed within research meetings or presented in the form of blogs and podcasts designed to disseminate research and generate interest.

2. People

Staffing Strategy and staff development

History currently has 20 academic staff of which 9 are professors, 9 associate professors and 2 lecturers. Our **recruitment** priority since 2014 has been to invest in the next generation of scholars and embed both **equality and diversity** into the division. To this end, 7 of our 8 newest full-time appointees since REF2014 have been early career researchers (ECR). Such a strategy has allowed the division to expand the breadth of its coverage in international and non-European history whilst also renewing and extending existing fields (American, Early Modern, Modern British) in innovative ways via a focus on gender and post-colonial history. Simultaneously, senior members of staff have committed to providing research leadership across the clusters and mentoring new and ECR colleagues. The success of our approach to appointing ECRs is further evidenced by their rapid career progression: six of our ECRs have been promoted to Associate Professor in this period.

To determine **new appointments**, we identify emergent research fields and either correlate these with present strengths in the division or consider how they may add benefit to our research profile and potential. The appointments made in the current cycle have enabled us to rejuvenate prevailing research themes and develop emergent interests in health humanities and gender history. Between them, our 8 post-2014 appointees produced 7 monographs, 3 edited collections, 19 articles and 15 book chapters. Two are Co-Is on AHRC projects; another holds a prestigious Wellcome Trust University Award; one has recently won a Leverhulme Research Fellowship and another leads an impact case study for the division.

More generally, a commitment to **equality and diversity** may be recognised in the division's composition, with colleagues ranging across social and national contexts. Comprising 13 female and 7 male colleagues, a quarter of the division were born outside the UK, including 2 BAME and 3 European colleagues. Female colleagues have, in the current REF-cycle, held leading positions relevant to the division (Head of School, Head of Department, Research Division Leader, Director of Postgraduate Studies, School and Department Director of Teaching & Learning) and run various research centres and groups (Graduate Centre of Medieval Studies, Health Humanities, Monroe Group). Balance across all the division's committees and practices are ensured and maintained by the Head of Department in consultation with colleagues. Among postgraduates, History saw 50 people start PhDs in History and Medieval Studies since January 2014. Ten of these were externally funded (9 x AHRC, 1 x Wellcome; 8 women, 2 men). Of the 50, 33 were women and 17 were men. Including our rising number of MA students, History has seen more BAME and Transgender students continue their studies at Reading.

Equality and diversity has driven our recruitment, promotion and management strategy, moving to ensure a balanced department in terms of leadership, support and workload. Such processes of staff mentoring and development are under constant review, both in relation to probation and personal titles procedure, and for sessional and temporary staff whose career and personal development needs are often under-recognised. All staff have undertaken on-line training in equality and diversity. Two History colleagues have chaired the School's Athena Swan Committee and another is the School's Diversity and Inclusion Lead (Schmidt). Two female colleagues from History have benefitted from the Aurora Programme (a national Women's Leadership Development Programme) and members of the division have applied to the University's Diversity and Inclusion Initiatives Fund to support such events as the Society for the History of American Women (SHAW) annual conference in July 2019. The Stenton Lecture for 2021 is to be delivered by one of the co-authors of the Royal Historical Society's report on 'Race, Ethnicity and Equality in UK History' (Sadiah Qureshi). Through exhibitions, blog posts and other initiatives, colleagues engage with Black History Month, the Women's History Month and the LGBT History Month, highlighting the division's commitment to researching and teaching related histories. More generally, the School's application for an Athena Bronze Award was submitted in November 2020 (awaiting result) and preparations for the REF included courses on unconscious bias and regular appraisal of the planned submission between the UoA Lead and the Research Division Leader. Throughout, History engaged with the development and

implementation of the University's Code of Practice for REF. We communicated transparently to colleagues with regards to REF processes. Our process for outputs selection followed the provisions established in the Code, including self and peer review in line with the University-wide peer review system (ROSS). Our selection aims at optimising for quality whilst being mindful of equality and diversity issues. The University carried out an interim Equality Impact Assessment in 2020, and bias analysis for our final pool in 2021. No statistically significant differences for protected characteristics in our selections were identified through these processes.

With regard to the REF 2021 submission, History embraced and adhered to the University's Code of Practice. This set out ways to guarantee the UoA submission was transparent, consistent and inclusive. To do this, attention was paid to equality and diversity issues, ensuring that the peer review process was both comprehensive and transparent. All research outputs were treated equally in terms of how they were peer-reviewed and how the reviews were recorded and relayed to colleagues. All outputs were assessed through peer assessment, then discussed with the respective colleague. Agreed scores were reviewed by the UoA Lead and Research Division Leader, with decisions as to what was submitted (and kept as reserve items) was based purely on the quality assessments maintained by ROSS. An interim Equality Impact Assessment report carried out at University level and looking at mock data, showed no statistically significant differences across the UoA, providing us with confidence that our processes were effective.

Collegiality is important at Reading; we are a collaborative division working together to ensure the best for students, each other and the University. An Operating Plan is reviewed annually alongside a Five-Year Vision Plan, both of which are developed by the Research Division Leader in consultation with the Research Dean. Mentoring of the Research Division Leader is supplied by the Research Dean, following a code of practice developed for the Arts and Humanities to grow research leadership. Within the division, all new colleagues and especially ECRs receive a comprehensive and **supportive induction**, with an appointed mentor and reduced teaching and administrative load in their first year. Seed-corn funding for research initiatives and external training is provided (as with Oliva's development of the Monroe Group) and for work with impact potential (as with Rezk's projects on security and social media). The three-year probationary period is tailored by our staff development policy and complemented by detailed annual reviews by the Head of School. ECRs are integral to our research culture, being involved in the peer-review of both research outputs and draft grant bids. Committees throughout the department are organised to ensure they are gender-balanced and reflect the division as a whole.

Across History, colleagues attend termly divisional research meetings and twice-yearly individual **Personal Research Planning (PRP)** meetings. These are run by the Research Division Leader in conjunction with the REF Unit of Assessment and Impact lead(s). Staff are encouraged to think holistically about their research as comprising three inter-related elements (outputs, external grant capture and impact/public engagement). Medium and long-term research plans are discussed in the PRP meetings alongside funding possibilities, impact potential, projected publications and possible collaborations. The subsequent PRP report then feeds into an annual staff review meeting with the Head of department and balanced against teaching and administrative responsibilities. Annual research and impact days are also held, both to showcase work and discuss future planning.

Impact, both in the division and via support from the centrally directed Building Outstanding Impact Support Programme (BOISP), is nurtured and encouraged at all levels. From 2014, every new research project is discussed in terms of impact potential with practical support offered by BOISP. In the current REF-cycle, BOISP provided £26,000 of support for History. In addition, Division and School funds are made available to support impact initiatives and study leave is directed to enable the fulfilment of impact-related activity.

Support for developing **grant applications** and advice on ethics comes for the University's Research & Enterprise Service (RES) in accordance with University policy, with large grants

peer-reviewed through the Heritage & Creativity Grant Development College (on which History is well-represented). Both large and small grant applications are peer-reviewed within the division and worked up in conjunction with RES and the Research Impact Officer for Heritage & Creativity. All colleagues on internal research leave in Humanities are required to meet with our research grants manager and develop submissions for external funding. The University's Heritage & Creativity theme and Research Endowment Trust Fund (RETF) provide 'pump-priming' to nurture new grant bids and enable conference participation, with funds also accessed via the Research Travel Grant Scheme (RTGS). The University-wide Research Fellowship Scheme facilitates additional research leave outside the rota system, for which History colleagues (e.g. Deb Roy) has successfully applied. Finally, research plays a significant part in promotion procedures (alongside funding applications and impact generation), for which all fixed- and part-time staff may apply annually. Fifteen promotions have been supported and successfully awarded over the REF-cycle. Discussion of and encouragement to apply is facilitated through the Personal Research Planning meetings held with the Research Division Lead and UoA lead. Mentors are appointed to ECRs to advise on applications in accord with recognised career development and achievement.

Time for research for all staff is ensured by: i) a sabbatical rota that allows for an automatic 'light term' in every eight (there are three terms per academic year); and ii) a teaching timetable that guarantees every staff member one research day a week during term time.

Research students

Nurturing and training **PhD students** is fundamental to History's research strategy at Reading. As part of the competitive SWW DTP process, we recruited nine AHRC-funded PhD students since 2014. Two AHRC Collaborative Doctoral Partnerships have been secured, working with the National Archives and the Royal Society. Support for doctorates has further come from the Wellcome Trust, with the division also funding 2 Graduate Teaching Scholarships in the current REF cycle. Both of these proved successful and led to the scholars securing post-doctoral positions at universities beyond Reading on completion.

Outside the SWW, offers are made to prospective PhD students on the basis of academic record, suitable references, the quality of the proposal, supervisory interest and relevance to our research focus. Undergraduate and MA students constitute an important part of PhD recruitment, while **local students** and those whose employers support their PhD studies benefit from University-funded fee-waiver scholarships. Numbers on the History MA at Reading have consistently been over 25% higher than in the previous REF period, with yearly recruitment almost doubling between 2015 to 2020 (from 10 to 18 students). The GCMS Masters programme saw a modest increase over the census period.

The division cultivates its most eager and promising undergraduates as **future researchers**, enabling History to participate in the University's Undergraduate Research Opportunities Programme (UROP) to fund assistantships working with staff. History-based UROP students have won University prizes for the best project and presented their work at 'Posters in Parliament' in the current REF-cycle before going onto postgraduate study. Articles selected and/or considered for the REF submission were co-written with former UROP students and based on UROP projects (e.g. West with Knight (2017) and West with Shearer (2019)).

Once recruited, PhD students benefit from:

- A range of events and training courses held by the **University Graduate School**, with students' individual requirements assessed by a training needs analysis.
- Regular supervision by the primary supervisor supported by a secondary supervisor.
- An annual monitoring meeting held each summer to assess progress and the quality of work.
- Divisional postgraduate groups and events including career-focused training sessions and a writing group for SWW-funded students.

- Interdisciplinary cohort-wide training, thematic clusters and opportunities to edit and write for postgraduate journals.

In addition to workspaces in the Graduate School and a dedicated postgraduate common room, offices are provided for PhD students in the division to ensure affinity and contact with staff. Postgraduates are welcomed into the division's research clusters and centres to further integrate students and staff, from where they contribute to and initiate related seminars and conferences. Within the GCMS, postgraduate students gain important experience and contacts via bequests to enable national and international conference attendance. More generally, annual MA and PhD postgraduate symposiums are organised to allow students to share their research with colleagues in the division and across the wider postgraduate community. In 2018, Liz Barnes – as a second-year PhD student – gave the prestigious (and competitively-judged) University of Reading Fairbrother PGR Lecture; in 2020, Darius Wainwright was awarded the Society of Historians of American Foreign Relations' ECR Global Scholar Award for his paper on US sports diplomacy in Iran in the 1950s. Teaching opportunities are afforded where possible, while supervisors encourage and assist towards publication in peer-reviewed journals as a means of preparing a competitive CV post-graduation. In this REF cycle, Reading PhD students have published articles in the *Geographical Journal*, *Journal of International Communication*, *Journal of Southern History*, *Journal of War and Culture Studies*, *Patterns of Prejudice*, *Twentieth Century British History* (nominated for the Duncan Tanner Prize) and *Women's History Review*. Altogether, 50 PhDs were initiated between 2014 and 2020, with 36 completing over the census period.

3. Income, infrastructure and facilities

Research income

The division regards external **research grant income** as integral to achieving its aims, developing innovative projects, cultivating interdisciplinary and collaborative research, and disseminating research to as wide an audience as possible. Despite our relatively small size and the evermore competitive nature of constrained funding opportunities, colleagues in History have been involved as PIs or Co-Is in projects worth over £1,000,000, with money secured from each of the core funding bodies. Major grants awarded include: 'Fiscal Origins of the French Revolution' (ESRC: £160,000); 'Medieval Meteorology in Context' (AHRC: £91,500); 'Sensing Sickness in Early Modern England' (Wellcome Trust: £238,000); 'Politics and Popular Culture in Egypt' (AHRC: £80,000 of £345,000); 'Women and the Miners' Strike' (AHRC: £45,500 of £248,000); 'Punk, Politics and British Youth Culture' (Leverhulme Trust: £110,000); and, beginning in late 2020, 'History and Politics of English Protest Music' (£23,000 of £292,000). History staff served as PIs or Co-Is on three AHRC Network grants ('Landscapes Network', 'Mothering Slaves' and 'Subcultures Network') and a Leverhulme Research Fellowship for £55,000 was further secured to begin in late 2020 on the project 'Virtue, Violence and Virility: Making Egypt's Presidents'. In addition, History colleagues received smaller awards from the British Academy, the British Association for American Studies, the British International Studies Association, the British Society for the History of Science, Ecole des Hautes Etudes en Sciences Sociales, the Forum on European Expansion and Global Interaction, the Hakluyt Society, the Institute of Historical Research, the Royal Historical Society, the Royal Society and the US Embassy. Both Rezk and Willimott won British Academy Rising Star Awards, with Rezk also winning an AHRC New Generation Thinkers award in conjunction with the BBC.

All colleagues engage positively in the development of external research applications. Once grants are awarded the division provides support through regular individual research meetings, reduced workload allocation and coordination with the Impact Team to manage related aspects of the project.

As described in Section 2, all staff receive support to develop grant applications, through the theme dedicated Research Development Manager and officers, and the Impact Development Officer within RES. Support is accessible to all staff and tailored to meet different needs.

Infrastructure and facilities

History is based on Whiteknights, a campus boasting modern facilities and close proximity to important and well-used **archival resources**. Reading Library holds over 1,100,000 print books and some 64,250 journals across a range of packages and subscriptions and was subject to a £40-million refurbishment (completed 2020). Colleagues (and students) make use of the University's extensive Special Collections, which hold a distinctive range of archives and objects, including important personal papers and social historical sources designated of 'national importance' by the Arts Council England. The Heritage Lottery funded refurbishment of the University Museum of English Rural Life (completed 2016), which included a member of History on its advisory panel (Burchardt), and was shaped around the rich archives and collections for rural history. Fellowships are funded by Heritage & Creativity to enable research on MERL's archives, Special Collections. The Astor papers and Ladybird Book archive are two examples of University of Reading archives that have fuelled our research. The BBC Written Archives Centre at Caversham also continues to feed into research in the division (including forming the basis of a recent PhD and published articles by Major), while Reading is extremely well placed to allow researchers to access major collections in London, Oxford and elsewhere. Extensive computing facilities are supplemented by support from the University's Digital Technology and Technical Services.

In terms of internal **financial support**, the Research Endowment Trust Fund, bursaries and fellowships are competed for to develop grant bids and projects respectively; the Building Outstanding Impact Support Programme supports Impact; the Research Travel Grant Scheme supports travel to present at conferences. Throughout the census period, History has formed part of the University's Heritage & Creativity research theme. The theme has supported research across nine divisions, forging partnerships with the British Museum and initiating a series of events and projects designed to celebrate the value of arts and humanities to people today. Heritage & Creativity's work is informed by engagement with archives, material culture and emergent digital humanities. History has been integral to this, contributing to Reading International (a contemporary visual arts organisation led by the University's School of Art), the Being Human festivals of 2018 and 2019, and participating on digital humanities training groups and projects. Crucially, Health Humanities and the Monroe Group were both developed with Heritage & Creativity support, including seed-corn funding and mentoring of emergent research leaders.

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

History at Reading's contribution to the research base, economy and society is developed from:

- A commitment to **extending public understanding** of innovative, world-leading research that informs **the economy and society**.
- Leading, collaborating and contributing to the **research base** to widen knowledge and maintain the highest levels of scholarly rigour.

These contributions take a variety of forms. First, we facilitate **research dialogues and partnerships** with organisations and institutions beyond the academy, such as: Banque de France; Berlin Wall Memorial Foundation; Comite Scientifique; Comité pour l'Histoire Economique et Financière de la France; DEMOS, Global Institute for Women's Leadership; Houses of Parliament (Vote100); Sir John Soane Museum; National Trust; National Coal Mining Museum, National Maritime Museum, Ndabaningi Sithole Foundation; Plymouth Museum, the Royal Society, the US Embassy, the Youth Club Archive and the Archiv der Jugendkulturen. An array of projects, events and publications have developed from such partnerships, both academic and public-facing. The interdisciplinary dimension is signalled by a Royal Society funded project with Planning and Real Estate to research land use decisions and collaboration with the University of Reading's world-leading Department of Meteorology examining how weather was affected by The Blitz. Reading's interest in gender, health and humanities ensures work is cited in scientific journals, as with West's work on wet nursing.

Second, Reading colleagues – notably ECRs – contribute to various **policy committees** and forums. In the current REF cycle, colleagues served in briefings for the Cabinet Office, Home Office, the Ministry of Defence, NATO and the U.S. Division of Defence, as well as contributing to the Speakers' Advisory Committee on Works of Art and the Vote 100 National Programme for Parliament. These initiatives informed policy and briefings with regard national security and environmental diplomacy; they have also helped shape public awareness of both the anniversary of the 1918 Representation of the People Act and the first female parliamentarians. So, for example, Oliva is part of the UKRI-AHTC 2020 Engaging with Government scheme (on environmental diplomacy) and her work on BAME women in US foreign policy has received financial support from the British Association of American Studies. Rezk's work on security and social media was developed in tandem with UROP funding and led to briefings for NATO and the British government. Reports on the past, present and future of the 2011 Arab Spring were proffered, providing historical perspectives as to the short, medium and long-term outlook for the Middle East.

Third, colleagues enhance public understanding through **social media, public lectures, media contributions and exhibitions**. As well as reporting on the UoA's research, the division's History Blog engages with seasonal and prescient topics to notable success. More generally, social media is utilised to both disseminate research and engage with public debate. So, for example, our Astor100 project generated over 2,000,000 Tweets following the unveiling of Lady Astor's statue in Plymouth (November 2019), while on-line footage of the Astor plaque placed at the House of Commons registered more than 8,000 views. One standout contribution to *The Conversation* – on 'decolonising science' (Deb Roy) – was read over 100,000 times and fed into the 'Decolonising' Battle of ideas at The Barbican in 2018. It has since been used in the Merriam-Webster dictionary as an example of how to use the word 'decolonise'. During the recent Covid-19 crisis, Deb Roy was also sought out by journalists from India, the US and UK to comment on the controversy surrounding Hydrochloroquine (HCQ). Kate Williams (on a Teaching-intensive contract but supported to develop ways of promoting and disseminating research) has advised, presented and collaborated on an array of public and media-centred events relating to constitutional matters. Colleagues regularly give public lectures, including Turner's International Women's Day Lecture to Parliament 2019 and Major's 'Space Blitz: Discovering the hidden impact of WWII bombing raids' (February 2019). The annual Stenton lecture remains a prestigious and celebratory occasion for the University, attracting large public audiences for renowned speakers complementing our research clusters (e.g Professor Steve Smith ('revolutions') and Professor Nicholas Vincent ('emotion, devotion')). Finally, History colleagues work with community groups and creativity partners that range from the Moxie Brawl dance troupe working in schools to the Allotment association and individual artists such as Kate Corder, Scott King, David Lisser.

Fourth, the division champions **digital humanities**, both with regard to dissemination and project design. Digital projects within the division include Nancy Astor and the centenary of female suffrage; CIRCLE (a Calendar of Irish Chancery Letters); the feminist *Red Rag* journal (funded by Amiel and Melburn Trust); the Berlin Wall (Digital Berlin); a digital exhibition on enslaved women with the College of Charleston's Lowcountry Digital History Initiative; Modelling Sino-American rapprochement with the History Lab at Columbia University, New York; mapping the New York Trade Fair with the New York Historical Society (City Diplomacy); and a collaboration with the Youth Club Archive to develop a timely 'virtual museum' (and, eventually, a 'physical' museum) of youth culture. Of particular note is Rezk's Social Listening project which developed qualitative methods to understand digital cultures in the past, present and future. This led to a British Academy Rising Star award and complemented work comprising social media workshops to provide unique training programmes for postgraduate students and ECRs. The project also enabled discussion between academics and practitioners using social media data to promote collaboration between sectors as diverse as the Mathematics Division at Reading, the Metropolitan Police, the Cabinet Office and Bloomberg. A digital archive – 'Politics, Popular Culture and the 2011 Egyptian Revolution' – has also been launched to engage with researchers and students.

Fifth, **Collaborative Doctoral Partnerships** combine research with opportunities for PGRs to gain invaluable experience and contribute to the research infrastructure. Reading currently holds two collaborative doctoral awards: with the Royal Academy (Stack) on 'Eugenics and the Royal Society, 1860-1950' and the National Archives (Blakemore) on 'Prosecuting Piracy in Peacetime: Crime, Empire, and the High Court of Admiralty, 1607–18'. In both cases, the student gains work experience, including the provision of new digital resources and participating in media engagement and outreach work.

With regard to the **research base**, History at Reading leads and collaborates on several **international and national collaborative projects**, many of which are interdisciplinary. These include: American Studies Network (EISU); AveTransRisk (Exeter); Codex Corner (Birmingham); The Contractor State (Navarra); La construcción de las haciendas hispánicas y francesa(s) (Institut Universitaire de France); Keep it Simple, Make it Fast (Porto); Legacies of the Enlightenment (Michigan State University); Les transferts culturels dans les mondes normands médiévaux viii-xiiiè siècles (Caen); Mothering Slaves (Newcastle and Sao Paulo); Ordered Universe (Durham); Reassessing the roles of Women as 'Makers' of Medieval Art and Architecture (Madrid); Re-evaluating 1958 (University of Beirut); S. Maria della Pace (Rome); Subcultures Network (Reading) and Translating Cultures (Warwick/Glasgow).

Such projects attract international researchers to Reading and feed into networks that initiate and support events across the world. To this end, we have organised and hosted several **international conferences/symposiums** over the current REF-cycle, including: the American Politics Group Annual Conference (2016); the BRANCH-HOTCUS annual conference (2014); the Fifteenth Century Conference (2018); Folklore Society Conference (2018); Mothering Slaves (2016); Society for the History of Women in the Americas (2019); Subcultures Network (2018). Beyond Reading, colleagues contributed to the staging of international events on subjects relating to: DIY Cultures (KISMIF, Porto); Paris Archaeology (Sorbonne); Social Media (British Academy); US History (US Embassy).

The division's **research culture** is given expression in thematic research seminars, at which papers from internal and external colleagues are given approximately every other week. In the REF cycle, notable speakers invited to engage with and complement the division's research focus have included Prof Maria Luisa Maggioni (Milan), Prof Larry Neal (Illinois), Carl Miller (Demos), Prof Patrick O'Brien (LSE) and Prof Richard Sharpe (Oxford). Regular symposiums are hosted by the GCMS, which also continues to host the peer-reviewed *Reading Medieval Studies* journal, while the biennial EMRC conference has become a renowned international gathering for early modern scholars. In addition, the third and final AHRC-funded Mothering Slaves conference brought to Reading scholars from the US, Brazil, the Caribbean, continental Europe and the UK, following which the Second International Conference of the Subcultures Network (2018) comprised scholars and guest speakers from both sides of the Atlantic, Europe and Asia. Covid-19 obviously disrupted our approach. However, we immediately switched to a virtual seminar format, enabling a variety of international speakers and audience members to partake in on-line seminars.

Staff regularly present their research in lectures and conference papers, with all members of History giving invited lectures during the census period. A selective list of **international keynote** addresses includes those presented at: Carleton College, Minnesota; Charles University Prague; the French Ministry of Finance; the House of Commons; Lebanon Valley College, Annville; the Norwegian Academy; University of Geneva; University of Porto. Prestigious UK-based keynotes at international conferences were also given e.g. the Peter Parish Memorial Lecture.

We are members and fellows of a range of national and international subject associations, and colleagues have served during the census period on the **boards/committees** of the: Allen Brown Memorial Trust for Anglo-Norman Studies; American Politics Group; AQA; British Archaeological Association; British Association for American Studies; British International Studies Association; Commission historique de la Banque de France; Historical Association;

History UK; Institute of Historical Research; International Studies Association; Socialist History Society; Southern Historical Association. A number of funded visiting fellowships and secondments were also received since 2014, including from Archbishop Marsh's Library, Dublin; Harvard University; John Hopkins University; Kentucky Historical Society; the Robert H. Smith International Center for Jefferson Studies, Monticello, Virginia; Rothermere American Institute, Oxford; Università di Tor Vergata; University of Rome.

The division contributes to the discipline through extensive participation in **peer review**, internationally and nationally, as members of peer review panels for the Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca, AHRC and ESRC. Colleagues more generally assessed funding applications for the AHRC, British Academy, ESRC, Leverhulme Trust, the Research Foundation Flanders and KU Leuven (Belgium).

At the level of publication, colleagues at Reading served as **editors, advisors and reviewers** of numerous book proposals and manuscripts. Among the book series edited by members of the division are: British Association for American Studies Paperbacks (Edinburgh University Press); Communist Lives (Bloomsbury); History of Subcultures and Popular Music (Palgrave Macmillan); Intelligence Studies (Anthem Press). Across the division, staff reviewed manuscripts for UK-based and international publishers, including Cambridge University Press, Edinburgh University Press, Manchester University Press, McGill-Queen's University Press, Oxford University Press, University of Mississippi Press, University Press of Kentucky, as well as for Bloomsbury, Palgrave, Routledge and others.

The division makes a major contribution towards the shaping of journal content through fulfilling roles as **journal editors, peer-reviewers and members of editorial boards**. Between 2014 and 2020, colleagues served as editors for *Architectural History*, *American Historical Review*, *British Journal for the History of Science Themes*, *Punk & Post-Punk*, *South Asian History and Culture* and *Twentieth Century Communism*, as well as editing distinct 'special issues' of *Britain and the World*, *Comparative Studies of South Asia, Africa and the Middle East*, *Contemporary British History* and *Women's History Review*. Throughout the census period, Reading colleagues peer-reviewed articles for an array of international journals that reflect the division's research specialisms, including *African Studies Review*, *American Historical Review*, *Canadian Journal of History*, *Critical African Studies*, *English Historical Review*, *Gender and History*, *Gesta*, *Historical Journal*, *History Journal of American History*, *Journal of British Studies*, *Journal of Medieval Studies*, *Journal of Southern History*, *Renaissance Quarterly*, *Speculum*, *Tradition*, *Twentieth Century British History*, *William and Mary Quarterly* and *Women's History Review*.

Senior staff contributed to the **assessment of promotions** to chairs and other positions at several universities, including Flinders University, Australia; Indiana University, US; Rice University, US; University of Cologne, Germany; University of Regina, Canada; University of Toronto, Canada; University of Waterloo, Canada; Vassar College, New York, as well as for numerous universities across the UK. They have also contributed to external examining of PhD candidates both in the UK and overseas (including France, Italy, Pakistan and Taiwan).