Environment template (REF5)

Institution: University of Kent
Unit of Assessment: D30 History
a. Overview The School of History at Kent is committed to research excellence through individual and large-scale interdisciplinary collaboration. It has built on its strengths, recognised in RAE 2008, and has extended its research leadership of the field. Since RAE 2008 **31** monographs, **111** chapters, **19** edited volumes and **64** articles in refereed journals have been produced. Research awards of **£2.75m** have been achieved, which include a particularly important series of successes in 2012-13. It has expanded from 18.4 FTE research active staff in 2008 to 31.4, who are based together in one location. The School has established and supports five research centres - History of the Sciences; History of Medicine, Ethics and Medical Humanities [hereafter History of Medicine]; War, Propaganda and Society [hereafter CWPS]; the recently launched Leverhulme-funded Centre for the Political Economies of International Commerce [hereafter CPEIC]; and the Centre for the History of Colonialisms [hereafter CHC]. It also plays a leading role in two Faculty of Humanities centres - Medieval and Early Modern Studies [hereafter MEMS] and American Studies - both in collaboration with the School of English.

b. Research strategy

The research strategy of the School of History at Kent is based on long-standing aims adopted after RAE 2001 and maintained and refined since. They form the core of the School's approach and provide a firm sense of direction, whilst also allowing room to develop in innovative ways.

Aims and Objectives:

1. To provide research leadership in the discipline.*
2. To nurture careers at all levels, particularly those of ECRs and maturing academics, to ensure the sustainability and vitality of the discipline.*
3. To consolidate an excellent record of attracting external funding for a diversity of research projects.*
4. To improve mechanisms and practices for promoting a vibrant and sustainable research culture.*
5. To expand into new areas so that the School broadens its research base geographically, thematically and chronologically.+
6. To reinforce and extend the School's inter-disciplinary engagement.+
7. To contribute to the future viability of the discipline and develop leadership capacity by increasing very significantly the number and value of postgraduate scholarships.+

   * Aims and Objectives as set out in RAE 2008.

   + Aims and Objectives developed as a result of success in RAE 2008.

Success against Aims and Objectives:

Strategic use of the additional QR funding arising from RAE 2008 has enabled the School to meet all of its aims and objectives (see Sections c, d and e below for further details). Examples include:

- Recruitment of 13 new FTEs including 6 at ECR or other initial career development stages, and four postdoctoral fellows (**Hornsby**, **Lapina**, **Leggett**, **Mills**) to guarantee sustainability and vitality. (Aims and Objectives 1, 2, 4)

- Expansion of the research base since RAE 2008 into global commercial history (**Pettigrew**), British imperial history (**Manktelow)**, early modern women's history (**van den Heuvel**), late medieval military and political history (**Grummitt**), disability history (**Anderson**), medieval social and economic history (**Slavin**), history of eighteenth and early nineteenth century science (**Higgitt**), early modern history of cultural frontiers (**Loop**), late eighteenth century/early nineteenth century European political and cultural history (**Caiani**), international history (**Johnson**) and war, identity and gender (**Pattinson**). (A&O 1, 2, 4, 5)

- Award of **£2.75m** research grants as a result of enhanced research mentoring systems. (A&O 2, 3)

- Expenditure of **£550,000** on postgraduate scholarships and facilities since 2008. (A&O 7)

- Extension of research leadership and interdisciplinary engagement through the innovative research interests of new staff, range of outputs and the organising, hosting and leading of other research activities, particularly conferences, workshops and seminars. (A&O 1, 6)

Research aims for 2014-19:

Through continual refinement of staff development and research mentoring, the School aims:

1. To maintain the highest quality of research and its dissemination through a diversity of outputs and platforms supported by research funding awards.

2. To maintain and expand current discipline leadership through support of postgraduate research (including strategic use of AHRC BGP2 funding), the regular organisation of research events (seminars, conferences, symposia etc), participation in learned societies and the undertaking of editorial roles (journal and monograph series).

3. To continue to develop research leadership of the discipline through national and international collaborations, and in particular to expand research connections with museums, galleries and the Heritage sector through joint research projects, colloquia and conferences, CDAs and themed postdoctoral fellowships in order to enhance research quality and impact profile.*

4. To maximise the visibility and utility of our research.*

5. To consolidate the current breadth and depth of our research profile.

*(See also Impact Template)

Objectives for 2014-2019 (indicating members of staff allocated to lead in these areas):

Research aims will be achieved through the following initiatives using the School and Faculty centres as innovative foci for research activities. (Centre directors: **Anderson**, **Bovey**, **Chakrabarti**, **Pettigrew**, **Sleigh**, **Welch**, **Wills**.) ECRs and those at other early career development stages will play a role in the delivery of all objectives alongside team leaders to further develop and refine their overall research expertise and experience, which will also assist succession planning.

- Ensure leadership in the emerging field of the history of global commerce through the Leverhulme-funded Centre for the Political Economies of International Commerce (launched 2013/14). (Centre director: **Pettigrew**; **Loop**, **Ormrod**, **van den Heuvel**) Aims 1-3, 5

- Expand further into imperial and colonial history through the platform of the new research Centre for the History of Colonialisms (launched academic year 2013-14). (Centre director: **Chakrabarti**; **Beckett**, **Macola**, **Loop**, **Manktelow**, **Pettigrew**) Aims 1-3, 5

- Play the leading role on internationalisation in AHRC BGP2 through the Consortium of Humanities and Arts in the South-East (with The Courtauld Institute of Art, Essex, Goldsmiths, The OU, Sussex and UEA [CHASE]). (**Bombi**, **Bovey**, **Fincham**) Aims 2-3

- Build upon links created with the Universities of Ottawa and Stellenbosch with special attention paid to research arising from the PhD co-tutelle programmes (to be incentivised through the provision of full scholarships). (**Bowman**, **Goebel**, **Schmidt**) Aims 1-3

- Expand international history through collaboration with the University of Kent's School of Politics and International Relations in particular through using the University's Brussels base. (**Johnson** [building on 2012 AHRC project award, **£300,000**], **Schmidt**) Aims 1, 3, 5

- Enhance medieval studies in the University of Kent at Rome MA study programme in order to develop its potential as a PhD pathway. (**Bombi**, **Bovey**, **Gittos**, **Grummitt**) Aims 1-3, 5

- Play a leading role in the international marking of the 2014-18 Great War centenary through research projects [**£500,000** AHRC Co-ordinating Centre 2014-16], conferences and commemorative events. (**Anderson**, **Bowman**, **Beckett**, **Connelly**, **Goebel**, **Welch**) Aims 3-4

- Advance gender and disability history particularly in relation to modern warfare. (**Anderson**, **Pattinson** [building on 2012 AHRC project award, **£294,000**]) Aims 1-3, 5

- Use the World Health Organization's official recognition of the Centre for the History of Medicine as a collaborating agency for furthering internationally recognised research and enhance disability history through the launch (2014) of a new journal, *Journal of the History of Disability* (Manchester University Press). (**Anderson**, **Chakrabarti**, **Schmidt**) Aims 1-5

- Extend the School's developing interest in environmental history, and the history of animals. (**Anderson**, **Jones**, **Sleigh**, **Wills**) Aims 1, 5

- Develop Digital Humanities as a platform for the dissemination and enhancement of research and as a pathway to Open Access. (**Bovey**, **Ormrod**) Aims 1, 3-4

c. **People**

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i. Staffing strategy and staff development

The School's staffing strategy consists of two main elements: the nurturing of careers at all levels through, for example, mentoring and appropriate workload and PGR allocation, and the strategic use of QR funding for the recruitment of academics with emerging reputations for excellence (Principle 1, Concordat to Support the Career Development of Researchers [hereafter CCDR] which was affirmed by an EU HR Excellence award for the University's implementation of the CCDR) and the creation of research support funds for individual members of staff.

Recruitment Strategy: Staff sustainability has been an integral element of the School's strategy since 2001. The School's policy of searching out the most promising emerging academics has facilitated a continuous stream of fresh approaches and ideas, feeding the School's dynamic research culture. The strategy has also enabled the School to increase overall staff numbers and to manage seamlessly the process of replacing retirements. Thus, since RAE 2008 the School has expanded from **18.4** to **31.4** FTEs.

In each year since 2009 the School has made at least one new academic appointment with the intention of increasing the diversity of research interests (**Anderson, Caiani**, **Grummitt**, **van den Heuvel**, **Higgitt**, **Johnson**, **Loop**, **Manktelow**, **Pattinson**, **Pettigrew**, **Slavin**). A significant number of the appointments have been ECRs or others at initial career development stages.

To provide continuity of leadership and research interests a number of 0.2FTE posts were confirmed. **Beckett** has provided CWPS with excellent national and international links, in particular through his role as chair of the Army Records Society. **Ditchfield, Ormrod** and **Potter** have provided a smooth transition between staff cohorts in the Early Modern field, and **Carley** has contributed additional expertise and experience to MEMS.

Staff Development

To ensure the maximum effectiveness of all researchers, the School's support systems are fully in line with CCDR (which reflected many aspects of existing School policy). All researchers are nurtured through a range of interlinking University and School structures and processes which commence on appointment with probation. Probation requires completion of the University's induction programme with its main focus on career development and is supported by the ECR Network run by Research Services. Probationers take the PGCHE programme, which includes elements on research management and postgraduate supervision. In order to assist ECRs through their transition phase, teaching and administrative loads are reduced by 50% in year 1 and 25% in year 2 (CCDR 2-7).

In addition to probation for ECRs, the School appoints a mentor for every new member of staff to provide informal guidance and support. This is complemented by two formal mentoring systems: annual appraisal and six-monthly research support interviews with the Director of Research (DoR) and Head of School (CCDR7), with the latter of these focusing on the setting, supporting and monitoring of research plans and objectives. The meetings provide advice on the research component in the University's promotions system, on funding proposals (internal and external), conference papers, research training, as well as a forum for the discussion of any aspect of research. Conference organising and the giving of papers are particularly encouraged to increase research connections and enhance an individual's profile. The research funding process is greatly assisted by the active support of the University's Research Office and its Faculty Research Funding Officer [Lynne Bennett].

High-quality mentoring combined with appropriate teaching and administrative loads created the conditions for the emerging scholar **Pettigrew** to achieve success in both AHRC and Leverhulme funding applications (see Section d). **Chakrabarti** was greatly assisted in his research funding application through close collaboration with his mentor (**Sleigh**). This system also underpinned the smooth management of maternity leave for **Bovey, Gittos and Sleigh**, and paternity leave for **Grummitt, Pettigrew** and **Schmidt**. Paid 'keeping-in-touch days' were successful in ensuring that staff maintained contact with their own, and the School's, wider research agenda. In each instance, appropriate research plans and targets were carefully considered, ensuring that none has experienced major disruption to the progress of their research careers (CCDR6).

Career progression is also achieved through supervision of research students. Postgraduates are supervised by two members of staff with one acting as lead. This panel system has also allowed

less experienced staff members to participate in supervision. Once one student has been seen through to completion the second supervisor can apply for lead status. Since RAE 2008 **Anderson**, **Bombi**, **Bowman**, **Bovey**, **Gittos**, **Goebel**, **Jones**, **Macola** and **Wills** have all advanced to lead supervisor, and **Grummitt**, **van den Heuvel**, **Leggett**, **Loop**, **Manktelow** and **Pettigrew** have become members of supervisory teams.

The key mechanism for ensuring effective research time is the School's Work Allocation Model (WAM) (CCDR2). Its flexibility guarantees all research-active members with core research time, and can provide an increased research allocation if a good case is made. The WAM works in conjunction with the University's research leave policy in which staff receive one term of leave for every seven completed. Staff on lower FTEs are also entitled to study leave, which is calculated on a pro-rata basis. Those returning from research leave are given a term of lighter teaching allowing projects to be sealed and delivered.

Individual staff research development is also supplemented by a triple-layered system of financial support. The School provides a Research Support Fund of £2000 per person per annum, from QR income, to fund any aspect of research support including travel to British and international archives and conferences, bespoke training and the purchase of equipment such as laptops and digital cameras to enable more efficient and effective research. Additional funds are available at Faculty and University level, up to **£10,000**, for new research projects. Such assistance has been particularly valuable for visits to remote, non-digitised, archives (**Connelly**, Falkland Islands; **Macola**, Zambia; **Jones** and **Wills**, California).

The School also holds group activities designed to enhance staff research development. These include a termly Research Forum, the agenda of which is decided collectively by the School in collaboration with the DoR, and two away days devoted to research in 2009 and 2012. There is also a termly research grants workshop hosted by the DoR.

Promotion: A key indicator of staff development and career enhancement is promotion, and the School can demonstrate healthy career progression for its ECR Lecturers Grades 7/8 (A/B) of RAE 2008 (CCDR2): **Bowman**, **Bovey**, **Goebel**, **Jones**, **Macola**, **Wills** to Senior Lecturerships; **Bombi** and **Chakrabarti** to Senior Lecturerships, then Readerships. Of the established staff, **Sleigh**, **Boobbyer** were promoted from Senior Lecturer to Reader; **Ormrod** from Reader to Professor. Of the post-08 appointments **Grummitt** from Lecturer to Senior Lecturer; **Pettigrew** from Lecturer to Reader.

Role of Postdoctoral Fellows: The School's commitment to nurturing careers is also reflected in the decision to recruit postdoctoral fellows. **Leggett** was appointed in 2009 as an outstanding emerging researcher in the field of science and technology. With the support and encouragement of his mentors (**Smith** and **Sleigh)**, **Leggett** has developed close links with the National Maritime Museum. He has played a leading role in maintaining the School's vibrant postgraduate research culture by devising seminar series and workshops for the School's postgraduates whilst maintaining a research profile of the highest calibre. The School also took the decision to invest further in ECRs by hosting Leverhulme Postdoctoral Fellows. The careful matching of suggested projects with potential mentors resulted in the success of **Hornsby** (Modern Russian), **Lapina** and **Mills** (Medieval/Early Modern European). As well as support from their excellently-matched mentors (**Boobbyer, Bombi**, **Loop**), all three are fully integrated into the wider School procedures for career enhancement that will enable them to secure permanent posts, as in the case of **Lapina** who will join Madison, Wisconsin in January 2014. They have been added to research student supervisory teams and chair appropriate seminar papers (CCDR3,4).

ii. Research students
As part of its commitment to the sustainability of the discipline and the development of the next generation of historians, a major part of QR funding was allocated to the significant expansion of PGR and PGT scholarships. The successful recruitment of external students reveals the high profile of the School within the discipline and the retention of its best internal students is a mark of the strong sense of reciprocity built up through the excellence of its research-led undergraduate and Masters-level teaching.

Numbers and submission rates: During the assessment period the School recruited **66** new research students and the staff-PGR student ratio has averaged **1:1.4** since RAE08. Students have been recruited from across the EU, North America, the Middle East and South Asia. For a

School driven by the recruitment of ECRs and other early stage scholars, this is a tribute to the speed with which they have established reputations in their various fields. Since 2011 the School has also drawn in postgraduates through its major role in the Erasmus Mundus Doctoral Programme, 'Text and Event in Early Modern Europe', in conjunction with the Universities of Porto, Prague, and the Free University, Berlin, for funding of up to nine PhDs per year for five years, worth **€5m** in total. MEMS student training was further enhanced by **Bovey's** AHRC award of **£53,000** for 'Material Witness: the interrogation of physical objects for Humanities researchers'. Submission rates have increased year on year since 2008/09 rising from 86% meeting the RCUK timeframe to 93% in 2011/12.

Funding and Scholarships: QR funding has allowed the School to expand its postgraduate funding from **£36,100** in 2009-10 to **£125,242** in 2012-13 creating a total of **45 studentships (total spend since 2008: £416,317)**. Since 2008-09 the School has been successful in competitive applications for a further 33 University scholarships worth £421,280. Four more students have received AHRC funding (1: Library of Congress; 2: Doctoral; 1: Research Preparation Masters) and one a Fulbright scholarship. The internal studentships are divided into two schemes designed to maximise the research profile of the School and career development at all levels: one an open competition inviting applicants to submit proposals, the other staff-generated projects designed to support and consolidate elements of their research programme. When assessing applications from staff for such projects overall research excellence is the key factor, but if the rankings are equal, the scheme is used to favour ECRs and other early career stage scholars. Since 2008 **Anderson**, **Bowman**, **Bovey**, **Goebel**, **Grummitt**, **Jones**, **Macola** and **Wills** have been targeted in this way to enhance their emerging status as lead supervisors and develop postgraduate research across the range of the School's specialisms. This system allows the School to combine its sustainability goals imaginatively by advancing ECR careers, explore innovative research areas, and commence entirely new research trajectories in the successful applicants.

Supervision and monitoring and future career preparation: The University's Graduate School creates and oversees the supervisory and monitoring framework with all requirements meeting the standards set by RCUK. The process is based on the core need for regular interaction between student and supervisory team to facilitate the smooth progression of all students and meet the criteria demanded by each of the regular formal review stages. Monthly progress reports are completed by both student and supervisory team via an electronic reporting system. This provides a clear summary of all points of discussion, decisions taken and future objectives, and ensures that students gain maximum assistance from their interactions with their supervisory teams. The School's dedicated postgraduate student administrator (Chloe Robbins) works alongside the supervisory teams to reinforce student awareness of all procedures, events and opportunities.

On commencement each research student completes the Graduate School's skill assessment in association with her/his supervisory team who assist the student in identifying generic study and useful transferable skills. This process introduces the student to the University's graduate skills programme which is broken down into specific issues explored in a rolling series of workshops. These allow the student to achieve the most effective time management ensuring the correct balance between research work and skills training. The programme has been designed around the concept of student progression and is therefore staggered over three years with particular skills introduced at an appropriate stage. In addition to the above, the School runs its own induction programme for all first year postgraduate students, which was deemed 'outstanding' by an external examiner (2012). This includes staff-led (**Goebel**) familiarisation visits to the main London-based archives and support units (British Library, London Metropolitan Archives, National Archives and the Institute of Historical Research). Students then complete the School of History's subject specific training course for research students. This is a specialist methodological, historical theory and historical study skills programme designed to enable a student to identify and deploy a range of approaches and skills confidently and effectively. To progress beyond the Stage One review process, a student has to complete this programme to a satisfactory level.

The School's internal training programme meshes with that of the Graduate School to provide students with every opportunity to enhance their future career prospects. This programme concentrates on the academic and academic-related sectors and encourages completion of ATAP and PGCHE. Attention is given to the publication of papers and effective presentation skills with the School's research seminars and connections with the IHR seminar programmes (see also p. 8)

exploited to provide presentation experience. An important new development is the collaborative scheme with the Royal Engineers Museum, Library and Archive (to be launched in 2014). This will give research students the opportunity for work experience within the heritage sector and access to specialist training schemes. AHRC BGP2 funding, as well as the full collaborative potential of the CHASE partnership, will be used to enhance training and future career preparation still further.

The School's PhD students have made a significant impact in the academic sector producing 26 monographs and refereed articles since RAE08. Destinations and achievements include: **Baker**, Paul Mellon Centre for Studies in British Art Postdoctoral Fellowship (2011-12); British Library Digital Curator (2012-); **Huitson**, Archive Assistant, Canterbury Cathedral Archives; **Leggett**, Caird Fellow, National Maritime Museum (2009); **Long**, Lecturer in American Studies, UEA (2012**-); Johnston**, Research Advisor, Propaganda: Power and Persuasion exhibition, British Library (2013); Policy Researcher, Centre for Social Justice, (2013-).

Postgraduate student culture: The School has developed a very healthy, and fully integrated, postgraduate student community and culture with postgraduates playing direct roles in relevant School structures such as its postgraduate committees. In 2010 the School completed a major project to expand and refurbish the study and social spaces dedicated to its postgraduates. QR funding has been used for the provision of PGR research funds of £500 per person. Postgraduate students are encouraged to attend the School's weekly research seminar, and PhD students are invited to give papers in the series. The series also exposes students to cutting edge research from a wide variety of leading external academics including van Cleeve (Seattle), Conway (UCL), Daunton (Cambridge), Jordanova (Durham), Phimister (Bloemfontein), Schaffer (Cambridge). The appointment of **Leggett** has helped enrich the postgraduate culture still further (see above, 'Role of Postdoctoral Fellows'). Another innovation was led by the CWPS in 2008-9. Leading external speakers were invited with the brief of exploring the theoretical and methodological bases of their work. This proved a great success and has become a fixed part of the academic year. An informal discussion and reading group was launched by **Sleigh** and **Leggett** for the Centre for the History of the Sciences which attracts a wide range of students as well as staff. They are also trialling on behalf of the School a plan for the swapping of drafts among research students facilitating a peer-led feedback loop, and intensive workshops for first publications.

Another forum is the annual AHRC-sponsored South-East Postgraduate Hub conference. First held in 2006, the event is organised by the School's postgraduates with minimal staff assistance. Advertised nationally, the conference draws together research students for a day of papers and intensive debate. It has proved to be an enduring success and has evolved according to the ideas and wishes of the students. Research students are also strongly encouraged to offer papers to external seminar programmes with supervisors providing guidance as to the most useful forums, particularly using staff links with IHR seminars (listed on p.8).

d. Income, infrastructure and facilities

Research funding strategy**:** As noted in **c** above, the School has a clear policy for achieving research funding based on finding the right scheme for each project. This is pursued through the formal processes described above, as well as informal, day-to-day interaction. Encouragement and advice on research funding schemes are provided through School, Faculty and University mechanisms. Of particular importance are the twin support strands of the Faculty Research Funding Officer and the Kent Institute for Advanced Study in the Humanities (KIASH). The former assists the DoR in identifying schemes, disseminating information and providing on-going critical input and support through the application process. The latter supports research through the provision of funding (**£60,000 p.a.**) particularly aimed at furthering interdisciplinary work, developing major grant applications through pilot studies, enhancing cross-institution/international links and ensuring effective dissemination and impact. The University's Research Office provides support on all administrative matters, particularly financial, HR and IT, and also runs the 'Grants Factory' programme providing generic and specific advice on research funding. An important part of the process is the University's internal peer review process which helps applicants shape their proposal and respond to formal feedback before the final application is submitted.

Research income since 2008: Since 2008 the School has achieved total research awards of over **£2.75m** from external, and **£31,000** from KIASH, sources. In 2008, with its demographic dominated by ECRs, the School addressed the fascinating challenge of managing large numbers of staff making applications for the first time. Applications were encouraged across the full range of

funders and schemes. This resulted in a considerable number of high quality applications and, in the process, the development of experience, confidence and knowledge on the part of the applicant. The process began to mature in 2010; of particular significance are the successes of **Pettigrew** (AHRC 2011, **£61,394**; Leverhulme 2012, **£818,000**) and **Chakrabarti** (Leverhulme 2011, **£221,439**) and **Loop** (**€110,000** HERA award to commence in 2013-14). Staff were also successful in gaining successive grants that enabled them to develop, refine and complete significant research projects: **Jones** (BA 2009, **£5,313**; AHRC 2011**, £22,986**) and **Ormrod** (Rochester Bridge Trust 2010, **£82,580** [which built on a 2007 ESRC award of £76,066]). The future strategy of the School is to build on the invaluable experience acquired since 2008 in terms of research income and capitalise on its excellent successes.

Infrastructure: An underpinning principle of the School's research strategy is that its internal infrastructure should be broad-based to maintain an intellectually expansive culture. Interaction is facilitated through the five research centres (History of Medicine; History of the Sciences; CWPS; CPEIC, CHC) and two interdisciplinary Faculty Centres (MEMS and American Studies). Staff are encouraged to join more than one centre if appropriate to their research interests. This creates a broad degree of interaction, mutual encouragement and cross-fertilization between research specialities. For example, **Anderson** is chair of History of Medicine, but also a member of CWPS; **Grummitt** is a member of MEMS and CWPS.

With the expansion of the School's research base and interests through new appointments, its infrastructure has been refined since 2008. Having rebuilt entirely Medieval History by RAE 2008, the School prioritised the continuing renewal of Early Modern History, which also strengthened expertise within MEMS. A series of innovative appointments in Early Modern History resulted; additionally, the retirements of **Ditchfield, Ormrod** and **Potter** are being managed gradually, thus allowing an enriching research continuity and interaction between new staff and highly experienced researchers. The second development was the transformation of the Centre for the Study of Propaganda and War into the Centre for the Study of War, Propaganda and Society, to reflect the changing research interests of members and to facilitate closer international links, particularly on projects with the Free University, Berlin (**Welch**, '1914-1918 online') and Stellenbosch (**Connelly** 'The image of the Royal Navy and the bonds of Empire: a case study of South Africa'). A factor in the decision was the growing number of research students working on war and society studies.

A significant innovation for the Faculty Centre for American Studies was the decision in 2009 to add postgraduate and research functions to its previously undergraduate-focused role. The School fully supported **Jones** and **Wills** in introducing research degrees for the Centre and provided funds for American Studies postgraduate scholarships (See also Section e).

A realignment and redefinition of research centres also took place in the creation of separate Centres for the History of the Sciences and Medicine. This move was undertaken in order to refine the widely recognised strengths of the two academic groupings and provided two mutually supporting bases allowing each to develop their own distinctive qualities. The Centre for the History of the Sciences has continued its leadership in the history of technology and biology, and has developed a new strand in the field of science and communication. The Centre for the History of Medicine became viable with the appointment of **Anderson** and has developed the School's expertise in the historical study of medical ethics, medicine and empire, and an expansion into the important new area of disability history.

In addition, the School has created two new research centres which were launched in academic year 2013-14: the Leverhulme-funded CPEIC and the CHC. Both of these centres reflect the maturing research interests of staff members who were strongly encouraged in their ambitions by the School's management team and through its research mentoring processes. As noted in Section b, they form an important part of the School's future research strategy.

Operational support and facilities: At an organisational level this is provided by the University's Research Office which includes a dedicated Humanities Faculty Research Funding Officer. The Research Office works with the Faculty Research and Enterprise Committee, which reports to the University's Research and Enterprise Board. These mechanisms ensure the effective management of research within the institution's overall research strategy. The Information Services department, which includes IT and the Templeman Library, is also very important. It supports the School's requirements through a dedicated research budget and librarian. This makes possible the

purchase of specialist materials, datasets in particular (**£209,957** since RAE08), and the development of specific IT systems as required for research projects. The School has capitalised on the central allocation of funds to IT support and the expansion of IT expertise by developing its role in the digital humanities, most notably through **Ormrod's** 'City and Region' interactive website (designed by Kent IS Requirements and Solutions), as well as **Bovey** (British Library, 'Medieval Realms'), **Gittos** ('Interpreting the Medieval Liturgy', AHRC), **Macola** (British Library preservation of Zambian records project) and **Welch** (Leader of propaganda section, 1914-18 online, Free University, Berlin), as well as **Fincham** (development of The Clergy of the Church of England database) [see also Impact Template]. **Bovey, Ditchfield** and **Fincham** have also maintained close links with the archives and library team at Canterbury Cathedral to maximise the visibility and accessibility of its unique collections. The CWPS holds its own collection of research materials, including a large audio-visual archive, accessible to all staff and postgraduate students. In addition, the University houses the British Cartoon Archive, the second largest cartoon archive in the world, which has proven to be an invaluable source. It is particularly effective at stimulating interdisciplinary exchange and drawing undergraduates, postgraduates and staff together in a shared research culture as was evidenced in the Student-Staff (**Baker**, **Ditchfield**) curated 2011 exhibition, 'Pantomime Parliamentarians: Politicians in Cartoons, Past and Present'.

e. Collaboration or contribution to the discipline or research base

The School has maintained its pre-2008 momentum by making a wide variety of innovative and imaginative contributions to the research base. Interdisciplinary activity, a particular specialism of the School due to the broad-based nature of its research centres, and academic leadership have been demonstrated through a range of activities and collaborations:

49 conferences and workshops organised; **103** invited contributions and keynotes; **178** conference papers.

Seminar collaboration and leadership: As well as organising internal seminar programmes associated with each centre and hosting annual lectures for each centre delivered by leading external academics, members of the School are on the convening panels of six IHR seminar series: **Fincham**, Religious History of Britain, 1500-1800; **Higgitt**, British Maritime History; **Ormrod**, Economic and Social History of the Pre-Modern World; **Johnson**, International History; **Anderson** initiated a new seminar, Disability History, in 2011-12; **Connelly** also established a new seminar, War, Culture and Society, in 2012-13 with **Bowman** and **Goebel** on the convening panel.

Visiting lectureships and fellowships: **Bombi**, Charles A. Owen Visiting Professor, University of Connecticut, 2013; **Chakrabarti**, affiliate of the Jawaharlal Nehru Institute of Advanced Study in New Delhi, 2012; **Connelly**, Visiting lecturer, Stellenbosch University, May 2012; **Fincham**, Visiting Fellow, Oriel College, Oxford, 2006-9 and Folger Shakespeare Library, Washington DC, 2012; **Leggett** [ECR], Velde visiting scholar, University of Illinois, 2012; **Goebel**, Visiting Fellow: Centre for Metropolitan History, IHR, London, 2004-9; **Welch**, Visiting Professor, Paris II, Spring 2012.

Prizes and awards: **Carley**, 2013 Pierre Chauveau Medal (Royal Society of Canada); **Jones**, 2011 Best Article in *American Review of Canadian Studies*; **Leggett** [ECR], 2010 Singer Prize (British Society for the History of Science); 2012 Young Scholar Prize, International Union of the History and Philosophy of Science; **Ormrod**, 2013 elected to Academy of Social Sciences; **Pettigrew**, 2008 James L. Clifford Prize of the American Society for Eighteenth Century Studies; **Slavin**, 2013 T.S. Ashton award for best article in *Economic History Review*; **Smith**, 2009 Winner, with Anne Scott (his CI), of the Society for the History of Technology's Abbott Payson Usher Prize.

Examples of School of History organised/hosted conferences:
Medieval/Early Modern: 'Interpreting the Medieval Liturgy c. 500- c.1500', the first in a series of AHRC Network Grant events (2009); 'Executing Papal Mandates in the Late Middle Ages' in partnership with the Universities of Bergen, Gothenburg, Helsinki and Southern Denmark (2010); 'Early Modern Churchwardens' Accounts: Uses and Abuses' (2010).

War, Propaganda and Society: 'Justifying War: Propaganda, Politics and the Modern Age' (2008) in partnership with Durham and particularly aimed at foregrounding the work of ECRs (see published conference proceedings, Palgrave 2012); 'Propaganda, Power and Persuasion' in collaboration with Institute of Communication Studies, Leeds (2011); 'The Falklands Conflict: Thirty

Years On' (2012) with the School of Journalism, Kent.

History of Science and Technology: 'Scientific Governance in Britain, 1914-1979' (2011); 'Steam, Sail and Science' (2012) in partnership with the National Maritime Museum; 'Medicine, Science and Empire in the Eighteenth Century'.

History of Medicine: 'The Declaration of Helsinki, 1964-2014' (2013) in collaboration with Erlangen-Nürnberg and held at Brocher Foundation, Switzerland.

American Studies: 'Guns and Identity (History/American Studies in collaboration with Royal Armouries and Powell Cotton Museum) (2011); 'Cosmopolitan Animals' (History/American Studies/English) (2012).

Examples of key notes and invited contributions to major/international conferences (from 15): **Beckett** (Australian Defence Forces Academy, Canberra, 2009); **Connelly** (Keynote, Western Ontario, 2011); **Macola** (Leiden, 2012); **Pettigrew** (Yale, 2010); **Sleigh** (Keynote, British Psychological Society Annual Conference, 2012); **Smith** (Lead paper, Huntington Library, 2010).

Examples of membership of Learned Societies/Consultative roles (from 48): **Anderson**, Advisory Board English Heritage, National Archives Users Advisory Board, Wellcome Trust review college; **Beckett**, Chair, Army Records Society; **Bombi**, Member of the Council of the Canterbury and York Society; Member of the Nominating Committee of the International Society for Medieval Canon Law; **Bovey**, Council member, British Archaeological Society, Vision Committee Courtauld Institute, Advisory Council Paul Mellon Centre for British Art; **Bowman**, Membership Officer, Army Records Society; **Connelly**, Advisory Council and Editorial Board, Army Records Society; **Fincham**, Council of the Royal Historical Society; **Goebel**, Member of the Advisory Board for the Centre de Recherche de l'Historial de la Grande Guerre, Peronne; **Macola**, Member of the Royal African Society and African Studies Association; **Ormrod**, ESCR peer review college; **Sleigh**, Web and information office, British Society for History of Science, AHRC peer review college; **Smith**, National Maritime Museum, Research and Collections Committee, AHRC peer review college; **Wills**, British Association of American Studies; Digital Games Research Association.

Examples of roles on editorial boards (from 28): **Anderson**, 'Disability in History' Series Editor, MUP; **Beckett**, *Small Wars and Insurgencies*; *South African Journal of Contemporary History*; **Boobbyer**, *International Political Anthropology*; **Bowman**, *Journal of Irish History*; **Chakrabarti**, co-editor, *Social History of Medicine*; **Ditchfield**, *Enlightenment and Dissent*; Jones, *Environmental History*; **Fincham**, co-editor for Studies in Modern Religious History (Boydell Press); **Macola**, *Journal of African Studies*; **Schmidt**, *Göttinger Forschungen zur Geschichte Theorie und Ethik der Medizen*; **Sleigh**, *Notes and Records*; **Smith**, *Journal for the History of Science*, *Journal for Maritime Research*; **Wills**, editor, *European Journal of American Studies.*

Examples of involvement in collaborative projects (from 12): **Bovey** is a member of an INTERREG IV partnership between MEMS, School of Engineering and Digital Arts (Kent) and the Computer Science departments of the Universities of Rouen and Le Havre for developing digital tools for the investigation of medieval documents; **Gittos** CI on an AHRC Network Grant (2009, £49,382); **Macola** collaborated with the Netherlands Organization for Scientific Research and the University of Leiden, 'From Muskets to Nokias: Technology, Consumption and Social Change in Central Africa', 2009-2013; **Ormrod** is working with partners at Oxford and the Institute of Historical Research for phase III of the City and Region project; in 2012 **Schmidt** was appointed Senior Consultant to the World Health Organization's forthcoming exhibition 'A Global History of Health Ethics'; working with Wellcome Institute and Imperial War Museum on 'War of Nerves: Secret Science during the Cold War'.

Examples of doctoral examinations (from 59): **Beckett** (Lancaster, Leeds); **Bovey** (Cambridge, Courtauld); **Connelly** (Birmingham, Lancaster, Stellenbosch); **Fincham** (Bristol, Cambridge, New South Wales); **Gittos** (York); **Goebel** (Birmingham, Birkbeck); **Loop** (Barcelona); **Macola** (KCL); **Pettigrew** (Oxford); **Potter** (Paris 1, Glasgow); **Sleigh** (Manchester, Queensland); **Smith** (Exeter).

The School of History is extremely proud of the diversity of contributions, range of collaborations and standard of leadership it has delivered over the REF13 period. It is intent on maintaining its high profile and its enthusiasm for working with a wide range of partners in innovative and exciting ways for the continuing benefit of the entire discipline.