

Institution: University of Kent
Unit of Assessment: 28 History
<p>1. Unit context and structure, research and impact strategy</p> <p>The School of History at Kent is home to a wide range of approaches and areas of expertise which enable it to play a leading disciplinary and interdisciplinary role. It provides a distinctive, research intensive, inclusive and stimulating scholarly environment for its staff and vibrant postgraduate cohort. It engages with a broader academic and civic community, working dynamically with national and international networks as well as connecting with rich local heritage resources and groups. Research activities in the School encompass an impressive <i>chronological spectrum</i>, from Medieval and Early Modern studies to contemporary history; an expansive <i>geographical range</i>, from the history of Britain, Ireland and Continental Europe to the histories of North and Central America, Africa, and Asia; and <i>diverse themes and methodologies</i>, from ecclesiastical, political, military, social, economic, and cultural history to the histories of war, media and society, the history of medicine, health, ethics, and the environment.</p> <p>The UoA is part of the Division of Arts and Humanities and consists of 35 members of staff (34.8 FTE, up from 31.4 in REF2014) all based at the Canterbury campus and actively contributing to the research objectives of our UoA. The structural and operational backbone of the School's research, impact activities and public engagement are our four thriving research Centres: the Centre for the Study of War, Media and Society (WMS), researching media and society, propaganda and cultural memory, and military history; the new Centre for the Study of Global Cultures and Encounters (GCE), centring on the burgeoning area of global and cultural history; the reorganised Centre for the Study of Health, Science, and Environment (HSE), specialising in health, environment and history of science; and the cross-disciplinary Centre for Medieval and Early Modern Studies (MEMS), researching Medieval and Early Modern ecclesiastical history and historiography, material and visual cultures, manuscript studies and history of the book.</p> <p>Research and Impact Context and Structure</p> <p>Reflecting on the distinctive qualities of its research Centres, and the breadth of interests of staff, the School devised a strategy to ensure organic and sustainable growth through the appointment and support of ECRs and the career progression of mid-career colleagues. Following REF2014, the School engaged enthusiastically in an internal discussion to consider the future development of its research strategy. In 2015, led by the Director of Research, REF Co-ordinator, Director of Impact and Public Engagement and Centre Directors, extensive consultation took place within the School, and the conversation was broadened by the decision to engage with highly experienced external advisors. This allowed the School to refine the research strategy outlined in REF2014 with the intention of fully capitalising on existing strengths and branching out into new areas as staff interests developed and new colleagues joined the School. Underpinning the entire approach was the simple, consistent, long-term principle of the School: the recruitment and development of emerging scholars. All are positively encouraged to carry the discipline forward, develop bold new approaches, and instigate new and diverse collaborations with creative, interlocking communities and external organisations through the supportive framework of our four research Centres.</p> <p>The Centres have always been a distinctive strength of History at Kent. As all in the School agreed, placing them at the heart of the School's research strategy, and supporting them with significant financial resources, both recognised their historical importance and allowed us to repurpose their critical functions moving forward. The first strategic adjustment was a structural one. Reflecting the emerging interests of staff and the broader evolutions of historiographical and pedagogical debates, the School took the decision to reorientate the nature of two Centres:</p> <ul style="list-style-type: none"> • The Centre for the History of Colonialisms and the Faculty Centre for American Studies were incorporated into the Centre for the Study of Global Cultures and Encounters (GCE). Its

earlier American history research was extended to the study of race and the USA as a superpower, broadening its expertise to include the history of liberty and slavery, the American frontier period and its environmental challenges, gun culture, and gender roles and definitions, and the contemporary political history of the Vietnam War. Further investment was allocated to grow capacity in African political and economic history and Indian colonial history of society and technology.

- The Centre for the History of Medicine, Ethics and Medical Humanities became the **Centre for the Study of Health, Science, and Environment (HSE)** with three aims in mind: to contribute more effectively to the University's vision for its new Medical School; to capture the breadth of work on health and environmental-related topics undertaken by staff in the unit; and to develop existing expertise in the areas of technology and science.

The second strategic adjustment was the further development of the **Centre for the Study of War, Media and Society (WMS)** and the **Centre for Medieval and Early Modern Studies (MEMS)**. These two Centres were embedded firmly in the newly formed University Divisional structure enabling them to maintain their strong interdisciplinary and cross-divisional collaborations and connect successfully with heritage stakeholders:

- **WMS** expertise was expanded to the history of femininities and masculinities during times of conflict, the cultural and social history of WW1, the political and comparative history of the Spanish Civil Wars, post-1945 exploitation of German science and technology, and the history of propaganda in revolutionary China.
- In **MEMS** we helped fund a post in Palaeography, Latin and Renaissance Studies, and invested in three posts in Early Medieval history and Early Modern material culture.

These changes grouped staff and PG students more effectively, increased our resilience and sustainability, as well as encouraging interaction and a greater diversity of geographies and thematic enquiries. The four Centres' critical functions are as follows:

- Actively contribute to historiographical debates, innovative methodologies and interdisciplinary collaboration, and provide opportunities for researchers to co-operate with national and international stakeholders through the organisation of conferences, workshops, lectures and master classes, and outreach activities.
- Operate collaboratively and interactively: the Centres benefit from cross-fertilisation, and a number of staff are involved in more than one Centre.
- Stimulate scholarly environments for our staff and PG community through inclusive cultures, the provision of successful interdisciplinary PG programmes and joint cross-disciplinary supervisions of PGT and PGR students.
- Support grant applications and host funded research projects.
- Connect public and academic worlds, link to rich local heritage resources and also play active roles in national and international research networks.

For all these reasons, the role of the Centres is fundamental to Kent History, and it will recur extensively in the other sections of this statement as well.

Research and Impact Strategic Objectives

Reconfiguring and strengthening our four Centres has created a context of research excellence and a stimulating and intensive research environment for our staff and PG community that contributes to, and will secure in the future, the *geographical, chronological and thematic* range of research which characterises History at Kent. This context was designed to achieve and implement the following five strategic research objectives in this REF cycle, and sustain them over the next five years – that is to say, they are objectives **both** for the period up to 2020 **and** for 2021 onwards:

(Objective 1) *Significantly increase the number of research active staff and outputs and broaden the geographical, chronological and methodological range of our research activities.*

In REF2021 we are for the first time able to submit outputs for 100% of our 'Category A eligible' staff (in 2014 it was 89.7%), evidencing an intensive research environment. Over the REF cycle our 35 FTEs have produced overall 195 outputs – notably 32 books, 4 text editions, 15 edited volumes, 87 articles in peer-reviewed journals, and 57 book chapters.

Our publication portfolio consists of ground-breaking monographs, jointly authored books, critical text editions and collaborative research volumes (some 30 of the 78 submitted were selected for double-weighting). The breadth of this work spans from **Bombi's** monograph on 14th-century Anglo-papal diplomatic relations and **Marsh's** wide-ranging history of silk and the Atlantic world in the Early Modern period, to **Jones K.'s** study of hunting and the environment in the 19th-century American West, **Pattinson's** interpretation of the First Aid Nursing Yeomanry, **Schmidt's** work on the history of poison warfare and human experimentation during the 20th century, **Macola's** reassessment of the history of firearms in central Africa, and **Wills's** study of videogames in American culture. ECRs and mid-career scholars building a distinguished reputation for their published work include **Roberts, James** and **Rundle** (Medieval & Early Modern history), **Lawrence** (military history), **Caiani** and **Basha** (transnational political history), **Mathisen** (American history), **Robinson** (history of science), **Jones C.** (medical history), **Mukhopadhyay** and **Good** (Imperial history), and **Cohen** (African economic history).

A highly important aspect of our scholarly activities involves critical text-editions of archival materials, in line with the School's strategic investment in scholars that can deliver skills-based and archival research. The latter include **Rundle's** comprehensive descriptive catalogues of Christ Church Oxford Medieval Western Manuscripts, **Fincham's** critical text edition of the 17th-century correspondence of Archbishop William Laud, **James's** edition of Laud's household accounts, and **Macola's** critical text edition of Clement Brasseur's personal correspondence from Katanga.

The culture of the Centres encouraged collaborative work, an area **WMS** has developed particularly effectively. For example, **Connelly/Bowman/Beckett** co-authored a major new history of the British Army during WW1, **Connelly/Goebel** examined the city of Ypres during the Great War, **Pattinson/McIvor/Robb** offered a new interpretation of British civilian masculinities in WW2, whilst **Lawrence/Bowman/Draper** examined the concept of 'Small Wars and Insurgencies'.

Significantly, the School is already on course to maintain its commitment to the production of high quality research and outputs in the next five years thanks to forthcoming research publications, 15 of which are already under contract with major academic publishers (CUP, OUP, Yale UP, MUP, Routledge and Harvey Milley), and notably include exciting new projects led by ECRs and mid-career scholars (**Gallagher, Guerry, Ivanic, Caiani, Cohen, Lawrence**) alongside those of established scholars (**Boobbyer, Fincham, Connelly, Jones K., Anderson**).

(Objective 2) *Create a sustainable and vibrant research environment through the appointment of ECRs and support for mid-career scholars, broadening the range of our research activities.*

Over the REF cycle the School has wholeheartedly embraced the principle of sustainability, and responsibility to young scholars, through the appointment of 21 ECRs and mid-career researchers. The UoA has strategically created new positions and filled vacancies, consolidating established areas of research - such as the study of media and society, propaganda and cultural memory, and military history (**Lawrence, Hanna, Draper, Farley, Hall**), American studies (**Marsh, Mathisen, Basha**), and Medieval and Early Modern studies (**Gallagher, Guerry, Roberts, Rundle, Blakeway, Ivanic, James**). It also expanded its expertise in new fields, notably the history of empires (**Good, Mukhopadhyay, Cohen**), the history of medicine, medical humanities, science, and the environment (**Jones C., Robinson, Nasim**), and Palaeography, Latin and Renaissance Studies (**Rundle**) that are underrepresented in other UoAs of comparable size. In addition, the School has co-funded 6 Leverhulme Early Career Fellows in order to enhance significantly the research culture of their respective Centres. All our ECRs proved great additions to the School,

contributing cutting-edge research, and will ensure the sustainability of the School's thriving research and impact activities over the next five years.

By 2026 the UoA plans to embed its four Centres' activities firmly in the new University Divisional structure and Signature Research Themes (SRT), which further exciting avenues for interdisciplinary research and collaboration, especially in the fields of environmental history, global history, the heritage sector and medical humanities, working with the Kent's newly established Medical School. This work is already under way thanks to **Jones K.**'s contribution to the SRT on 'Food Systems, Natural Resources and the Environment', **Anderson's** funded-project 'Living assessment: measurement, thresholds and the health of disabled and at-risk children in England, 1989-present', and **Fincham's** collaboration with Religious Studies for the creation of a new interdisciplinary Centre for Anglican History and Theology, aiming to engage with the global Anglican communion (285 million people).

(Objective 3) *Expand our PG community and foster a new generation of promising researchers supported by our four research Centres and by internal and external funding.*

The School has grown its PG community and completion rates three-fold in 2014-2020, successfully securing externally- and internally-funded PhDs scholarships (**56**). We have seen **71** completions over this cycle compared to 25.5 detailed in REF2014, representing an improvement in the average completion rate from 0.8 to **2** per FTE in REF2021.

In the next five years we are confident that we will sustain this growth thanks to the number of students currently registered for our PG research programmes which already exceeds the 71 PhD completions recorded over the period 2014-2020 (see PGR cohort in 2019-2020: 43 PhDs and 7 M-Res in History; 31 PhDs and 20 M-Res in **MEMS**).

(Objective 4) *Secure major external funding.*

Revitalising its approach to grant capture and funding as part of its post-REF2014 review, the School has been outstandingly successful in attracting external funding for ambitious research projects that, in turn, have supported the growth of our Centres and research culture. The total value of research grants secured in this REF-cycle has been **£7.65m**. Significantly, the School has also increased research and contract income ten-fold, from c. 20k per FTE in REF2014 to an average of **£218k** in REF2021. Two of these represent the largest ERC Humanities grants awarded for 2018 and 2019 respectively (**Loop** and **Schmidt**, c. €10M each). Leading scholars in the School's Centres work collaboratively on highly visible research grants and projects. **WMS** has hosted collaborative projects with AHRC funding totalling £1,017,334 (**Connelly, Bowman, Beckett, Johnson**) and supported the interdisciplinary AHRC 'Gateways to the First World War' project (**Connelly** et al.) that became a centre for public engagement throughout the WW1 centenary. **GCE** has supported a Leverhulme funded project (2013-2018) focussed on 'Corporations and cultural hybridisation' (**Pettigrew**) alongside small and medium grants. **HSE** has likewise been successful in attracting grants from a variety of funders (**Higgitt**, Leverhulme; **Jones C.**, AHRC), and two large-scale world-leading research projects by **Anderson** (£715k, Wellcome, 'Living Assessment') and **Schmidt** (€2.7m, ERC, 'Taming the Leviathan: The Legacy of Post-War Medicine and the Common Good'). **MEMS** hosted fellowships (BA, Leverhulme) and collaborative grants (ERC, AHRC), including the ERC project 'The European Qur'an: Islamic Scripture in European Culture and Religion' (**Loop**, €2.7m) and its post-doc (**Ben-Tov**, 2019-2020).

All the Centres are now at an exciting juncture of development and are operating at full capacity in terms of conducting funded cutting-edge research, also thanks to their ECRs' projects (for instance, **Ivanic** and **Gallagher's** research network recently funded respectively by AHRC and Flemish Research Foundation). This expertise alongside the new supportive and collaborative research environment at Divisional level will enable us to sustain and increase our grant capture over the next five years, which is especially important to implement our innovation and impact agendas.

(Objective 5) Support impact excellence.

This has likewise been a central priority for the UoA, following extensive consultations with external assessors in 2017 and 2019 that helped us to shape our Centre-led impact and public engagement strategy. Building on the breadth and depth of research, the Centres were oriented to engage in a range of issues and topics of interest to regional, national and international audiences. Supported by substantial financial investment from the School and the University, staff have led, and participated in, outreach and impact activities such as exhibitions, workshops, meetings of stakeholders, and collaboration with government agencies, national and international non-governmental organisations, educational bodies, and non-HE stakeholders, especially in the heritage sector.

The Centres then facilitated the development of the School's ICSs addressing changes in policy, community awareness and enrichment, teaching resources and public engagement. One ICS was the outcome of decisions planned very much in advance. In REF2014 the School committed itself to playing a leading role in the national, and international, commemorations of the WW1 centenary. This was achieved via the AHRC-funded 'Gateways' project, supported by **WMS**, and resulted in **Connelly's** ICS 'The First World War Centenary', which has made a significant contribution to the School's overall impact and outreach work, especially with regard to commemoration and conflict, reconciliation and national identity. The second ICS, 'Chemical Warfare' (**Schmidt**), received Wellcome funding and is supported by **HSE** via a significant School investment that enhanced the creation of strong links with the wider research base. **Marsh's** ICS, 'Age of Revolution' has been substantially funded by RCUK/UKRI and supported by **GCE**. The project exemplified the School's collaborative culture and interdisciplinary base by involving staff across three of its Centres (**Bowman, Caiani, Draper, Lawrence, Higgitt, Jones C., Sleigh**).

Backed up by additional resources from the University, the School has invested heavily in a sustainable impact culture, supporting staff at all career levels, including ECRs. Four themes have been identified for post-REF2021 impact and outreach activities: conflict, reconciliation and national identity; heritage; health and the environment; impact in education. Each speaks to staff expertise and evolving activities and also presents critical areas in which historical perspectives can make meaningful interventions on salient contemporary issues. Alongside the ongoing funded projects, which have strong impact and outreach agendas (**Anderson**, 'Living Assessment', ongoing; **Marsh**, 'Age of Revolutions', ongoing), significant outreach work is under development from 'The Wall Paintings of the Ste-Chapelle in Paris' in collaboration with Centre des Monuments Nationaux (**Guerry**) to 'The Irish Revolution and the Northern Ireland Peace Process' (**Bowman**), and 'The Religious Memory of Cristero/Agrarian Violence in Contemporary Mexican politics' (**Lawrence**). These internationally significant projects will generate educational materials such as pamphlets in multiple languages, signage, audio guide content, school activities and an AR powered smartphone app (**Guerry**).

Open Access Policy

A key benefit of the School's research structure has been the effective implementation of a more open research environment responding to the UKRI Open Access Review, and supported through the creation of the University's Office for Scholarly Communications (OSC). The Centres actively encouraged staff to share research findings via numerous methods of communication, including seminars, research papers and their specific research blogs. All colleagues' publications are listed on the Kent Academic Repository (KAR), accessible via the School's staff webpages, and are open-access compliant. The School has supported the provision of Gold open access status wherever possible, encouraging staff to apply for Gold open access University funds to cover its costs (among others, **Caiani**), and the ongoing publication of open access digital journals and databases, such as *The Clergy of the Church of England Database* (**Fincham**; <https://theclergydatabase.org.uk/>) and the resources of 'Gateways of the First World War' project (<https://www.gatewaysfww.org.uk/>). With the assistance of the Library, we monitor the status of

the School's publications to ensure REF compliance and conformity with the guidance of the RHS open access policy (<https://royalhistsoc.org/policy/publication-open-access/>)

Research Integrity

In order to foster a culture of research integrity, transparency and professionalism, the School is fully aligned with the University guidelines and external professional bodies such as the RHS, especially on General Data Protection Regulation (GDPR) policies (<https://royalhistsoc.org/policy/research/>), to ensure that the highest ethical, legal and professional standards are firmly embedded in all its activities. The School is committed to implementing the University's Code of Practice and associated GDPR requirements, thus ensuring that it supports equality and diversity and protected characteristics.

2. People

Staffing and Recruitment Strategy

Our staffing strategy is built on the long-standing commitment to sustainability, growth, interdisciplinarity, and research excellence in accordance with the criteria outlined by the Concordat to Support the Career Development of Researchers. The School currently has 35 (34.8) FTEs - 14 female (an increase of 6% on REF2014), 21 male; 1 BAME; 6 EU, 1 US, 1 Indian and 1 Australian national. Investment has been made in all Centres through strategic planning, the replacement of vacant positions, and the creation of 3 new posts in areas that record growing UG and PG student intake. Since 2013/14, the School has appointed a total of 21 staff members, including a deliberate commitment to the appointment, and nurturing of ECRs (11 appointed, spread across the Centres-infrastructure: **WMS**, 3; **HSE**, 1; **GCE**, 2; **MEMS** 5). 10 of the ECR appointments were on open-ended contracts. The appointment and guided career progression of ECRs, who work alongside established academics in complementary fields of study, has guaranteed sustainability and ensures leadership and research capacity well beyond REF2021. Interdisciplinarity has been central to the selection criteria for these appointees, who have broadened the thriving research cultures of our four Centres, while cross-fertilisation between Centres is highly encouraged, alongside collaboration across the University and research establishments beyond Kent.

Staff Development

The School has embedded a comprehensive and active staff development strategy for researchers at all stages of their career. Newly appointed ECRs are enrolled on a three-year standard probationary period and assigned a probation supervisor. While on probation, ECRs receive teaching relief (50% reduction in year one, 25% in year two, and 10% in year three) in order to develop their research and teaching profiles and are supported in completing the Postgraduate Certificate of Higher Education (PGCHE). In addition, ECRs are supported through the School's complementary three-year mentoring system which provides a more informal support and advisory framework. Funding for research and impact activities is available through an internally peer-reviewed research fund, while a cross-disciplinary ECR network has been organised under the lead of the Deputy Dean (**Fincham**). ECRs are actively encouraged to engage and showcase their work beyond Kent, in a constructive atmosphere, for instance at the IHR Seminar series 'War, Society and Culture' established by **WMS**, and through involvement in various learned societies including the Royal Historical Society.

The School also supports the career progression of mid-career members of staff and the professoriate through individual annual appraisals (Reflect, Plan, Develop) and Individual Research Plans (IRPs). IRP meetings are held with all research-active staff. They offer a valuable opportunity for individuals to discuss research projects and review their research plans with the Director of Research, Director of Impact, and Research Support Officer. These reviews provide the School with information on staff outputs, research progression, funding applications and successes, and the status of public engagement and impact work. Individual and collaborative

research development has been further ensured through the organisation of annual research fora and dedicated School away-days, while research-impact synergies have been supported by a series of workshops and drop-in sessions run by **Marsh, Connelly** and **Hanna** based on their own experiences in major outreach, impact and engagement projects. External partners have been invited to contribute to some of these sessions including participants from the museum, education, archives, and heritage sectors. The Graduate and Researcher College (GRC) regularly organises staff training for new and established PhD supervisors, while the School promotes good supervisory practices through its mentoring schemes and education fora.

Research Leave, Promotion and Succession Planning

All members of staff, both fixed and part-time and on Education-only contracts, are supported in developing their research and impact activity through the University's research leave. Staff are eligible to apply after completing 72 teaching weeks subject to School approval of their research and impact plans. Staff plans are discussed collectively within the Centre infrastructure and then considered by the Management Group in order to facilitate equality of opportunity and to ensure structural sustainability, PhD support and teaching provision. Research leave typically lasts for one term; however, the School takes a flexible approach which enables staff to combine periods of research leave in order to undertake larger, ambitious projects, complete outputs, apply for large and complex grants or engage in impact and outreach activities as in the case of **Guerry** (Ste-Chapelle), **Lawrence** (Cristero/Agrarian Violence), and **Schmidt** (Leviathan). Staff also receive teaching relief, at the discretion of the REF Co-ordinator, DoR and HoS, in order to facilitate the completion of high-quality outputs, grant applications, and impact and public engagement projects, while impact activities are funded from a dedicated School fund.

Our thriving research culture has facilitated the internal promotion of 14 members of staff from Lecturer to Senior Lecturer, 8 to Reader, and 10 to Professor. These promotions allow the School to benefit from a pool of colleagues able to perform senior leadership roles and represent our discipline in important institutional and external contexts. Internally, **Pattinson** and **Jones K.** were promoted to Professorships and have acted as HoS, while **Bowman** and **Marsh** became Readers and served as Deputy HoS. Senior colleagues further served in University leadership roles such as Deputy Dean (**Fincham**) and Faculty Directors (**Loop, Anderson, Sleight**).

With succession planning in mind, various members of the School (**Bombi, Bowman, Jones K., Marsh, Pattinson**) have received additional training via the 'Leaders in Significant Areas of Responsibility' (LASR), 'New Senior Leaders' (NSL), and the 'Aurora' programmes, co-ordinated by HR to foster career development and gender balance in leadership roles. In addition, all staff are encouraged to familiarise themselves with the framework set out in the new University's Academic Career Map (ACM), launched in 2019 to provide transparent and equitable criteria for promotion and to incentivise academic staff to undertake high-quality research, impact and outreach activities.

Equality and Diversity

The School's EDI values are embedded throughout our research culture and contribution to professional bodies' EDI initiatives (**Fincham**, RHS Gender Equality Reports, 2015/2018). This has resulted in EDI-balanced performances with regard to grant captures (see section 3) and outputs submission for REF (submitted outputs, 44% by female staff; outputs submitted for double weighting, 36% by female staff). In 2018 the School was awarded an Athena SWAN Bronze Award, which makes it one of only 12 History departments in the UK to hold this award. A School EDI committee - which meets once a term - defines ethical and professional standards and implements mandatory EDI training for all staff. Following the University's Code of Practice, its members meet different EDI profiles, work collaboratively with student representatives, who provide useful feedback and guidance, and liaise with both PG and UG student communities. All members of staff are required to undertake unconscious bias training in addition to attending sessions detailing the importance of EDI.

Since 2018 the EDI committee has been working to implement the Athena SWAN Action Plan and submit an application for a Silver award. As a clear signal of the importance of this portfolio, a strategic decision was made to appoint a dedicated School EDI Director, who sits on the School Management Group. The School also updated its maternity leave policy, securing full cover, support and flexible working pattern on return to work, while proactively implementing awareness of the University's parental leave policies among staff and PG students through relevant induction events and handbooks. An EDI School survey takes place bi-annually to assess incoming needs and to inform necessary improvements. In response to this feedback, the EDI committee has worked to ensure that staff work allocations are more transparent and representative. It has also revamped the research seminar programme to better reflect the School's commitment to equality and diversity by rescheduling it to a more family-friendly timeslot. The result has been an increased and more gender balanced profile of speakers and audience. The School has further contributed to the implementation of the RHS Race, Ethnicity and Equality roadmap (<https://royalhistsoc.org/policy/race/>) through piloting an audit of its reading lists, introducing sessions on diversity in UG and PG modules, and organising events on BME History and for Black History month. Special attention has been paid to protected characteristics and intersectionality, for instance through a series of research events and blogs marking Disability, LGBTQ+ and Women's History months, and the production of more inclusive advertising material for the School website and recruitment materials.

As outlined above, the School has an active policy for research and impact leave for all staff, and provides additional support, including flexible, remote, and part-time working arrangements, whenever possible, that also extends to Associate Lecturers and colleagues on fixed-term contracts. Since 2018 staff with caring responsibilities have also been supported with the creation of the 'Caring Responsibilities Network', which addresses EDI issues and the impact of research policies on carers, while a voluntary 'Partnership Programme' is open to all members of staff and provides an informal mentoring support framework. Collectively, these measures have resulted in the creation of an inclusive and welcoming environment that has positively impacted on the School's research culture and professional career development of staff members. Since 2014 the School has appointed and nurtured the career progression of a more diverse and gender-balanced staff profile. The School now includes 50% female Professors, 28% female Readers, 60% female Senior Lecturers, 33% female Lecturers.

Research Students

A central objective of our strategy was both to expand the number of PGR students and completions. This has been achieved (**Objective 3**). Our PG community has seen a three-fold growth with **71** research degrees awarded in this REF cycle (against 25.5 in 2014, from an average completion rate of 0.8 per FTE, REF2014, to **2** per FTE, REF2021). Our PGR female community has increased from 45% (2017) to 50% (2020). We are confident that we will sustain this growth beyond 2021, with the number of PGRs registered in 2019-20 already exceeding the figure detailed annually for 2014-2020. The School took active steps to strengthen the relationship between PG applicants and supervisors and to promote the excellent interdisciplinary research undertaken by School staff and research Centres. This has attracted an increasing number of UK and international students, especially from the EU and North America. Our PGR community and its expansion have been financially supported through a variety of funding schemes, from external bodies (AHRC-CHASE, Wellcome, Eastern ARC) to University's Strategic Investment Funds (VC Scholarships, Rutherford Reid studentships) and Alumni endowments. In 2015-2016 the School also made a substantial investment of its QR budget in 10 fully-funded scholarships. These measures resulted in a total of **56** funded doctoral studentships over the REF cycle.

History PGR students benefit from the support of two supervisors and the research networks of their affiliated Centre. Our outstanding PG supervisory training practice has been externally recognised through the first RHS's Jinty Nelson Award for Inspirational Teaching and Supervision in History to **Anderson** (2018). The Centres provide a framework for collaborative supervisions within specialist fields, enabling students to improve their research skills, and thrive in an informal, supportive environment. In line with University policies and the Equality Act (2010), the School

provides Individual Learning Plans (ILPs) for PGR students who require additional support. Students undertake monthly, online-documented, research meetings with their primary supervisor and complete progress reviews in accordance with University GRC guidance. The School monitors both the progress and successful completion of PGR students via a Doctoral Completions database, enabling additional financial and/or supervisory support to be deployed whenever needed.

Our four Centres also provide specialist PG training opportunities. **MEMS** has the most extensive programme thanks to the School investment in the new permanent post in Palaeography, Latin and Renaissance Studies (**Rundle**) that adds new and rare expertise and training for PGTs and PGRs in this under-represented field in UK HE institutions. **MEMS** also participates in the doctoral partnership training programme 'Material Witness – The Interrogation of Physical Objects for Humanities Researchers' (**Guerry**, Bovey) alongside staff from other Schools. **MEMS** staff have engaged with the CHASE-funded PGR development project 'Future Pathways in Medieval and Early Modern Studies: Academia and Beyond' (**Gallagher** et al.). Furthermore, **WMS** organises specialist study and training days in partnership with the Commonwealth War Graves Commission (CWGC) archives and takes PGRs on a specialist field trip to Belgium to engage with the local CWGC team, and specialist archivists at the In Flanders Fields Museum and Passchendaele Memorial Museum. Its students are also given inductions to relevant materials in the University Library's Special Collections.

In collaboration with the GRC's transferable and employability skills and workshop programmes, the School and its PGR Director organise dissertation, writing-up, viva-voce, teacher training, and employability workshops. The School also arranges a 'Teaching Forum' and a 'Training to Teach' programme in partnership with the Unit for Enhanced Learning and Teaching (UEL) so that PGR students can begin the process of obtaining their PGCE. Good practice in this area, led by **Fincham** and **Jones K.**, has fed into the RHS's online Teaching Portal (2020) that supports the teaching and learning of History. PGRs are encouraged to publish both as individuals and in association with staff (among others, **Bowman**/Butler/Wheatley in **WMS**; **Sleigh**/Leggett in **HSE**; **Macola**/Hogan in **GCE**). In collaboration with Canterbury Cathedral Library and Archives, **MEMS** runs an employability programme for its PG students, organising major public exhibitions, such as 'The Canterbury Journey', and the online monthly digital exhibition 'Picture This', that also helps to disseminate PG research to wider audiences. Similarly, **HSE** has collaborated with PGRs who shared their research findings with local communities via the 'This Poisoned Isle' national travelling exhibition (as part of **Schmidt's** ICS). School PhD Graduates have high chances of publishing their work and attaining employment in HEIs (for instance, UCL, Queen Mary, Cambridge, Leicester and Kent), with the British government (among others, CWGC and DBIS), and the heritage sectors (notably TNA, Imperial War Museum and British Museum).

While fertilisation across research communities is encouraged through the School monthly PGR seminar, collectively the Centres are major leaders of activities designed to foster a sense of PG collegiality. Centre events provide critical feedback in an open and friendly manner, through reading groups and seminar series, which offer PG students with valuable networking opportunities, enhance the individual profiles of staff and PGRs through the delivery of research papers, and enable interaction with prestigious external UK and international guest speakers at the Centres' dedicated annual lectures. **WMS** focuses its activities around the two IHR series led by its members, together with its collaborative blog. Students have been particularly appreciative of the opportunity to lead on book reviewing for the blog as it develops different writing and communication skills. **WMS** has a proven track record as an attractive place for PG study thanks to its local resources (for instance, the British Cartoon Archive), its research grants (notably 'Gateways'), its connections with heritage and archival stakeholders in the UK and Flanders, its success in attracting externally funded Visiting Scholars to come to Kent to engage with our scholarly community, and its connections with government departments. **HSE** students profit from the knowledge exchange and vibrant contributions at the Centre's fortnightly reading group 'Wunderkammer' and blogs, and benefit from **HSE** staff's international and interdisciplinary research collaborations and their connections with the Royal Society for the History of Science (**Sleigh**) and their major funded collaborative research projects (**Schmidt, Anderson, Jones C.**).

GCE PG students also profit from the Centre's seminar series, international workshops, roundtables and book-launches and the vibrant research environment created by post-doctoral researchers attached to externally funded-projects (notably **Pettigrew's**), and funded as Leverhulme Early Career postdoctoral fellows (**Whyte, Alanamu**). In addition, **MEMS** organises a well-attended weekly research seminar with contributions from national and international established scholars presenting their research alongside PG students. It also hosts a 'Coffee House' reading group, and master classes for its PG community in association with the Canterbury Cathedral Library and Archives team. Social events, such as the MEMS on-line pub quiz on Medieval and Early Modern themes, are regularly organised to foster a sense of community for the Centre's PG students and wider audiences.

The School's dynamic and collaborative research infrastructure has enabled it to support a diverse range of PGR student projects throughout this REF cycle. **WMS** has supported 20 PhD students, including a co-tutelle with Antwerp, working on a variety of topics, such as the interaction of Belgian and French civilians with colonial forces on the Western Front during WW1 (**Dendooven**), the occupation of the Channel Islands (**Guille**), and the Holocaust Associations (**Spicer**). Building on the long tradition of American Studies at Kent and its staff's international collaborations in North America, the African continent and the Middle East, **GCE** attracted 11 funded PhD students working on a variety of topics, such as British responses to the idea of European integration (**Rolewicz**), British diplomacy and the Zionist question (**Caldwell**), the Rwandan genocide (**Kegel**), slave trade in Ivory Coast (**Nichols**) and American environmental history (**Blower, Barker**). The growing interest in the study of health, science and the environment – which predated the outbreak of the Covid-19 pandemic – has resulted in significant growth of the **HSE** PGR community, especially in the field of medical humanities, medical ethics and war, environmental history, and the history of science. **HSE** has supported 17 funded PhD students over this cycle (including one CDA with the National Maritime Museum and one prestigious Wellcome PhD Award), working on the history of disability (among others, **Trainor, Purce**), medical ethics and war (for instance, **Moul, Browne**), the history of astronomy and science humanities (**Belteki**), and medical humanities (**Kearney**). **MEMS** has also been extremely successful in attracting a noteworthy cohort of 23 UK and international PhD candidates, securing funding for 21 of those, and contributing to the supervision of a number of highly interdisciplinary projects funded through the Erasmus-Mundus programme 'TEEME', hosted by **MEMS**. The Centre's doctoral students have explored a wide range of topics within the field of Medieval and Early Modern studies, ranging from Late Medieval ecclesiastical history (**Vandeburie, Holland, Mesiano**) and Medieval iconography (**Kelly**), to Late Medieval and Early Modern British urban and religious history (**Gonzalez, Leach, Muylaert**) and the history of diplomacy (**Caldari**).

Following the growth of our PG intake, PG space has increased from 3 to 5 rooms with the further addition of 1 room for Associate Lecturers. This space is also utilised to arrange conferences, hold workshops and provide training weeks for PG students. A yearly PG budget is allocated for PG Library resources (£70k) and PGR events are organised in collaboration with the University Library Special Collections. All PGRs receive a research allowance (£500 a year), while extra funding is available from affiliated Centres and the CHASE consortium.

3. Income, infrastructure and facilities

Income

The total value of research and contract income secured in this REF cycle has been **£7,659,222**. The School has achieved a ten-fold increase in its research and contract income: from an average of c. £20k per FTE in REF2014 to over **£218k per FTE** in REF2021 (**Objective 4**). Our research income has grown from a total of £607,090 in REF2014 to **£942,372** in 2016/17 alone. Since 2013, the overall value of applications submitted has also increased significantly: £13,2m (2013/17); £15,1m (2017/20). This has resulted in an impressive return with research and contract income as follows: £2,1m (2013/17); £5,3m (2017/20).

The School as a whole has been successful in securing external sources of revenue, awards and fellowships (2014-2020: 117 applications; **51**, successful, **43%** success rate). Across our four Centres, **45%** of all staff have secured research and contract income from a range of major funding bodies during this REF cycle: **Connelly** (£303k; £210k; £106k, AHRC); **Higgitt** (£368k, Leverhulme Trust); **Marsh** (£172k, UKRI); **Johnson** (£114k, AHRC); **Bombi** (£107k, BA); **Cohen** (£94k, BA). Landmark successes include **Loop's** ERC Synergy Grant (**€2.5m**), **Anderson's** Wellcome grant (**£715k**), and **Schmidt's** ERC Synergy Grant (**€2.7m**). **Loop** and **Schmidt's** grants represent two of the largest ERC Humanities grants awarded for 2018 and 2019 respectively (c. €10m each). Thanks to the supportive research cultures provided by the Centres, 52.5% were gained by female staff members, while 47.5% by male staff members. In addition, we have secured an innovation award on the 'Waterloo 200 Legacy' of **£172,560** from UKRI.

The School's awards evidence high-profile research over a broad chronological span (1300-2020) and involve a number of different types of collaboration from PI (**Bombi, Marsh**) and Centre-based projects (**Connelly, Anderson, Higgitt**) to partnerships with other universities (**Loop** with the Universities of Madrid, Naples, and Nantes; **Schmidt** with Charité, Berlin, Academy of Sciences, Sofia, Central European University, Budapest/Vienna; **Anderson** with Cambridge). In addition to these high-value awards, members of the School at all levels, including ECRs, have been equally successful in securing smaller and medium-sized Humanities awards (totalling **£576k**): **Anderson** (£82k, Wellcome); **Guerry** (£34k, BA; £25k, AHRC); **Jones C.** (£50k, Academy of Medical Sciences); **Schmidt** (£48k, Wellcome); **Jones K.** (£30k, Wellcome); **Mills** (£40k, Leverhulme); **Hornsby** (£10k, Leverhulme); **Alanamu** (£62k, Leverhulme); **Whyte** (£82k, Leverhulme); **Sleigh** (£40k, AHRC); **Beckett** (£12k, AHRC); **Roberts** (£28k, Leverhulme); **Gallagher** (£33k, Leverhulme).

These successes are the result of an integrated system of support, where colleagues are assisted through research reviews, internal peer reviews, monitoring, data collection, and tailored advice. All applications benefit from the RSO's input and a cross-disciplinary peer review process. Large applications (above £300k) are peer-reviewed by a dedicated team of 6 experienced researchers on the School's internal review panel. A dedicated Support Officer in the University Research and Innovation Services (RIS) further supports the School's review processes, also making available extra incentivisation funds for major grant applications (up to £3k) and assisting with costing, IT and submission to funding bodies.

Infrastructure

The academic School Research Team includes the REF Co-ordinator, DoR, and DoI. The team are supported by a dedicated Professional Services' team, including the RSO and two PG administrators managing the School PG community. These professionals assist academic staff and PGRs with the management of research activities, from Individual Research Plans (IRPs) to the organisation of research seminars and lectures, workshops, conferences and pastoral care. We have introduced new procedures to record digitally and analyse outputs, impact and environment data, and we are using secure online databases, protected by GDPR-compliant robust data collection. We are open access compliant thanks to the support of the Library OSC, managing the Kent Academic Repository (KAR) and University's funding for Gold open access. The School provides increased individual research allowances (£750-£2k per FTE, for a total investment of £80k per year) for all staff members, while an extra £60k was made available for varied research and REF management/planning activities. Flexibility on the allocation of fully-economic costed research grants' overheads is also encouraged, enabling successful researchers to reinvest the funds in agreement with HoS and DoR. This use of funds has led to significant improvements in quality of outputs, grant writing and capture, public engagement and measurable impact.

The School Research Team and HoS liaise with Centre Directors, co-ordinating research and impact activities. Centre Directors are appointed every three years through a selective process, and colleagues at different career-stages (especially SL and Readers) are encouraged to come forward for these roles. Centres' activities are reviewed by the Faculty (now Divisional) research

committee. The School allocates each Centre between £2k and 4k a year from its own budget, while bids for extra-School and University RIS funding are welcomed to promote research and impact events.

The School's commitment to outreach and impact was expressed in generous support for its ICS leads, as well as other impact projects, investing £120k, supplemented by central University funds. ICS leads have been supported by the DoI, RSO and University REF team, which has made available extra funding to finance impact activities. These funds were particularly useful for **Schmidt's ICS, Guerry, Lawrence and Pettigrew**, helping with the provision of logistical facilities and IT support. The investment also funded the employment of an Impact Assistant to support the RSO with the process of populating the University's Impact collection software (Vertigo Ventures), and act as liaison with RIS and the University REF Team.

Both the library and archival resources at Canterbury Cathedral, and the resources of the Templeman Library, and in particular its Special Collections section, are of great assistance to the School (notably the internationally recognised British Cartoon Archive, the Queens' Own Buffs Regimental Association, the John Crow Collections of Renaissance literature, the Cathedral's capitular records and collection on the anti-slavery movement). Staff and students alike also profit from the 2014 'Memorandum of Understanding' between the University and the Cathedral, which facilitates the use of Cathedral resources for staff, PG and UG students, and collaboration on outreach activities, implemented, for instance, as part of the 'Gateways' project. Connected to the Special Collections reading room is the Library's dedicated exhibition space. This facility has enabled staff and PGRs to transform research into outreach and engagement activities which, in return, enhance the profile of the Library as a resource for the wider community. The University's Office for Scholarly Communication supports staff wishing to engage with organisations and communities beyond the academic world, while its web-team, graphic design and print unit provide advice and services, enabling the dissemination of research in different formats.

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

Our strategic objective over the last six years has been to increase external academic collaborations, impact and public engagement, contribute to debates on current affairs and put our research at the service of both academic beneficiaries and civil society (**Objective 5**). The School through its Centres has positioned itself effectively to engage in national and international research networks and projects, while broadening its collaboration with external partners and communities. As part of this strategy, the School revamped its website, and combined it with a greater social media profile, with the intention of presenting research in new ways to inspire broader engagement and create the potential for new relationships and initiatives. Blogs have also proved an effective tool of communication enabling staff to present research in a format easily accessible to a broad audience and have encouraged interaction with a range of readers.

Contributions to the Sustainability of the Discipline

Staff contribute to the sustainability of the discipline through their service for external national and international professional organisations, such as the Royal Historical Society (67% staff are Fellows), the Royal African Society, the Women's History Network, the Society for the Social History of Medicine, the Southern Historical Association, the American Association for the History of Medicine, the African Studies Association, the Irish Research Council, the Swiss Research Council, and act as panel members for the Scouloudi Historical Awards at the IHR. 50% of staff are Fellows of the HEA. In particular, staff have been selected for significant leadership roles in the RHS (**Fincham**, VP; **Bombi**, council), the Royal Society for the History of Science (**Sleigh**, Chair), the Wellcome Trust's expert review panel (**Anderson**) and the Medical Humanities Funding Committee (**Schmidt**), the Centre for the History of Arabic Studies in Europe at the Warburg Institute (**Loop**, Co-Director), the Canterbury and York Society and the Internationale Historische Kommission zur Erforschung des Deutschen Ordens, Wien (**Bombi**, council), and the Oxford Bibliographical Society (**Rundle**, council).

Over 54% of staff are members of editorial boards for journals and book series. The broad range of chronological, geographical and methodological approaches in these publications reflects our disciplinary breadth. **WMS** staff contribute to journal editorships, notably the *British Journal for Military History* (**Caiani, Connelly, Goebel, Bowman**), *Women's History Review* (**Pattinson**), *Journal of War and Culture Studies* (**Pattinson**), *Contemporary British History* (**Connelly, Johnson**), *Small Wars and Insurgencies* (**Lawrence**), *Diplomacy and Statecraft*, *Journal of Strategic Studies* and *International History Review* (**Johnson**), and series editorial boards (Army Historical Records Society, History Press, **Bowman**). **GCE** members serve as journal editors, including the *European Journal of American Culture* (**Wills**), and *Mobility in History* (**Mukhopadhyay**) and series editorial boards (*Fontes Historiae Africanae* series, OUP/BA, **Macola**). **HSE** staff serve on journal editorial boards, including *Environment and History* (**Jones K.**), the *Journal for Military Medical Ethics* (**Schmidt**), and the *British Journal for the History of Science* (**Sleigh**), and advise on series, such as *Bloomsbury Literature and Science Series* (**Sleigh**) and *History of Disability Series*, MUP (**Anderson**). **MEMS** members contribute to journal boards (*English Historical Review*, **Fincham**; *Journal of the British Archaeological Association*, **Guerry**) and series boards (*Canterbury and York Society*, Boydell, General Editor, and *Ordines, Studi su Istituzioni e Società nel Medioevo Europeo*, Vita e Pensiero, Milan, **Bombi**; *Studies in Modern Religious History*, Boydell, **Fincham**).

Staff publications have received external recognition for excellence such as the 2017 CHOICE 'Outstanding Academic Title' (**Lawrence**), the Natalie Rothstein Prize (**Marsh**) and the Whedon Studies Association prize for best book (**Wills**).

Academic Collaborations and Networks

Partnerships have been set up with a number of EU universities, most notably in Belgium, Italy, Germany, France, Denmark and Spain. Colleagues have also formed strong global networks, particularly in the US, Mexico, Abu Dhabi, Central and South Africa. These include international research collaborations with Texas Tech University (**Basha**), Yale (**Mathisen**), the University of the Basque Country and the University of Ghent (**Gallagher, Roberts**), and the Warburg Institute (**Rundle**). They also comprise funded collaborative projects: **Pettigrew's** partnership with Duke University, Delhi University and Toronto Business School (Leverhulme); **Cohen/Pilossof**, University of Free State (BA); **Jones K.** with specialists based in Delhi and Tongji University, Shanghai (Wellcome); **Johnson/Keiger**, 'Networks and Actors: British and French Foreign Ministry Responses to European Integration 1919 – 1973' (AHRC); **Bombi** with the German DFG and the French CNRS. Other funded collaborations include: **Loop's** HERA collaborative project with the Warburg Institute, 'Encounters with the Orient in Early Modern European Scholarship' (2013-2016), which has produced a collaborative publication (**Loop/Burnett/Hamilton**), and the AHRC-funded Cultural Engagement Grant on Gothic colour at Canterbury Cathedral (**Guerry**).

The School has welcomed 9 international visiting Professors and Scholars, including 3 funded visitors: Professor George van Cleve from Seattle University School of Law, attached to **GCE**; Professor Sophie de Schaepdrijver from Penn State College of Liberal Arts, who collaborated with **WMS** and was Leverhulme-funded (£80k); and Professor Rachel Koopmans from York University (Toronto), hosted by **MEMS** and funded by the BA (£33k). School staff have also been awarded visiting fellowships at the University of Cambridge (**Anderson**), the Brocher Foundation (**Schmidt**), the South African National Research Foundation (**Cohen**), the University of Free State, South Africa, and Cagliari, Italy (**Macola**).

Centres have supported research collaborations through the organisation of national and international conferences and edited collections. **WMS** supported joint publications on the history of propaganda and conflict (**Connelly/Fox/Goebel/Schmidt**) and the management of peace in Ancien Regime Europe (**Caiani/Broers**), and conferences on British Humour in WW2 (**Pattinson**), and 19th-century Insurgencies/Counter-Insurgencies (**Lawrence**). Ethical research and the Declaration of Helsinki (**Schmidt/Frewer/Sprumont**), navigational enterprises in Europe and its empires (**Higgitt/Dunn**), scientific governance in Britain, 1914-79 (**Sleigh/Leggett**), developmental

child welfare (**Anderson** et al.) and war and peace in British science fiction fandom (**Sleigh/White**) have been the focus of research carried out in **HSE**. **GCE**, in collaboration with the University of the Free State, South Africa, supported an international conference on the formal economies of Central and Southern Africa (**Cohen**). **MEMS** co-organised interdisciplinary workshops and conferences with Oxford (**Guerry, Gallagher**), the BAA (**Guerry**), Leeds (**Roberts**), Notre Dame, American Academy and John Cabot University in Rome (**Bombi**), and sessions at the IMC in Leeds and Kalamazoo, where staff and PGRs regularly present their research. **MEMS** joint publications with external academic partners also focused on Early Modern religious materialities (**Ivanic/Laven/Morrall**), the iconography of relics (**Guerry/Binski**), and manuscripts studies (**Rundle/Hanna**). Staff at all career stages further contribute to invited seminars and public lectures nationally (for instance, UCL, **Mathisen**; LSE, **Mukhopadhyay**; Manchester, **Gallagher**; Oxford, **Guerry, Rundle**; IHR, **Ivanic**) and internationally (HSE-Moscow, **Boobyer**; Deutsches Studienzentrum Venedig, **Bombi**; Fordham University, **Guerry**; Vienna, **Roberts**; Copenhagen, **Caiani**).

Thanks to our location, 25% of staff are able to convene seminar series in London at the IHR and the LIES (*International History; War, Society and Culture; Early Middle Ages; Tudor and Stuart History; Religious History of Britain 1500-1800; Medieval Manuscripts Seminar*). Since 2014 the Centres have also sponsored and delivered 24 annual lectures alongside a total of four research seminar series annually. In addition, the School has run an annual History Festival and a separate MEMS Festival to support new ideas and projects.

Wider Contributions to the Economy and Society

Interaction and engagement have taken many forms and been expressed through various mechanisms and pathways to impact and outreach: collaborative projects, the provision of expert advice, policy-shaping, media engagement, and responses to community needs and interests resulting in significant and enduring legacies. Audiences have gained in understanding and skills, and ways of thinking and acting have been influenced. Staff interact with key research audiences and develop impact and outreach activities through the creation of strong connections with international organisations and NGOs, government departments, the heritage and archival sector (both nationally and internationally) and local communities. Thanks to the AHRC-funded 'Gateways' project, **WMS** has strengthened existing links with government departments, including the Foreign and Commonwealth Office and the inter-governmental Commonwealth War Graves Commission, and has closely collaborated with the In Flanders Fields Museum, Ypres, through the exchange of research staff and PhD students (**Connelly, Bowman, Goebel**). Numerous research links were created with external organisations, such as TNA's advisory group on the digitisation of the Permanent Under-Secretary Committees' papers (**Johnson**) and the National Library of Ireland (**Bowman**). These links have resulted in opportunities for **WMS** scholars to bring their research to wider public attention through the delivery of lectures, seminars, battlefield tours and workshops (**Connelly, Bowman, Draper**). **GCE** assisted the development of outreach activities linked to the project 'Age of Revolutions' (**Marsh**) with a number of external partners (The National Army Museum, Culture 24 and Waterloo 200). In 2019 **Wills** was chosen by the BA's 'Summer Showcase' to present his work as one of fifteen exhibits housed at Carlton House to an audience of over 1,700 attendees, one noting that 'the impact of social problems in peoples' lives was brought to the centre of the exhibition'. **GCE** international collaborations range from NGOs in Zimbabwe (**Cohen**) and the National Archives of Zambia (**Macola**) to local political parties and museums in the state of Zacatecas, Mexico (**Lawrence**). **HSE** outreach partners include the National Maritime Museum, the Science Museum and Royal Observatory (**Higgitt**), the Wellcome Collection (**Jones C.**), and Turner Contemporary, The Royal College of Veterinary Surgeons and Natural History Museum (**Sleigh**). **HSE** members have also collaborated closely and set up interdisciplinary networks with: the British Dental Association and the International Centre for Oral Health Inequalities Research and Policy, organising a public exhibition that attracted 2,500 visitors and educational school events (**Jones C.**); the National Children Bureau and the All-Party Parliamentary Group for Children and the British Association of Social Workers as partners of the 'Living Assessment' project (**Anderson**); practicing artists and scientists as part of the Innovation AHRC-funded 'Metamorphoses' project, which reached out to schools and science-

communicational audiences (**Sleigh**); the Lindbury Foundation and Science Museum through the organisation of the permanent exhibition 'Science City, 1550-1800' (**Higgitt**); and Canterbury City Council, advocacy groups and the Canterbury Connected Business Improvement District for the project 'Growing Canterbury's Green Heritage' (**Jones K.**). New international partnerships include the World Health Organisation and the Organisation for the Prohibition of Chemical Weapons at the Hague, the Foreign, Commonwealth and Development Office (FCDO), as well as NGOs such as Green Cross International and a large number of non-academic stakeholders (**Schmidt**). **MEMS** has formed new networks, while also enhancing long-standing collaborations with national and international heritage and archival sectors, such as: the Centre des Monuments Nationaux, the Ste-Chapelle, Paris, and the Paris School of Art and Culture (**Guerry**); TNA and Bodleian Library (**Rundle**); the British Museum and Canterbury Cathedral - for instance, contributing to the AHRC-funded project 'Questions of Space – A Festival of Ideas,' (2016), and to the BA-funded 'Becket 2020' exhibition and conference (**Guerry/Bombi/Wilkinson**). Following the outbreak of Covid-19 in March 2020, **MEMS** PG students also created the open-access virtual MEMS Lockdown Library for Medieval and Early Modern Studies that has been awarded the prize in the Physical Lockdown/Digital Freedom Competition 2020 (<https://www.memslib.co.uk/>).

Enhanced understandings of the past were also achieved through the development of a 'Massive Open Online Course' (MOOC) entitled 'The British Experience of War from Waterloo to the Rhine', created by **Draper** in collaboration with **WMS**, that has attracted 4,640 participants from 240 countries and disseminated our cutting-edge research in this area to wider audiences. Feedback included: 'I cannot rate this highly enough!' and 'The lecturers were just amazing and filled with passion as they discussed various topics...I was enlightened on so many subjects with the erudite speakers.' Links with local schools have been further enhanced by the creation of 'The People's History of Kent initiative' (**Marsh/Mattingly**) in collaboration with Simon Langton Boys Grammar, Canterbury, and 'Black History in Kent', a HLF funded project in association with the Medway African and Caribbean Association and Chatham Dockyard Trust. An attendee said of the event, 'I felt recognition and acceptance as a person of colour in a way that I have rarely felt it before. It was like coming home.' In addition, **Bowman's** collaboration with the Public Records Office of Northern Ireland (PRONI) has resulted in teacher training and school activities, engaging with the reconstruction of debated historical legacies in Northern Irish communities.

An important pathway to dissemination of research and impact to wider audiences has been through the engagement with media organisations (Radio, TV, Online). **WMS** members have disseminated their research through talks to local history societies, as advisors of TV productions for ITV/Amazon (**Caiani**), BBC1 Northern Ireland (**Bowman**), and through radio broadcasts on the BBC's World Service (**Pattinson**), RTVE (Spain) and Huffington Post (**Lawrence**), and the BBC's 'First World War at Home' project (**Connelly**). **GCE** members provided expertise on Disney history (BBC History Extra, **Wills**) and the BBC radio programme 'In Our Time' (**Mathisen**). **HSE** staff publicly disseminated their research through radio and TV contributions for BBC, BBC News, BBC Radio Scotland, ITV Meridian, The Guardian, The Independent, Radio 4, KMTV and Deutsche Presse Agentur - following the assassination of Kim Jong-nam and Salisbury poisoning in 2018 (**Schmidt**). They also advised as experts on 'Who do you think you are?' (**Anderson, Jones C.**), BBC Radio 4's 'In our Time' (**Sleigh**), BBC Radio 4 ten-part series on the history of disability (**Anderson**), the BBC World Service's Business Daily (**Higgitt**) and BBC4 programme 'Planet Ant' (**Sleigh**). **MEMS** staff offered their expertise to media organisations, including the BBC's 'Who Do You Think You Are?' with Danny Dyer (**Guerry**), the Swiss channel SRF (**Loop**), and for an ARTE documentary on Notre-Dame (**Guerry**).