

Institution: University of Kent

Unit of Assessment: 27 (English Language and Literature)

1. Unit context and structure, research and impact strategy

Research and impact work in the School of English at Kent covers both Creative Writing and the whole range of anglophone literature from medieval to contemporary, including American and Postcolonial. The School is distinctive for its emphasis on **social and political intervention**; its focus on **sustained international activity**; and its commitment to **practice research** and a creative-critical crossover approach. All three areas were strategic priorities across the REF2021 census period. These priorities have been accomplished by our staff through innovative research, the engagement of global audiences, and the generation of impacts in areas such as policy advice, health and wellbeing, and civil society activism.

Collectively, our research is driven by the need to understand the narratives that make us and the narratives we must make to democratise our futures. The School is united in the belief that such research has never been more vital. At a time of political, economic, and environmental crisis, characterised by structural marginalisation and disenfranchisement, capacities for sharing, hearing, creating, and understanding narratives need to be developed and extended. This need is understood across academic disciplines, as story and testimony become increasingly critical to research methods across a broad range of fields. English research at Kent has been, and will continue to be, pivotal to this broadening of the stories we have to tell.

Unit context and structure

The submission covers all research staff in the School of English and one colleague from the Centre for Journalism (Cocking; 1.0 FTE), whose work on travel writing is closely aligned with research in English. At the REF staff census date, the UoA employed 42 independent researchers (38.2 FTE), including 12 Professors, 5 Readers, 14 Senior Lecturers, and 11 Lecturers. The majority of its research activity is channelled through nine Research Centres, which serve as the focal points of the School's research and impact work. Seven of these Centres are housed directly within the School; two (Medieval and Early Modern Studies [MEMS]; American Studies) are multi-disciplinary ventures with other academic schools at Kent.

Four of the nine Centres are period-focused: MEMS; Studies in the Long Eighteenth Century; Victorian Literature; and Modern Poetry and Poetics. A further five Centres are transhistorical in conception: American Studies; Colonial and Postcolonial Studies; Creative Writing; Gender, Sexuality, and Writing; and Indigenous and Settler Colonial Studies. All Centres represent research specialisms central to the School. All have a wide membership that includes core research staff returned to the REF, colleagues from other Kent schools, Emerita/Emeritus staff, and external scholars. All researchers in the School are members of at least one Centre; many are members of two or more.

Together, these nine Centres have proved an effective infrastructure for the generation of innovative research. All are seedbeds of new ideas and projects, attract doctoral researchers, and ensure the external visibility of the School's achievements. The School's latest Centre, the Centre for Indigenous and Settler Colonial Studies (ISCS), is indicative of the role they play in the development of the School's research. ISCS is dedicated to a fast-expanding field in the global academy (which is still underrepresented in the UK) by combining Indigenous Studies and Settler Colonial Studies under one roof, and placing the lived conditions, experiences, and cultures of indigenous peoples worldwide at the heart of its activities. The first such Centre in Britain, it is not only interdisciplinary (joining Humanities and Social Sciences researchers) but inter-institutional, connecting Indigenous and Native Studies departments in the UK (Goldsmiths; UEA; Leicester; Nottingham), Ireland (UCD), the USA (Wisconsin), Canada (Alberta; British Columbia), and New Zealand (Waikato), and including their staff among its 20+ members, alongside researchers from the School. The Centre publishes a fully open access online journal (*Transmotion*); provides a home for the largest single project related to Indigenous Studies in the UK to have received Research Council funding ('Beyond the Spectacle'; Funder: AHRC; Award value: £1m; Funded

period: 2017-20; Lead: Stirrup); and is preparing a major Leverhulme Centre application (worth up to £10 million) in 2021.

Research strategy

The School's research strategy is designed to coordinate work across all Centres and encourage collaboration between them. Revised and updated annually to ensure that it continues to meet our needs, it has enabled the School to achieve its aims, established at the beginning of the census period, of creating an infrastructure to support large-scale grant applications, including the appointment of a Research Support Officer (RSO). The School is now host to several high-profile research projects that cross the range of its periods and areas of interest. The strategy also allowed the School to achieve the objectives outlined in the submission to REF 2014, which included:

- Continued support for **high-quality outputs**: in the current assessment period, we have published 79 books (of which 26 were monographs, 25 edited books, 11 novels, and 17 poetry volumes), 100+ refereed journal articles, and 150+ book chapters;
- A substantial increase of **external funding**: compared to REF2014, we have more than doubled the unit's research income;
- A significant growth of our community of **research students**: since the last REF, completions are up by almost 300%;
- An increase in the recruitment of **postdoctoral researchers**: six such posts were created in the School through external income since 2014;
- The strengthening of our research **links with non-HEIs**: since 2014, we have entered into, or renewed, formal agreements with a number of institutions, including Canterbury Cathedral, the Institute of Contemporary Arts, the National Maritime Museum, and the University of Columbia Global Center in Paris.

These achievements helped sharpen the School's distinctive research profile based on our three strategic priorities of giving our work **social and political relevance**, a sustained **international dimension**, and a rooting in **creative thought**:

- Tying literary and cultural analysis to forms of **social and political intervention** has been central to several key funding awards in the census period, including 'Beyond the Spectacle' (Stirrup), which is recovering the forgotten Native American contribution to the history and culture of modern Britain; 'Islam-Gangsterism' (ESRC, £450k, 2019-22; Rooney), which empowers communities in Lebanon to resist the crime-terror nexus; the Global Uncertainties Leadership Fellowship 'Imagining the Common Ground' (AHRC-ESRC; £422k; 2012-16; Rooney), which investigated the effects of arts activism on social cohesion in Cairo, Cape Town, and Delhi; and 'Hostile Environments: Policies, Stories, Responses' (British Academy; £50k; 2019-20; Herd), which seeks to change national and international asylum practices.
- The School's **sustained international activity** is evident in its many research collaborations with partners across the globe (listed in detail in section 4 below) and in its joint international programmes. Our international programmes that ran during the census period include two EU-funded joint doctorates with non-UK universities: TEEME – Text and Event in Early Modern Europe (European Commission [EC]; 4.6m€; 2011-2019; Klein; partners: FU Berlin, Porto, CU Prague), and MOVES – Migration and Modernity' (EC; 3.9m€; 2019-23; Klein; partners: as on TEEME, plus Montpellier III). TEEME was a self-standing doctorate while the MOVES programme is built into a major research project on the history of migration that works with NGOs and charities in five different countries to combat anti-immigrant sentiment in the EU. Through these two doctoral programmes, which have offered fully funded Fellowships to 51 students from over 30 countries and five continents since 2011 (with 33 of those 51 studying for a Kent degree), English became the first School at Kent to award international joint degrees at PhD level from 2014 (23 successful Kent completions by 2020).
- **Practice research** undertaken by our Creative Writers is fully embedded within the School's wider research and impact activities. Research in Creative Writing at Kent gives

rise to formally innovative work that expands existing methodologies and genres (e.g. Thomas's writing for young audiences in the Worldquake trilogy *Dragon's Green*, *The Chosen Ones*, and *Galloglass*; Flusfeder's reimagining of the historical novel in *John the Pupil*; Smith's engagement with translation theory in *The Books of Catullus*) and contributes to historical and subject-specific fields of inquiry (e.g. Gaffield on ekphrasis in *Tokaido Road*; Lehane on medical humanities in *Ephemeris* and *Bettbehandlung*; Sackville on the Spanish Golden Age in *Painter to the King*). One of our core convictions is that creative and critical practice should inform each other, and that both strands of intellectual enquiry are enriched by the exchange. Several colleagues are both critics and creatives (e.g. Modernism specialists Herd and Virtanen [poetry]; Postcolonial scholars Rooney [films and stage plays] and Gurnah [Prof. until 2017; novels]). Other examples of the critical-creative nexus include the Refugee Tales project, which brings together the analysis of the language of exclusion and the articulation of the migrant experience in poetry and story; four separate PhD programmes in practice research (18 completions since 2014), which require candidates to combine creative and critical work; the collaboration with the Institute of Contemporary Arts in London, which has generated PhD projects; and the weekly Creative Writing Open Seminar, in which Creative Writing and literature staff develop common research interests.

New strategic goals for the post-REF 2021 period have been formulated in the light of the School's new institutional location and of national developments.

Institutionally, the University has reorganised its academic structures in response to a changing HE landscape (see REF5a). Since November 2020, the School sits in the Division of Arts and Humanities, which is designed to break down disciplinary boundaries, encourage more collaboration, reduce the administrative burden on individual schools, provide faster and more responsive decision-making, and strengthen a collective Arts & Humanities identity. This new Divisional context plays to several of the School's key strengths, including its critical-creative and practice-led research. Immediate strategic changes resulting from this reorganisation are the widening of our practice research remit to include film, media, music, and drama, allowing School staff to create synergies with colleagues in the creative arts and extend our work in cross-art forms and interdisciplinary collaboration.

Nationally, English research at Kent recognises the need to have an active voice in wider debates across the sector such as the campaigns to decolonise the curriculum, to increase equality and diversity among staff and students, and to combat precarious employment. The School has already taken action in all of these areas, and we will draw on our historic and contemporary commitment to publicly engaged critical and creative practice to remain at the centre of these and future debates. New strategic goals have therefore been set to allow the School to continue making the case for the centrality of literary studies to social and intellectual life. From 2021, we will:

- build on and enhance further our **public-facing work** to show how understanding narrative in its various forms is pivotal to national and international public agendas (Abu-Manneh, Bolaki, Cregan-Reid, Gilmore Kavanagh, Norman);
- strengthen our **interdisciplinary collaborations**, and consolidate the national, international, academic, civic and political networks in which colleagues in the School of English play a central and active role (Herd, Kemal, Stirrup, Whittle);
- play an active role in the development of one of the University's new cross-disciplinary **Signature Research Themes**, Migration and Movement (Abu-Manneh, Herd, Klein, Stirrup, Whittle);
- embed **innovation and enterprise** fully in our priority areas of practice research and social, political and international work by collaborating closely with the newly created Institute of Cultural and Creative Industries (iCCi), whose Director is a staff member from English (C. Richardson);
- open access to scholarship through digital innovation, for instance through establishing **scholarly editing** (print and online) as a new research priority through investment in the editorial project on the *Collected Works of Christopher Marlowe* (2019-2025; under

contract with OUP; Loughnane, Dustagheer, C. Richardson), which builds on the success of Loughnane's associate editorship of the *New Oxford Shakespeare* (2016-17), and is complemented by other ongoing editorial work (Ryan, Virginia Woolf's *Flush*; C. Richardson, *Arden of Faversham*; Loughnane, *The Complete Works of Cyril Tourneur*; Klein, Hakluyt's *Principal Navigations*).

The School will also continue to respond to innovative research directions in the wider subject area that have the potential to engage all nine existing Centres. When colleagues form such initiatives, they are invited to apply for the status of an interdisciplinary cluster and receive financial support from the School (£500 per annum). Five such current clusters will continue their work into the immediate post-REF2021 period: Environmental Humanities (led by Cregan-Reid); Animal Humanities (Ryan); Cultures of Performance (Dustagheer, Loughnane, Wright); Medical Humanities (Bolaki, who is also Director of Kent's interdisciplinary MA programme in Medical Humanities); and Digital Humanities (Falk).

An example of the School's investment in the last of these clusters, on which we will expand in future, is the course on coding and digital text analysis, led by Falk, in which 17 academic and one professional service staff took part in July and August 2020. The course covered core coding skills in the Python programming language, which participants then applied to text generation, text analysis, and authorship attribution problems. This type of training develops digital skills within the School and supports areas such as textual studies and scholarly editing, experimental creative writing, and distant reading and book history.

Across all of its research activity, the School has encouraged a more open research environment throughout this REF cycle, in line with institutional policy (see REF5a). All researchers have their outputs listed in the Kent Academic Repository (KAR), and many of these are accessible in AAM versions whenever allowed by the publisher. Some major outputs, such as DiPlacidi's monograph *Gothic Incest* (2017), have been published under gold open access. Online journals published in the School, such as *Transmotion* and *Datableed*, are fully open access. Beyond traditional publications, researchers are supported to make findings accessible via public and creative methods such as exhibitions, festivals, performances, blogs, workshops, study days, talks, and public conferences. All publications emerging from funded projects are fully compliant with the open-access requirements stipulated by their funders (e.g. our European funded projects will all use the new open access platform Open Research Europe as one of its main tools of dissemination).

The School is equally committed to the highest standards in research ethics and integrity. Since our research is increasingly multi-disciplinary in nature, the role of a Research Ethics and Governance representative (REG) was created in 2015. All projects and engagement activities are reviewed by the REG and submitted for approval to the Divisional Research Ethics Advisory Group (REAG). In working with all researchers in the School, including research students, we are actively seeking to inculcate a culture of research integrity, transparency, and professionalism across all our activities.

Impact strategy

Our overriding strategic goal in the area of impact is to maximise the benefits of the School's research for a wide range of users and beneficiaries beyond academia, including readers of fiction, poetry, and journalism; vulnerable populations in the UK and elsewhere; practitioners in the cultural and creative industries; curators of (and visitors to) museums, archives, and galleries; audiences of radio and TV programmes, festivals, and performance events; government advisers and policymakers; education experts; broadcasters; opinion makers and influencers.

The varied forms of outreach and public engagement through which staff research is disseminated to these user groups include large-scale public walks in solidarity with refugees and asylum seekers (Herd); exhibitions such as Bolaki's *Prescriptions* (2016) at the Beaney Art Museum (Canterbury), or Waters' *Picturing the News: The Art of Victorian Graphic Journalism* (2017), an online collaboration with the National Portrait Gallery; and creative events such as the Kamishibai (Japanese paper theatre) version of Gaffield's *Tokaido Road* poems, produced for families and children and touring schools and museums across the UK in 2015, and the 2016 'stitch-off' organised around eighteenth-century embroidery patterns at Chawton House Library, part of 'The

Lady's Magazine Project' (Leverhulme; £181k; 2014-16; Batchelor). They also include public readings of poetry and prose at national and international literary events and festivals (Creative Writing staff); and radio and TV programmes, podcasts, audiobooks, and other types of media (Cregan-Reid, C. Richardson, Batchelor, and other staff).

To align our impact work fully with our research priorities, the School applies three main criteria intended to ensure maximum coherence across all major projects:

- The School prioritises research that creates **benefits for vulnerable populations** such as refugees, migrants, neglected communities, indigenous people, or the mentally and physically ill.
- Where possible, the School creates impact through **policy advice, aimed at policy change**.
- The School's impact work should benefit **international as well as regional** audiences.

Our four impact case studies demonstrate the success of this approach. 'Refugee Tales' (Herd) and 'Rebuilding Civil Society in a Divided Middle East' (Rooney) both focus on vulnerable individuals and on policy change: 'Refugee Tales' has influenced House of Commons debates and shadow cabinet policy on indefinite detention for refugees and asylum seekers in the UK; 'Rebuilding Civil Society' has informed policy-making on Palestinian rights through briefings of politicians and debates in parliament. Our other two case studies, 'Improving Health and Wellbeing through a Sustained Literary History of the Body' (Cregan-Reid) and 'The Lady's Magazine' (Batchelor), have both generated significant health benefits: 'Improving Health and Wellbeing' has changed the pedagogy of health professionals through research in environmental humanities; 'The Lady's Magazine' has created therapeutic and mental health benefits through its 'COVID crafting' response to the worldwide pandemic. All four of our case studies have reached national and global audiences.

Going forward, we will sustain the generation of impact by refining our approach across the School and all Centres. This will include the continuous development of our support mechanisms aimed at assisting current and future staff in planning impact; for example, through dedicated guidance documents such as handbooks on grant applications, on establishing international partnerships, and on working with external stakeholders, national bodies, and partners outside academia. We will also consolidate similar types of impact work across different Centres and projects, in order to work in a sustained and mutually beneficial way with our external partners (for example, through workshops with the heritage sector).

Our wider infrastructure will be further developed through the collaboration with iCCi, the University's Signature Research Themes, Eastern ARC (a research consortium established in 2014 between the universities of Kent, East Anglia, and Essex), and the AHRC-funded Doctoral Training Partnership CHASE (Consortium for the Humanities and the Arts in Southeast England). An additional goal is to diversify our funding sources by building on our success with UK Research Councils, UK charities, and Horizon Europe, and by exploring new funding streams, for example through knowledge exchange activity and interdisciplinary collaboration (which will enable access to funders outside the Arts & Humanities).

Examples of planned impact for the post-2021 period include working with health practitioners and the NHS through the application of our medical humanities research in the context of Kent's newly formed Kent and Medway Medical School (Bolaki) and the role of literature in the defence of human rights (Herd).

2. People

We believe in literary studies as a broad discipline that starts with the attention to specific texts and artefacts but reaches out into wider social, political, cultural and historical contexts. To maintain this dual focus on text and context, all new staff are recruited either to a period-focused or a transhistorical Centre, with the expectation that many will join a Centre in both categories.

Staffing strategy

Over the REF2021 period, the School achieved its aim of creating a more diverse and inclusive working environment. At the staff census date, the School had almost full gender balance (21

male; 20 female staff), including 6 female and 6 male Professors. The international nature of our work is reflected in the background of our research staff: colleagues are from 12 different countries and four continents; 39% are from outside the UK. Staffing levels in the UoA have been sustained at 38.2 FTE and a headcount of 42 (REF2014: 38.1 FTE submitted, at 97% inclusion rate; headcount 40). Since 2014, 10 research staff have left the School (6 male, 4 female), seven of whom retired; 12 new staff have joined (6 female; 6 male).

The School is committed to staffing each Research Centre with a critical mass of colleagues, ensuring continuous research and impact work, and enabling the generation of collaborative grant applications. Over the census period, we have chosen to prioritise the recruitment of new researchers with emerging or established reputations for excellence who will complement existing strengths in the School with new and different skills, help balance the departmental demographic, and shape the future of the discipline. This approach led, for example, to the appointment of Virtanen in 2015 to a Lectureship in Contemporary Culture, covering modern poetry alongside the graphic novel; of Lehane in 2016 to a Lectureship in Creative Writing, covering poetry and medical humanities; and of Falk in 2019 to a Lectureship in Eighteenth-Century Studies and Digital Humanities. The School also actively seeks to enhance its staffing base through project-funded posts and schemes such as the Leverhulme Early Career Fellowship (which has covered 50% of the appointment of Hoene 2016-19).

In our staffing strategy, we are fully committed to the Researcher Development Concordat (2019) and aim to implement all of its principles across environment and culture, employment, and professional and career development.

ECRs receive particular support in the first three years of their appointment, at times exceeding institutional policy (see REF5a). All have both a formal probation supervisor and an informal mentor; a reduced teaching and admin load (50% in year one, 25% in years 2 and 3); and a probation plan covering all contracted activities, including research. Through these and other mechanisms, the School has been able to create a supportive environment, make long-term investments in individuals, and nurture talented researchers, as evidenced by the following:

- Six ECRs included with reduced outputs in REF2014 (Flusfeder; Gaffield; Hickman; Lyons; R. Richardson; Sackville) went on to produce major outputs (monographs, novels, poetry volumes) in the census period, for which double-weighting requests have been made.
- Three ECRs who left the School since 2014 have moved to full-time posts at prestigious institutions elsewhere (Collins to King's College London; Bugeja to Malta; McIlvenna to Melbourne).
- Four postdocs employed during the census period on temporary contracts have been successful in finding long-term employment (Claes at Ghent; DiPlacidi at Kent; Grange at Oxford; Hoene at Maastricht).

Alongside its special support for ECRs, the School fosters collegiality across all levels of seniority through flat hierarchies and a detailed workload allocation model (WAM) that allows colleagues to balance the demands of research, teaching, and administration. The WAM is based on 40% of each contract being devoted to research and is reviewed annually to ensure that its weightings still reflect actual workloads. All staff are also entitled to apply for one term's research leave after seven terms of teaching (on condition that plans for grant applications are being actively pursued), and to nominate one research day a week during term time.

Other groups of staff are fully integrated into the School's research culture. Emeritus/Emerita and Honorary staff continue to play an important role in the School by mentoring junior colleagues, helping to organise conferences and symposia, and advising on grant applications. Visiting staff are invited to all research events and encouraged to present their research to the School at a public seminar.

During 2017-18, in the context of the University's Academic Workforce Profiling Project (see REF5a), the School ended its longstanding practice of employing hourly paid lecturers in an effort to combat casualisation in the workplace. In their place, eight colleagues (5.0 FTE) were recruited on open-ended Education, Scholarship & Professional Practice contracts. All such staff receive special mentoring under a dedicated University policy to enable them to change their contract type

to Education & Research and be recognised as independent researchers in the REF, if they qualify and wish to apply. This has enabled Nagai (Lecturer since 2018) to be entered as a fully eligible member of the School's research staff.

To ensure that the School's research objectives continue to be met, we encourage a culture of transparency and communication across all research specialisms. We achieve this through bi-annual research and impact support meetings between all independent researchers and the Director of Research and the RSO. These meetings serve as a platform to record achievements, plan new initiatives, and to put colleagues in dialogue with each other whenever synergies become apparent across period and subject boundaries. They are also used as an effective way to identify potential opportunities for new funding applications, individual and collective, and decide on the right type of assistance and course of action.

Further financial and academic support for research staff includes:

- an **annual allowance** from QR (averaging between 800 and 1500 GBP per colleague per annum across the census period) to fund research activity (such as conference attendance, archival work, national and international research trips, and international fellowships);
- a School-run **Large and Complex Grant scheme** (annual budget: up to 50k), offering teaching and administration buyouts to prepare ambitious grant applications (which has enabled the recent funding success of Stirrup; and is funding Batchelor to prepare a major AHRC application on women and craft in the eighteenth century for 2021);
- **Grant Writing Weeks** organised by the School (at least once a year), during which time is set aside outside the teaching calendar to offer peer review, one-to-one support from the RSO, and dedicated sessions just for writing;
- various **funding schemes** at Division level, including an Incentivisation Fund for collaborative grants and a dedicated fund for Public Engagement with Research;
- **Grants Factory workshops** (35 a year) organised at University level in which experienced researchers across the disciplines offer advice and deliver the latest news from research councils and other funding bodies.

One indicator of the success of these staff support mechanisms are the 35 internal promotions since 2013/14 (21 to Senior Lecturer, 9 to Reader, 5 to Professor). Before applying for promotion, all applicants are mentored by the School Promotions Panel (SPP; comprising Professors and others in key School roles, including a minimum of two women), which advises and supports staff in their career progression. The SPP writes supporting reports for all staff in the promotions process, and offers mentoring to those staff who have either not submitted an application, or not been promoted, in the last five years.

Research students

The School has succeeded in its aim, stated in the submission to REF2014, of achieving a substantial increase in the number of research students. Over the census period, we have recorded a headcount of 118 completions (107.00 FTE), which represents a growth of almost 300% since REF2014 (when the total was 27.84 FTE). This increase is a direct result of the School's policy to raise the quality of the support offered to research students, to enhance our global visibility, to ensure the success of individual programmes by providing adequate resource, and to invest in joint international provision. Completions are spread across all our Centres (with the exception of ISCS, which was only founded in 2019), with the highest numbers in areas that have seen the most significant funding success and degree of external recognition: MEMS (39 completions), Creative Writing (21), and Colonial and Postcolonial Studies (17).

The School's strategy is not only to grow numbers but to grow them sustainably by ensuring that the supervisory capacity and expertise, the available infrastructure (study spaces, common rooms, equipment, etc), and the staff workload devoted to supervision match the numbers of PGR students recruited. Limits have been set at six full-time research students (or pro-rata equivalent) per one supervisory staff as main supervisor. All research students are supervised by a team of two or three that includes a supervisory chair (an experienced colleague who has been formally

appointed to this role by the University). Whenever required by the thesis topic, these teams are cross-disciplinary, stretching beyond Faculty (now Divisional) boundaries.

The School highly values the contribution that research students make to our research culture and integrates them fully into its academic and administrative structures. All are invited to contribute to the various research seminar series in the School and to collaborate with staff on dedicated annual postgraduate conferences. As a group, research students also elect representatives to voice their interests at School meetings and help shape School policy.

Academic and financial benefits offered by the School to all our research students include:

- A subject-specific internal **training programme**, taking the form of weekly workshops on research methods, archives, critical approaches, academic publication, employability, public engagement, and impact;
- A **funding forum** organised by the Director of Research, providing the entire postgraduate community with targeted advice on relevant funding calls;
- **Funding** of £400 per year for research-related expenses such as specialised training, the presentation of papers at conferences, or visits to archives (which can be augmented through competitive applications to the Divisional top-up fund for PhD students);
- The opportunity to acquire **teaching** experience during years 2 and 3 and enrol in Associate Fellowship Scheme training;
- The opportunity to take up **work placements** at the School's partners outside academia (depending on the programme, these include, e.g., the Institute for Contemporary Arts; Turner Contemporary Margate; the Globe Theatre; the British Library; the National Maritime Museum; Kent Refugee Action Network; and, for TEEME and MOVES students, equivalent institutions in Berlin, Porto, Prague, and Montpellier);
- Regular contacts with **publishing industry professionals**, who advise Creative Writing students on editorial roles within the publishing world, on how to submit work to publishers, and on how to approach literary agents.

These offerings are complemented outside the School by the University, the Graduate and Researcher College, and the CHASE consortium, by the following:

- Kent's European centre in France – the **Paris School for Arts and Culture** – is available for various activities and events, such as conferences and symposia (including the annual Paris summer school and the annual Paris MA Festival and Conference);
- The University's Knowledge Exchange and Innovation team facilitates staff and postgraduate **partnerships with businesses and public institutions**;
- The Graduate and Researcher College offers **advanced skills training** (both subject-specific and generic) and runs the introductory Researcher Development Programme (see REF5a);
- CHASE offers a range of **specialised training and development** opportunities which are open to all research students in the Arts and Humanities at CHASE institutions, not only to those who are AHRC-funded.

Since 2014, many research students have received full funding, either from the AHRC through CHASE (22 scholarships 2014-20), from the University (23 scholarships 2014-19), or from the EU (26 scholarships 2014-19). Reflecting the success of the School's various support mechanisms and the quality of its supervision practice, Kent PhDs are competitive on the job market, with 30+ graduates since 2014 having secured lectureships at universities in the UK and 11 other countries, won 10+ postdoctoral fellowships in the UK and abroad, and started careers outside academia nationally and internationally, in areas such as IT, NGOs, the creative and cultural industries, the rare books trade, and professional services.

Equality and Diversity

The School has a dedicated Equality, Diversity & Inclusivity (EDI) representative and actively ensures that no students or members of staff are treated unfairly on the basis of any of the protected characteristics recognised in the UK's Equality Act. The EDI representative participates

in all relevant committee meetings and has a standing item on the agenda of all School Meetings, which take place five or six times a year. All staff are required to attend a Promoting Inclusion workshop, are regularly invited to sign up for further EDI training, and encouraged to attend EDI events organised by the University's HR Learning and Organisational Development team. As with all central events in the School, these meetings are scheduled within core hours and in fully wheelchair-accessible locations so that all staff, including those with caring responsibilities or other equality-related circumstances, are able to attend. The School also takes a lead role in an annual cross-campus conference on research into LGBTQ+ issues, *Researching the Rainbow*, and is currently preparing an Athena Swan application for a bronze award for submission in November 2021.

Within the REF period, two female and two male colleagues have held the position of Head of School. Since the creation of the roles of two Deputy Heads of School in 2017, three of the post-holders were female, two were male. Many of the key administrative posts in the School – including Director of Research, Director of Education, and Director of Graduate Studies – have been held by female colleagues. Among the eight trained appraisers in the School, four are female and four are male. The School's overall gender profile ensures balance in future appointments to all of these roles. Six female and three male staff have participated in the University's Leadership in Areas of Significant Responsibility (LASR) training programme since 2014.

EDI considerations have been fully embedded in the REF process. The REF team has gender balance and covers all status groups in the School. Those members responsible for the selection of REF outputs have undertaken unconscious bias training. The School has implemented an evidence-based and transparent REF process, following the University Code of Practice. The number of outputs is almost evenly split between male and female staff, and 10% of outputs are by BAME staff, closely reflecting the School's overall staff makeup.

All REF-eligible staff in the School were encouraged to declare individual circumstances in full confidentiality to a specialist team within HR. Throughout the current REF cycle, both male and female colleagues with caring responsibilities and other circumstances have successfully applied for flexible working hours under a dedicated university policy. The opportunity to apply for a variety of flexible working options (including part-time or part-year working, job sharing, working staggered or compressed hours, etc.) is continuously communicated to all staff and discussed in appraisals.

The School follows a policy of substantive fixed-term appointments for maternity leave cover to meet the University's wider anti-casualisation agenda. Maternity leave provision offered by the University is generous and exceeds statutory requirements, allowing female colleagues to choose between a variety of leave and pay plans (two female colleagues took maternity leave during this REF cycle, one of them twice; four male colleagues took paternity leave). The School encourages the use of Keeping in Touch (KIT) days to ensure that colleagues stay informed during maternity leave, and provides appropriate support for the individual's return. During leave, the School enables academic staff to have office access. The Head of School meets with those returning from maternity leave to facilitate reintegration. The staff member is also supported regarding timetabling adjustments, and where additional entitlement has been accrued, an application for one term's study leave is supported immediately upon a mother's return to work, to facilitate re-engagement with research.

Timetabling constraints are used to enable all academic colleagues to work flexibly. During the COVID-19 crisis, homeworking was possible for all staff on all types of contract. Colleagues with particularly challenging domestic contexts requiring, for example, long-term periods of quarantine and/or self-isolation were informally granted partial exemptions from their normal duties. Colleagues with a recognised disability or a major illness receive special support and, if appropriate, workload reduction. Administrative roles are monitored with a view to gender balance and diversity. Suggestions for visiting speakers at School research events (seminar series, panels, conferences) are also regularly monitored to ensure appropriate levels of diversity and inclusion.

Two of the School's long-term EDI targets were met in full over the current REF cycle: the proportion of BAME candidates among our PhD completions has increased to over 20%; and the proportion of female Professors now stands at 50%.

3. Income, infrastructure and facilities

Income

The School's strategy for achieving external research income is to find the right scheme for each project, and to work with all colleagues from the early planning stages to the final submission. This strategy is implemented through the bi-annual research and impact support meetings, through the close involvement of the School's RSO at every step of the process, through the Large and Complex Grants Scheme, and through the regular grant writing weeks.

The combined value of all HESA-recognised external awards secured competitively under this strategy during the census period (including the shares allocated to project partners) was in excess of £10 million, spread over 25 separate grants. The majority of this income (over 90%) was awarded by the UK Research Councils, UK-based charities, and the European Commission. The nine major awards (funding of £150k or more) running wholly or partly during the census period include six AHRC and Leverhulme Research Grants (Batchelor, Lyons, C. Richardson, Rooney, Stirrup, Waters), one AHRC-ESRC Fellowship (Rooney), an FP7 Erasmus Mundus Joint Doctoral Award (Klein), and a Horizon 2020 Marie Skłodowska-Curie Innovative Training Network (Klein). Sixteen smaller awards won during the census period were spread among other colleagues at all career stages. The total HESA Research Grants and Contracts Income amounts to just under £1.9 million, an increase of 120% compared to REF 2014 (when the total was £862k).

Since 2014, the School has also received external income not reported in HESA returns amounting to over £150k. This funding has been received by a variety of trusts, foundations, and institutions – including, for example, Arts Council England, The Leche Trust, The Commonwealth Foundation, the Malta Arts Fund, and the Canadian Embassy – and helped support various research and impact activities, particularly in Creative Writing. Initiatives funded through this income include publications costs, visits to overseas research facilities, the filming of readings from *Refugee Tales* in 2018, the seven performances with a full orchestra of Gaffield's opera *Tokaido Road: A Journey after Hiroshige* in 2014-15, and the mounting of Rooney's play *The Keepers of Infinite Space*, based on her research with Palestinian prisoners, at London's Park Theatre in 2014. Individual researchers in the School have also received a total of US\$30k in funding from US institutions – such as Yale University, the Harry Ransom Centre, and the Terra Foundation for American Art – for research activities such as short-term Fellowships, travel grants, and conferences.

Internal funding to support staff is available at Divisional and University level and through networks in which Kent is a partner, such as CHASE. Across the REF census period, English staff have submitted c. 65 successful applications to schemes such as the Incentivisation and Research with Public Engagement funds sitting at Divisional level, the various CHASE funding schemes (Network Development Fund, Cohort Fund, Academic Community Fund) and University schemes such as the European Partnership Fund and the Vice Chancellor's Discretionary Fund, as well as dedicated Impact Development and Research Output funding. Collectively, the School has won c. £162k through these schemes to fund activities such as conferences, symposia, grant preparations, visiting scholars, or public engagement and impact work. School-level funding, including the use of QR funds, supported conferences and workshops, visiting scholars, and PhD training events such as the annual MEMS Summer Festival organised by research students in medieval and early modern studies since 2015.

Infrastructure

The central organisational infrastructure for research and impact comprises the School's nine Research Centres. Their brief is to enable the production of research at international and world-class level, and to maintain an open and inclusive research culture. They achieve this by organising regular research events, by disseminating their research widely and generating impact, by fostering interdisciplinarity, by inviting visiting staff, by networking with other universities in the UK and beyond, and by running postgraduate programmes.

Centres are led by a Director or team of Co-Directors, appointed for a period of three years. Time slots for regular Centre meetings are set aside in the School's administrative calendar. All Centres receive an annual budget of £1,500 directly from the School, with the exception of Creative Writing (which receives £5,000 p.a. in recognition of the higher costs of inviting non-salaried speakers)

and MEMS (which receives £6,000 p.a. from the Schools of English and History in recognition of its significant international activity). Several Centres also receive revenue from editing book series for academic publishers (e.g. the Centre for Colonial and Postcolonial Studies runs a Routledge series; the Centre for Modern Poetics a series with Peter Lang). All Centres undergo University-level triennial reviews.

All major research projects have their home in one of the Centres. The preparation of grant applications is approached as a group effort. Irrespective of status, all colleagues can be members of project teams, whether as PI or Co-I. Centre Directors, who report to the School Research Committee, are required to inform all members regularly of research activities and ensure that access to facilities and networks is enabled for everyone. In supporting the Centres, the School Research Committee pays particular attention to maintaining gender balance and addressing EDI issues across all research and funding activities. The University's Research and Innovation Services provide further logistical support to all Schools during the submission of grant applications and the running of funded projects.

Impact activities are coordinated within the Centres and overseen by the School's Research Committee, which offers support and identifies synergies and possibilities for collaboration across different Centres and research fields. Targeted grant capture is used strategically within the Centres to invest in distinctive research themes. For example:

- Scholars in the Centre for Colonial and Postcolonial Studies have developed the field of Middle Eastern studies through successive AHRC and ERSC grants led by Rooney – including her Global Uncertainties Leadership Fellowship (2012-16), 'Egypt's Living Heritage' (AHRC; £31k; 2016-17) and 'Islam-Gangsterism' (2019-22) – which have collectively delivered impacts in policy advice and community regeneration.
- Scholars in the Centre for Victorian Literature have established a focus on literary culture through two successive AHRC grants, 'The Special Correspondent and Victorian Print Culture' (£167k; 2013-16; Waters) and 'Literary Culture, Meritocracy and the Assessment of Intelligence in Britain and America, 1880-1920' (£194k; 2017-19; Lyons), which together have raised awareness of media ethics in the UK and historicised the concept of artificial intelligence.
- Scholars in MEMS have advanced material culture studies through the TEEME award (2011-19) and C. Richardson's AHRC grant 'Cultural Lives of the Middling Sort, 1550-1650' (£850k, 2019-22), and will continue collaborations with the heritage sector and the cultural industries through Perry's upcoming post-REF2021 Leverhulme project 'Whittington's Gift: Reconstructing the Lost Common Library of London's Guildhall' (£367k; 2021-23).

Facilities

The School is physically based in the fully wheelchair-accessible extension building to the University's Rutherford College on its main Canterbury campus. All research staff have their own office, are allocated a new computer (choice of desktop or laptop) every five years, and all have access to a networked scanner-printer and full stationery supplies in the main office. Shared spaces include a foyer, a common room, and – for research students – a dedicated study space with twelve fully networked computers.

Library provision for researchers in English includes the University's Templeman Library and the Canterbury Cathedral Library and Archives. The former holds over one million items in all formats and provides electronic or print access to over 20,000 journals. In 2015, it was extended to include a dedicated special collection and exhibition space, and a teaching floor with a 250-seat lecture theatre (see REF5a). The library budget allocated to the School of English stands at c. £75k per annum, covering books, datasets, and journals. English has the support of a designated liaison librarian providing a one-to-one service to staff and students. Full interlibrary loan facilities are available.

Templeman Library and the Canterbury Cathedral Library and Archives, covered by the Templeman catalogue, contain special collections of international significance, for example, the Templeman's Maud-Olson poetry collection of mid-century first editions; the Cathedral Library's first editions of seventeenth- and eighteenth-century historical and philosophical works, travel

writing, and works on slavery and abolition; and the Archives' unparalleled holdings of medieval and early modern literary manuscripts. The value of these collections is enhanced by our staff's research, as formally recognised by a strategic partnership between the School and the Cathedral Library and Archives. Being situated in a historic city close to London with world-class research facilities within easy reach (e.g. British Library; ICA) contributes significantly to the intellectual life of the School.

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

Collaborations

Staff collaborate nationally and internationally with a wide range of individuals and institutions, including universities, research centres, and non-HEIs such as heritage sites and education providers. We manage these collaborations through our Centres, through specific research or infrastructure projects (such as joint PhD programmes), and through engaging with scholarly associations relevant to our fields of study. These collaborations are supported by the School financially and administratively, and through teaching and administrative relief for colleagues who are preparing or managing large-scale partnerships. The University provides logistical assistance through its International Partnerships service.

Examples of significant collaborations (many of them leading to impact not captured in our case studies) include, at the national level:

- Links with Canterbury Cathedral Library, Wye Historical Society, The Jane Austen Society, Whitstable Historical Society, and Chawton House Library, where Batchelor, C. Richardson and others have given public talks and run research events;
- The cooperation with Cancer Macmillan, the NHS, and the Beaney Arts Museum in Canterbury, who sponsored four medical humanities workshops by Bolaki in 2016;
- The membership in Shakespeare's Globe Architecture Research Group, to which Dustagheer contributed research reports on acoustic practice, decoration, and painting of early modern indoor playhouses in 2016;
- Collaborations with Okeanos Ensemble and the Guildhall School of Music and Drama, who helped realise seven performances of Gaffield's *Tokaido Road* opera in 2014/15;
- The work on early modern 'middling culture', led by C. Richardson in collaboration with the Shakespeare Birthplace Trust and the Weald and Downland Living Museum, which has fed into TV programmes and public lectures;
- The membership of the academic advisory group at the National Maritime Museum, Greenwich, through which Klein's research on European contacts with West Africa in the sixteenth century has informed the new permanent gallery on Tudor and Stuart seafarers;
- The 'Antarctic Diaries' interactive touchscreen in the Polar Worlds permanent gallery at Royal Museums Greenwich, for which Nagai provided content from her research on maritime animals in 2018;
- Links with Turner Contemporary in Margate, for which several colleagues (including Herd and Smith) have provided public talks and guided tours;
- The work with *Makan*, a Palestinian human rights group and UK-based registered charity, through which Abu-Manneh offers advocacy training informed by his research on Palestinian literature;
- The exhibition on The Art of Victorian Graphic Journalism, jointly curated by the National Portrait Gallery and Waters in 2016;

and at the international level:

- The TEEME and MOVES networks (Klein), comprising universities and partners beyond academia in Kent, Berlin, Porto, Prague, and Montpellier, through which staff and student mobility has been increased and which have, to date, led to 31 completed joint PhD projects on comparative and interdisciplinary topics;

- The Indigenous and Settler Colonial Studies network by Stirrup, comprising scholars in the UK, EU, north America, and New Zealand, which is advocating for indigenous rights worldwide through scholarship, public engagement, and lobbying;
- The cooperation with colleagues from Kogakkan University in Ise, Japan, around the collaborations in poetry and music by Gaffield, and the research into performance, memory, and cultural heritage by Loughnane (supported by an ESRC-AHRC UK-Japan Connection Grant; £24,894; 2019-21), which are benefiting cultural institutions, tourism, and the creative arts;
- The longstanding cooperation with the Charles Wallace Trust (Padamsee), which sponsors one writer from India per year hosted by Kent;
- The annual Othello's Island conference in Cyprus run by James, which has opened up opportunities for many Levantine and north African scholars working in interdisciplinary medieval and early modern studies;
- The Memorandum of Understanding between Kent and Simon Fraser University, Canada, which has enabled collaborations such as the BA-funded 'Hostile Environments' project (Herd) about the experience of displaced people in the UK, Italy, Canada, and the USA, and which includes a Canadian research group from Simon Fraser;
- The co-founding, in 2019, of the Kent-Paris Research Institute by Brown, and the associated agreements with the University of Columbia Global Center, the American University in Paris, and the Centre Culturel Irlandais, all of which have strengthened the School's research networks in Paris.

The significant collaborations with scholars, artists, activists, and NGOs in Egypt, Palestine, and Lebanon led by Rooney, which have resulted in a variety of projects (documentaries, stage plays, community arts work, 'living heritage' initiatives) focused on the reconstitution of civil societies in the Middle East through creative means, are covered in an impact case study.

Collaborative agreements for PGR training are in place through the AHRC-funded Doctoral Training Network CHASE (since 2014), and the EU-funded joint doctoral programmes TEEME (2011-19) and MOVES (2019-23). The latter two programmes have been formally accredited in the UK at Kent and in four other European countries: Germany (Free University of Berlin), Portugal (University of Porto), Czech Republic (Charles University, Prague), and (for MOVES only) France (University Paul-Valéry, Montpellier III).

Contributions to the research base

Since 2014, the School's priority research areas have been advanced through 80+ international conferences, symposia, and other research events, organised by our nine Research Centres at Kent and in 25+ other national and international locations. Highlights include 'Victorian Sustainabilities' (Kent, 2014); 'Mediterranean Fractures' (Malta, 2014; Kent, 2015); 'Virginia Woolf, Europe and Peace' (Kent, 2018); 'Horses and Courts' (London, Wallace Collection, 2018); 'Maritime Animals' (London, National Maritime Museum, 2019); the European Network for Avant-Garde and Modernism Studies conferences (convened by Ayers) in Helsinki (2014), Rennes (2016), and Münster (2018); and the TEEME conferences (convened by Klein) in Berlin (2014, 2018), Paris (2015), and Kent (2016).

The Centres also run weekly or bi-weekly open seminar or reading series, alongside a series of high-profile keynotes organised at School level, which together have featured over 200 speakers since 2014. Since March 2020 and the outbreak of the COVID-19 pandemic, these seminar series and reading groups have continued on online platforms such as Zoom and Microsoft Teams, attracting even larger audiences.

Honorary appointments allow external scholars to pursue their own research and School staff to benefit from their expertise. Visiting academics since 2014 have included over 40 scholars from around the world, including from universities in Turkey, Iraq, Japan, and China.

Since 2014, School staff have also:

- been invited 100+ times to give keynote lectures and 100+ times to give readings in the UK and abroad (including, for example, in Adelaide, Amsterdam, Copenhagen, Dublin, Lausanne, New Orleans, Stanford, Strasbourg, Valencia, Vancouver);
- held over 30+ editorial roles on journals and book series in the field (publishers include, for example, Boydell & Brewer, De Gruyter, I.B. Tauris, Manchester UP, Oxford UP, Palgrave, Routledge);
- acted as external examiners for study programmes or PhDs at 30+ institutions across the UK and several more abroad (for example, in Berlin, Cambridge, Canterbury [New Zealand], Glasgow, London, Porto, Stirling, Sydney, York);
- peer-reviewed manuscripts over 100 times for various presses and journals (for example, for presses including Ashgate, Cambridge UP, Edinburgh UP, Johns Hopkins UP, Penn State Press, Princeton UP, University of Toronto Press, Yale UP, and for journals including *Comparative Literature*, *Journal of Victorian Culture*, *Literature and Medicine*, *Modernism/Modernity*, *Modern Philology*, *Textual Practice*, *The Eighteenth Century*, *Twentieth-Century Literature*, *Women's Writing*);
- peer-reviewed grant applications for over 20 funding bodies nationally and internationally (including the AHRC, British Academy, Dutch Research Council, European Commission, Flanders Research Foundation, Fulbright Commission, German Academic Exchange Service, German Research Council, Irish Research Council, Leverhulme Trust, Swiss National Science Foundation).

Staff have also founded publication outlets, including *Transmotion*, a fully open-access journal dedicated to Native American and First Nations authors (Stirrup); *Datableed*, an experimental online poetry zine (Virtanen); and Litmus Publishing, a press exploring the interaction between poetry and science (Lehane). Three staff are members of the AHRC Peer Review and Strategic Review College (Batchelor; C. Richardson; Stirrup); one of the ESRC Peer Review College (Rooney).

Staff also hold roles in learned societies, including Fellow of The Royal Society of Literature (Gurnah, Sackville, Wyld); Fellow of The Higher Education Academy (Bolaki, Gaffield, James); Fellow of Royal Asiatic Society (Landry); Fellow of the Royal Historical Society (C. Richardson); Patron of the Jane Austen Society, Kent branch (Batchelor); Trustee of The British Commission for Maritime History (Klein); and Trustee of the Ajyal Foundation for Education (Rooney).

Fixed-term residencies or fellowships were held by Herd (US); Klein (Bologna); Nagai (National Maritime Museum, London); and Norman (Sydney). Consultancies included work for museums and institutes in Doha (Landry, Rooney), for funded research projects in Montpellier and London (Klein, Wright), and for theatres in the UK (Dustagheer, Waters).

Staff were jury members for the following literary and academic prizes:

- The Man Booker Prize 2016 (Gurnah)
- Martin Stevens Essay Prize 2017, Medieval and Renaissance Drama Society (Wright)
- The Geoffrey Faber Memorial Prize 2018 (Wyld)
- Gennady Barabtarlo Prize 2018 for best work on Vladimir Nabokov (Norman)
- The International Dublin Literary Award 2019 (Wyld)
- The Michael Ondaatje Prize 2020 (Wyld)

Staff were also recipients of prizes and nominations, including:

- The European Union Prize for Literature 2014 (Wyld, winner)
- The Somerset Maugham Award 2014 (Sackville, winner)
- The Hans Turley Prize in Queer Eighteenth-Century Studies 2018 (Gilmore-Kavanagh, winner)
- The Hoffmann Prize 2019 for distinguished work on Christopher Marlowe (Loughnane, winner)
- The Health Humanities Medal for Best International Research 2018 (Rooney, shortlisted)
- Book of the Year 2016, *Sunday Herald* (Herd, nominated)
- The American Library in Paris Book Award 2019 (Mildenberg, nominated)

- The THES award for Best International Collaboration of the Year 2019 (Klein, nominated)
- The International Dublin Literary Award 2020 (Sackville, longlisted)

Contributions to the economy

School research has contributed to the growth of the cultural and creative industries in the UK and abroad in several areas, including TV, radio, and opera. Examples include the creative work by Thomas, whose novels *Oligarchy* (2019) and *The End of Mr. Y* (2006) are being developed for TV by See Saw Films and Empire Street Productions respectively; the BBC World radio programmes by Cregan-Reid (2019/20), which have reached large global audiences; and the operas *Tokaido Road* (2014) by Gaffield and *Army of Lovers* (2019) by Flusfeder, the first of which is available on YouTube, the second of which has been released commercially on CD (2020) by Exit label in Italy.

School research has had other economic applications: for example, tourism in Turkey has increased through Landry's research on the seventeenth-century Ottoman traveller Evliyâ Çelebi, which has led to a UNESCO-recognised cultural route and, since 2014, created new revenue streams for local businesses; the visitor numbers of the El Moez area in Cairo have been boosted by a cultural tourist map and a Naguib Mahfouz walking tour designed by Rooney in collaboration with the Egyptian Ministry for Culture; and the sale figures of a range of smaller and more specialised publishing houses in the UK have been sustained by the novels and poetry volumes of our Creative Writers, including Creative Writing graduates. Comma Press, for example, publisher of Herd's three Refugee Tales volumes, won the 2020 Small Press of the Year award for the North of England, while the royalties from those works (£21k so far) have been donated directly to two NGOs involved in the Refugee Tales project, the Gatwick Detainees Welfare Group (GDWG) and Kent Refugee Help (KRH). Our international work also brings students and scholars to Kent who help sustain the local economy.

Contributions to society

Through our key research priorities staff address matters of current social relevance and urgency such as anti-migration sentiment, the politics of asylum, the status of refugees, the rights of indigenous populations, and provision for mental and physical health. On all these topics, our research enables change, generates policy advice, and improves society. For example, Stirrup's work on Native Americans in Britain is raising public awareness of indigenous people; the MOVES project (Klein) is developing recommendations on European migration management; and the research on mental health and Artists' Books by Bolaki, which was selected for the 2019 British Academy Summer Showcase, highlights the positive impact that books created by artists have on individuals going through serious illnesses.

In the context of these and other projects, staff have been collaborating with a range of NGOs in the UK and Europe (e.g., GDWG; KRH; Kent Refugee Action Network; the Platform for International Cooperation on Undocumented Migrants in Brussels), as well as with cultural institutions (e.g. museums, theatres, heritage sites), and have been networking with professional organisations and individuals (e.g., the Labour Party; the Bar Council; MPs from all parties and members of the House of Lords), in order to improve the lives of vulnerable people.

Through our international agenda, we enable intercultural understanding and transnational cooperation. We achieve this through the larger projects already mentioned in this section as well as through smaller initiatives, such as the Global Challenges workshops on university reform in Georgia, which investigated the role of higher education in advancing Georgia as a progressive and resilient nation. The workshops, supported by GCRF funding, were run in 2019 by Ayers in conjunction with local university and government representatives at Ilia State University, Tbilisi.

Our emphasis on practice research champions the value of creative thinking as a horizon-expanding and problem-solving approach in all spheres of modern society. Contributions to schools include Thomas's free resource pack on her Worldquake trilogy, with material for five hour-long, cross-curricular Key Stage 2 (ages 9-12) lessons, and Herd's Prologue to the first *Refugee Tales* volume (2016), which is now taught at Key Stage 3 (ages 11-14) by Oak Academy. Further significant contributions by the School's creative writers have been made through readings, journalism, festivals, performances, and other public appearances. Examples include the regional audiences engaged through the annual Wise Words poetry festival in Canterbury that

ran for nine years until 2017; the Canterbury-based Free Range arts charity that has presented over 200 events since 2012 (Herd; Hickman; Smith; Virtanen); the widely read columns in the *Guardian* by Thomas and Cregan-Reid; and the opening poem for ITV's 'Pride of Britain' awards written by Debney (Reader until 12/19) and screened in 2016 in a version spoken by Michael Sheen and Michael Caine to a TV audience of five million.