

Institution: University of Kent
Unit of Assessment: 18, Economics and Econometrics
<p>a. Overview</p> <p>All of the staff submitted under this Unit of Assessment belong to Kent's School of Economics. The School is submitting 22 Category A staff including 3 Early Career Researchers. This represents a close to 70% increase on our RAE2008 submission (13 Category A staff), highlighting the expansion and consolidation of one of the few remaining autonomous Economics Schools outside the Russell Group.</p> <p>During the assessment period, the School recruited the Agri-Environmental Economics group after the closure of Imperial College's Campus at Wye.</p> <p>Since 2008, the School's staff have published more than 160 peer reviewed papers, 32 book chapters, and 7 books and edited volumes. The PhD programme has more than doubled in size (18 to 40 students). These trends have substantially benefitted the research environment of the School by ensuring sustainability through an increase in the critical mass of researchers and resources. The appointment of 13 new staff with diverse academic backgrounds, including 3 ECRs, and a set of new research initiatives discussed below have proven an essential element for the development of a vibrant research environment.</p> <p>Staff and PGR students in the School are organised within research clusters. The Macroeconomics, Growth, and History group (Chadha, Grassi, Heady, Jiang, Klein, Krolzig, León-Ledesma, Otsu and Silva) is one of the largest of its kind in the UK, a successful PGR recruitment area, and has developed strong links with prestigious international research and policy institutions (European Commission, ECB, BIS, BoE, DFID, ADB, IMF and UNCTAD). The Labour and Household Economics group (Jiang, Piracha, Silva, Wahhaj, Zhu) has an established reputation, is a successful attractor of external research funding, and has developed research collaborations with UK Government agencies and international development organisations such as the World Bank, OECD, UNCTAD, ADB, AfrDB. The Microeconomic Theory and Applied Microeconomics group (Bailey, Barde, Cartwright, Davidova, I.Fraser, R.Fraser, Garcia-Alonso, Gschwandtner, Heady, Peirson, Stepanova and Wahhaj) is unique in its strengths in agricultural and environmental economics, behavioural economics, as well as applied industrial organisation and public economics. It is also successful in attracting external grants and has substantial policy impacts both nationally (UK Government) and internationally (EU, OECD).</p> <p>b. Research strategy</p> <p><u>RAE 2008 research strategy</u></p> <p>The School's overarching objective in its strategy for 2008-2013 has been "<i>to facilitate growth in the quality and quantity of research outputs.</i>" This was to be achieved by building on existing areas of strength such as Macroeconomics, Labour, and Microeconomics and identifying other key areas of expansion that would support not only an increase in the quantity and quality of outputs, but also its PGR programmes, external funding and, importantly, outreach to the wider society and esteem.</p> <p>These objectives have been more than substantially achieved. Firstly, facilitated by an expansion of the student base and strategic investment, the UOA size has increased by almost 70% during the period, the PGR student base doubled, and the number of PhDs awarded increased by 50%. Staff expansion has been balanced, with a mix of experienced researchers (mostly from the Agri-Environmental Economics group) and ECRs from top PhD training institutions. This has led to a very substantial increase in the number of outputs and, importantly, also in the quality of outlets where our research is being published (e.g. AER, EJ, JEEA, REStats). Several of these quality publications are outputs of the identified priority areas in 2008 (e.g. León-Ledesma's work on Macro/Growth, Heady's work on taxation and growth). As shown in REF3, some of these outputs have already had important impact during the current assessment period. There has been a substantial improvement in the provision and quality of PGR training through increased PhD funding (a three-fold increase in the number of PhD scholarships), the establishment of the South East ESRC DTC in partnership with Surrey, Royal Holloway and Reading, and the development of training programmes that emphasise employability and transferable skills. This has been achieved by a combination of staffing policy (see below) and new research initiatives, which have consolidated and enhanced our international reputation, allowing</p>

Environment template (REF5)

us to attract top quality new appointments as well as supporting the development of existing staff members. The School's administration staff has also expanded substantially, with three new appointments for research, PGR, and IT support, freeing up academic staff from administrative duties. Looking forward, the achievement of these objectives has greatly contributed to the sustainability of the research environment and eliminated the operational fragility inherent to small groups.

Research strategy: 2014-2019

The next six years will be characterised by a continuing changing landscape in the HE sector in the UK. Within this context of uncertainty, it is important to set out clear objectives and monitoring systems for achieving targets. The main objectives for the period following submission will be:

- To consolidate and expand further the **quality and quantity** of research **outputs** prioritising growth areas displaying successful outcomes. The main focus will be on expanding the solid base of research measured in terms of **publications** in top quality journals, wider **community impact**, innovative and **collaborative research** activities, and **external funding**. Our key aim is to support the further development of a vibrant research environment, making Kent an internationally attractive Economics research hub able to attract highly qualified ECRs and senior staff as well as PGR students, and to generate **impact**.
- To consolidate and support the expansion of the PGR programme through the creation of a **doctoral programme** with further taught components focused on methodological training in combination with the development of transferable and employability skills offered by our Graduate School and the South East DTC.

In order to achieve these objectives, a set of **key priority areas** for future development have been identified on the basis of current initiatives, outcomes, and recent staff appointments, continuing the successful development structure established during 2008-2013, and identifying key areas of growth:

- The **Macroeconomics, Growth, and History** group with the recent appointments of Grassi, Heady, Jiang, Klein, Otsu and Silva. Key priorities will be research on real side macroeconomics by Heady, León-Ledesma, Otsu and Silva, applied macroeconometrics by Grassi and Krolzig, the consolidation of the Kent Economics Macro Organisation (KEMO) as a forum to exchange ideas and discuss research projects, and new relevant research areas with the changing economic environment such as Economic History (Klein). The group will explore the possibility of becoming a formal research centre providing training, support for research funding and impact, and workshops.
- The **Labour and Household Economics** group, with the recent appointments of Jiang, Wahhaj and Silva, prioritising research on micro-development, education policies, and migration. Research on education economics by Zhu and gender and development by Wahhaj have attracted substantial funding and external impact and will be priority areas for this group. Research on search and matching models of the labour market (Jiang and Silva) creates important synergies with the macroeconomics group.
- The **Microeconomic Theory and Applied Micro** group with the incorporation of the Agri-Environmental Economics sub-group, and recent appointments such as Barde, Gschwandtner, and Wahhaj. Priority areas will be Agri-environmental economics, the study of social interactions and dynamics and their implications for development, and applied industrial organisation. The group's strengths on regulation and policy-oriented research are essential in generating impact and attracting media coverage.

Implementation

The implementation and monitoring of research strategies operates at three levels – the University, the Faculty, and the School. The University provides **support** through its Research Services office for the administration, development and promotion of funding applications, dissemination of information, and research governance and ethics. Collaboration with **industry and government** and promotion of innovative activities is carried out through Kent Innovation and Enterprise. The Media Office offers support for the dissemination of findings. The Graduate School provides support in partnership with Schools and Faculties for the development of **PGR programmes**,

providing transferable and employability skills, and administering University funding for PGR students. Procedures for research supervision and monitoring are thereby kept in line with best practice. The Pro-Vice Chancellor for Research and the Director of Research Services have regular meetings with the School's Director of Research and Head / Deputy Head of School. There are regular Research Network meetings at the University level. The Faculty Research Committee and the Faculty Director of Research support **inter-disciplinary research** at the faculty level, administer competitive small research grants, and provide an information sharing forum through the Faculty Research Meetings.

The **School's Director of Research** supports and nurtures research activities and chairs the School's Research Committee which is comprised of another Professor, a Reader, a Lecturer and the Deputy Head of School. The Committee includes the Research Impact Manager (see below). This committee reviews the School's research plan, considers sabbatical applications and applications for research visits and fellowships, and reviews and monitors progress against targets. The School's research plan is kept under continual review, both externally and internally, and is updated annually as part of the overall School Plan, which is monitored by the Faculty and ultimately by the University's Executive Group. Every year, staff members complete Individual Research Plans that are reviewed by the School's Research Committee and as part of the appraisal system, with a particular focus on staff development and promotion. The Director of Research gives a report at all School Meetings.

Achievement of the research objectives for 2014-2019 will be supported through the structure described above, the development of initiatives to support current staff and, importantly, the School's strategy for staffing and promotions (see Section C below). More specifically, the key aspects of implementation are: research infrastructure; individual resource provision; efficient management of teaching and administration loads; and highly effective use of the appraisal system to review the annual research targets of individual members of staff. These aspects are complemented by initiatives that ensure the vitality of the research environment.

A regular Visiting Fellow programme normally attracts foreign researchers for a long stay of up to one year to work with a specific staff member. There were 17 visitors during the 2008-2013 period. This is complemented by a Visiting Research Student programme for PhD students from other institutions who want to collaborate with staff or other PhDs in the School. There are well-established twice-weekly internal and external research seminars, reading groups, and the School's Discussion Papers Series. Importantly, with the growth in the number of academic staff, study leave periods can be implemented more effectively. The School provides personal research accounts (PRAs) of £3,000 a year for conference attendance, co-author visits, and the organisation of small collaborative events. Larger events are organised in conjunction with the Hospitality department, and funding from external bodies such as the British Academy and the RES is encouraged. Funding above PRA allowance is available at the discretion of the HoS and the DoR for high quality conferences and projects. As mentioned above, Research Services monitors the quantity and quality of funding applications and facilitates support and information for research funding. For more junior staff members, the University's Post Graduate Certificate in Higher Education (PGCHE) contains a module on research (including management, funding, ethics, and career development). New staff members on probation are also assigned a personal mentor for support and progress monitoring who reports to the HoS. There is an ECR Network providing training, workshops, and a meeting point for ECRs.

There are **new initiatives** in place to encourage visibility, wider collaboration, creation of research networks, and enhancing wider community impact. We offer the Tony Thirlwall Visiting Research Fellowships, aimed at attracting world-leading academics for a short period of up to 2 weeks. These Fellowships are competitive and offer funding to the visitors. They are designed to support visibility and collaboration with leading academics, exposing the School to different ideas and approaches to research, which also helps market the School internationally. The School has also created the role of Research Impact Manager (RIM) with the aim of managing our impact activity more strategically. For ECRs, additional help with impact will be offered through the availability of additional funds for staff with impact proposals (and also large research grants). Research active staff will be asked to produce an "impact portfolio" where evidence on impact activities and engagement is collected and organised, and future action planned. Finally, a new "Best Paper Award" initiative for PhD students has recently been approved to encourage research students to write high quality job market papers.

c. People, including:**i. Staffing strategy and staff development**

The **sustained expansion** of the School has highlighted the need to recruit and retain staff successfully. We take staff recruitment seriously, and devote considerable attention to encouraging and scrutinising applications for posts in the School at all levels. A large number of academic staff members are involved in the process, and we include one or more junior or intermediate staff on shortlisting and interview panels together with a chair external to the School and a member of the HR Department. The key strategy has been to appoint both junior and senior staff with the greatest merit and potential for research on the basis of their record of publications, and other indicators such as research grants, job market papers, reference letters, assessing presentations, and the consistency with the research clusters identified above. Our strategy gives preference to the recruitment of more junior academic staff as opposed to senior staff on fractional contracts as we believe this enhances the vitality of the research environment and its sustainability. This also encourages a sense of group identity and collegiality.

During this period, 13 new members of staff have been appointed. It has to be noted that, consistent with the improving research environment, staff turnover has not been a problem. Only 2 members of the academic staff left the School during this period, and they were successfully replaced by new entrants. The ability to retain valuable staff reflects the success in creating a vibrant working environment. On the **progression** side, the School has been successful at nurturing and promoting academic staff with 3 professorial promotions (Davidova, León-Ledesma and I.Fraser), 2 readership promotions (Peirson and Zhu), and 2 senior lectureship promotions (Cartwright and Piracha) during the REF period. All our promotion applications have been successful, reflecting the good progression management practices within the School.

This strategy has been very successful in **attracting both junior and senior academics**. There have been several appointments of staff with PhDs from top US and European institutions (Otsu, UCLA; Wahhaj, MIT, Gschwandtner, Vienna; Silva, UAB; Grassi, Rome) some of whom already had an established research reputation. The appointment at the professorial level of Heady from his former position as Head of Tax Policy at OECD brought in a senior economist with a vast experience outside academia and high external recognition. The integration of the Agri-Environmental Economics group occurred in a smooth and mutually beneficial way, and rationalised the provision of teaching and research in Economics at the University under the School of Economics. This group contributed to attracting expertise in research with wide policy impact.

The **demographic profile** of the School reveals a relatively young research base (14% under 35, 59% under 45) with a multicultural background (15 different nationalities) and a diverse training experience (11 UK PhDs, 8 European PhDs and 3 US PhDs). There has also been a considerable effort to enhance gender balance: 23% of the academic staff are female including a Professor. This is also reflected by the fact that 40% of the PGR students are female. This background and demographic profile diversity is key to creating a vibrant and collaborative environment. The young profile of our staff implies that incentives for academic promotion have a strong influence, thereby affecting positively research quality and attracting new research collaborations. It is also important for retaining staff seeking to develop their careers in a place that offers opportunities, has potential, and is sustainable in the long-term.

The School takes very seriously issues of **equal opportunity** regarding both new appointments and the development of research careers of existing colleagues. Sabbatical leave for the purposes of undertaking research, accumulated at the rate of one after every seven terms of service, is available subject to approval of the School's Research Committee and of the University. Teaching replacement procedures are in place and, as mentioned above, the expansion of the School has facilitated this process without any significant negative effect on colleagues. When necessary, optional modules can be put on hold for an academic year until the staff member returns. The School actively supports transition from and into part time work in cases where personal and/or family circumstances require, for an extended or short period of time. Staff members on part-time contracts are monitored through the appraisal and mentoring systems to ensure that their contractual status does not have a negative impact on their research. There are also routes for staff members on Teaching and Scholarship contracts to transit onto Teaching and Research. These involve evidence of research engagement and a research plan to be monitored by the HoS

and the appraiser. This is a flexible route that prevents discouragement of colleagues whose research career has been interrupted for any reason. Researchers' development training is available at the university level and the School financially supports staff members who wish to attend external training courses that are strategic for their career. All appraisers receive appraisal training, which emphasises not only the appraisal process but also the wider context of the UK Concordat to Support the Career Development of Researchers. The HR Department has received the EU HR Excellence in Research Award for its implementation of the measures prescribed in the Concordat. Finally, the School encourages the use of the less formal mentoring scheme that provides everyday support for junior colleagues.

Early career staff take the PGCHE and no appointee can complete probation without having completed their PhD and without having established a research agenda with a body of work in preparation and being published. They are allocated low teaching duties, typically a 50% reduction on the normal load in the first year, 33% in the following year, and 25% during the third year. This enables them to establish independent research careers and complete the PGCHE. This support is supplemented by the mentoring system and the formal appraisal system. In the context of appraisals, all staff agree to a set of research targets, monitored annually. These targets comprise a minimum of one piece of published research in a refereed journal per year and one conference/workshop presentation. Regular involvement in grant applications is also expected, and where appropriate, collaborations with other staff are encouraged.

It is important to stress that satisfactory achievement of individual research objectives and contribution to creating a vibrant research environment are key pre-requisites for internal **promotion**. There is a clear incentive in the sense that promotion within the Teaching and Research academic career is contingent on this aspect and that, if this area is not satisfactory, promotion must instead occur within the Teaching and Scholarship route.

To provide more **time for research**, the School also facilitates the concentration of individuals' teaching mainly into one of the main teaching terms and enables staff to keep specific days free of teaching. Members of staff in receipt of external research funding which includes provision for their time also benefit from appropriately reduced teaching loads. There is administrative staff support for research, research students, travel arrangements, and finance. As mentioned above, research is a major criterion for career development through rigorous and supportive probation and promotion procedures. Above average performance can be rewarded through the prospect of discretionary salary increments. Salaries and promotions are determined according to University procedures. The University's Promotions Committee meets annually, adheres to strict research criteria, and takes up external references.

The University's **Research Ethics** and Governance Officer advises researchers on good practice, ethical review and regulatory requirements, providing policy, guidance, and training. A network of research ethics committees are convened at Faculty or School level, dependent on volume of applications, to ensure review timescales are kept to a minimum. RECs report to the University-level Research Ethics & Governance Committee which acts as a forum for the sharing of best practice and ensures that research integrity is established at the heart of the University's research activities. The School has fully embraced research ethics procedures, providing clear guidelines for the conduct of research and research ethics approval procedures. One member of the School's Research Committee attends the Faculty Research Ethics Committee.

ii. Research students

Research students form a fundamental part of the **research culture** of the School and are integral to the development of our vital research environment. The School provides high quality training for research students, and currently has 40 students at various stages, with a current intake of around 9 new PhD students every year. During the assessment period, 19.5 students (including shared supervision with other schools) were awarded their PhD, an increase of 50% over the RAE2008 period and with a 100% completion. These numbers will increase substantially in the near future as the larger cohorts of entrants that have benefitted from our investment in increased PhD funding opportunities complete the programme.

The School's training programme forms part of the South East ESRC DTC. Students are involved in a self-assessment process and there is also a Graduate School programme which enables them to acquire generic and transferable skills. These elements are key to developing **employability skills**. In addition, students are expected to carry out regular presentations at the School's internal seminar series. PhDs close to completion are expected to give presentations in

preparation for the job market. They are monitored formally through monthly online reports and bi-annual progress meetings involving the supervisory panel. All the School's PGR students undertake additional advanced training, including a module in Research Methods. Students that are deemed not to have a sufficiently strong background are offered the Doctoral programme with at least 6 fully assessed modules from the PGT programme. As mentioned in Section b, the School is currently developing a new PhD programme with a stronger taught element as part of the 2014-2019 plan. Students who are involved as teaching assistants take part in teacher training sessions. This enhances the skills of PhDs who wish to pursue an academic career.

The PhD programme involves **all research active members** of the School as part of the supervisory panels, and we actively encourage the involvement of new staff members. Junior staff are initially involved as co-supervisors within a supervisory panel that involves 3 staff members. This provides them with experience in supervisory procedures. Supervisory arrangements are agreed between supervisors and students, but they involve a minimum of a monthly meeting. Supervisors are expected to read and report on all the written output of PhDs. This enables students to have close contact with research staff. Students are also encouraged to produce papers for the School's Discussion Papers and to co-author journal papers with members of staff. During the assessment period PhDs produced 33 individual or co-authored papers for the DP series. In addition, the PhD students run several dedicated reading groups, which enable them to develop their advanced skills. PhD students are also strongly encouraged to submit papers to conferences and are financially supported in attending such meetings. Every student has an annual research fund which is increased up to £600 in their final year for conference attendance and other research expenses. Some students will see these funds complemented by ESRC training funds or funding from the RES. They are also encouraged to undertake summer internships to develop their research interests, which has led to internships at places such as the ECB, the Bundesbank (2), the UK Office for Debt Management, the Bank of England, and the FAO.

The expansion of the School's PGR programme has been possible because of the expansion of the **funding opportunities** available for PhD students. Currently, PGR students interested on enrolling at Kent have the following funding opportunities available: 5-6 University Scholarships (including the University's 50th Anniversary bursaries), 5 School Scholarships (funded from our QR income), and competitive ESRC/DTC scholarships. During 2008-2013, 7 ESRC/DTC scholarships were gained by our PhD candidates. Finally, there have been 3 PhD studentships attached to research grants. During the assessment period, the School's scholarships have increased in number and the support has been steadily raised until they are equivalent to research council studentships, tripling the amount of funding on offer. We intend to continue an expansion of this activity with a clear strategy both to recruit high quality PhD students and to maintain our excellent figures of PhD completions.

The School's track record regarding completed **PhD destinations** is very good. PhDs during the assessment period have held posts at reputable academic institutions (i.e. Gothenburg, East Anglia, Surrey, CEP-LSE, UN University), government agencies (i.e. NIESR, UK Debt Management Office, Brunei Prime Minister Office, Development Agency of Ethiopia, PFMG Nigeria), and the private sector (i.e. Bunge FX Trading Mumbai, Capital Com Services).

d. Income, infrastructure and facilities

Research funding

The School attaches considerable importance to research funding as a means to improve both research outputs and impact. During the assessment period, the School raised almost £0.7 million in external research funding. In addition to Research Council grants, the School has gained grants from charitable foundations (e.g. Leverhulme, Nuffield), the British Academy, government agencies (e.g. DEFRA, DFID), various European Commission funds, and other national and international public bodies (e.g. OECD, Daiwa Foundation). Several of these funding activities have led to tangible policy and public debate impact as well as academic outputs. Examples are Heady's research on tax and growth funded by DFID and OECD and Davidova's research on rural development funded by the EC. Looking to the future, there have been recent important funding successes in this area such as Wahhaj's (£380,000) research project on Gender and Education in Bangladesh from the Australian Government's AusAID. Heady secured funding as co-investigator in the newly established International Centre for Tax and Development funded by the DFID and the

Norwegian Aid Agency. The Faculty of Social Sciences also offers competitive annual small grants (of up to £5,000) for seed projects and the school has been successful in attracting these.

The School's **research funding strategy** is to encourage and support a steady increase in the amount of externally funded income whilst ensuring an adequate balance between time and effort devoted to attracting funding and to producing outputs and impact. This strategy is implemented through several management levels. Research Services provides information on funding opportunities on a pro-active basis and provides admin support and budgeting services. This includes an ECR Network, and the award winning 'Grants Factory' programme. All of these initiatives are supported by a comprehensive information service, utilising traditional and new media, such as surgeries in Schools, visits, newsletters, email updates, Twitter, and a ground-breaking blog, 'Fundermentals'. The Faculty and the University provide training opportunities for both junior and senior staff (and PGR students) on drafting applications, managing grants, and identifying funding priorities. The School, through the Director of Research, monitors applications data, provides advice on drafting and costing, and approaches individuals with specific funding opportunities. Both the mentoring system and the appraisal system enhance monitoring at the individual level. The School also encourages research funding applications by granting appropriate teaching load reductions. All applications undergo formal quality monitoring at the University level consisting of a peer review process. Finally, funding is a key aspect in considering promotions and completing probation.

The School has developed **funding initiatives to support staff** who wish to apply for large grants and projects with high impact potential. The School has set aside funds to buy support, time, and travel expenses related to these applications beyond the standard individual allocation. This involves approval by the HoS after evaluation by the DoR and the RIM. Given that the nature of impact in Economics is mostly related to policy institutions and think-tanks, the School actively nurtures links with policymakers by encouraging research stays at policy institutions and inviting policymakers to seminars and open lectures. The recent appointment of Alpo Willman, from the European Central Bank, as Honorary Professor highlights the policies in place to achieve the necessary visibility that inevitably precedes impact and opens up research funding opportunities.

Infrastructure

All members of the School are fully equipped with **IT support**, including state-of-the-art networked computers in individual **offices** and licensed software. The School has a full-time IT Co-ordinator in charge of all software and hardware matters. The **library** provides access to 15,000 online titles; a qualified library professional liaises with School members on any special requests, and reports to all School meetings. Specific Economics Library materials allocation has increased by 98% between 2008 and 2013. A £27M Library extension investment project is also currently under way.

PGR students are allocated a School office shared between 2 students. This facilitates interaction with staff members and a sense of integration that is a distinguishing feature of the School at Kent. The increased number of PGR students has put pressure on space resources and the University has substantially increased available office space for the School. As part of the University investment strategy, there is currently a plan for accommodating the School in a **building dedicated exclusively** to Economics staff and research students.

There have been several new **administrative appointments** in support of research activities: a full time administrative appointment to manage IT, a post to support research and promotion of our activities, and a post to support PG programmes. Since 2008 the School has also employed 3 Research Assistants on externally-funded projects. Research Assistants are fully integrated into all our activities, and that they have full access to training and career development. They are also allocated office space and IT facilities.

e. Collaboration or contribution to the discipline or research base

The School attaches a special importance to the development of external links, contribution and service to the improvement of the discipline, and interaction with industry and government bodies. These activities often rely on an individual's prestige, esteem and expertise, but are also encouraged through Kent Innovation and Enterprise and by facilitating mobility and a flexible working environment. Members of staff are encouraged to get involved in interdisciplinary research with other Schools at Kent and externally, and Faculty funds are available to seed interdisciplinary

projects.

Members of the School hold **prestigious fellowships** such as IZA Research Fellowships (Piracha), International Research Fellow at the Institute for Fiscal Studies (Heady), and Senior Research Fellow at DFID (Heady). Davidova (2011-2012) and R.Fraser (2013-2014) have been/are **Presidents** of the Agricultural Economics Society and gave their presidential addresses in their April 2011 and 2013 conferences. Chadha is **Chair** of the ESRC funded Money Macro and Finance Group since April 2013. León-Ledesma was **keynote speaker** at the annual meeting of the Bolivian Economics Association 2011, and the 2008 INFER Conference in Coimbra. A large number of staff are also regular peer reviewers for funding bodies such as ESRC, BA, European Research Council, and the Netherlands Organisation for Scientific Research.

Several colleagues are members of **editorial boards** of academic journals. I.Fraser is the **editor in chief** of the *European Journal of Agricultural Economics* and associate editor of the *Australian Journal of Agricultural and Resource Economics*. León-Ledesma is **associate editor** of *International Economics*. Editorial board membership include: Cartwright (*Journal of Public Economic Theory*), Davidova (*Studies in Agricultural Economics*, *EuroChoices*), R.Fraser (*Journal of Agricultural Economics*, *Australian Journal of Agricultural and Resource Economics*), Heady (*Journal of Development Studies*), León-Ledesma (*Economía*) and Piracha (*Journal of Ethnic and Migration Studies*).

Beyond academic research, many of the School's staff members have been actively involved with **government and policy advice** activities through expertise and esteem in their respective areas. The School encourages this involvement as part of our outreach activities and strategies to achieve impact. Cartwright participated in the report by the Higher Education Academy on behavioural economics and student choice. Chadha has been special advisor to the Treasury Committee including the LIBOR inquiry. Davidova has been consultant to the European Commission on issues related to subsistence farming. R. Fraser was appointed to Defra's Economic Advisory Panel and its Tree Health and Plant Biosecurity Expert Taskforce. Heady was part of the Strategic Advisory Group for the HMRC/HMT/ESRC tax research group and Member of an ESRC/DFID panel on growth research. León-Ledesma was advisor to the European Central Bank on specification of supply side for macro models and the Asian Development Bank providing training on country-analysis. Piracha was Lead Economic consultant for DFID on their Regional Migration Programme in Central Asia. Otsu advised the Domestic Economy Research Group of the Cabinet Office, Government of Japan.

The School has developed important **national and international research links** with European, US, Latin American, and Asian institutions and staff members are encouraged to engage with them in visiting schemes through study leave and our own fellowships. As examples, R. Fraser is Adjunct Professor at the University of Western Australia, I.Fraser is Adjunct Professor at La Trobe University, León-Ledesma has been Visiting Professor at the Aix-Marseilles School of Economics and the University of São Paulo, and Zhu is Research Associate at the Centre for the Economics of Education (LSE). Beyond formal links, all our staff have developed research co-authorship networks at the international level.

Importantly, several of our research links involve **interdisciplinary research**. Examples of these are Cartwright's involvement with psychologists at Kent and Amsterdam in various funded projects to study the emergence of leadership in organisations, I.Fraser's involvement with Kent's Durrell Institute for Conservation and Ecology (Seychelles Paradise Flycatcher) and Psychology (Polygraph Testing Project for the Ministry of Justice) as well as the Valuing Nature Network (VNN - NERC/ESRC), León-Ledesma's involvement with the School of Engineering in a PhD funded project on using control theory for financial stability analysis, and Wahhaj's involvement with BRAC, one of the world's largest NGO's, on gender and female adolescents in Bangladesh. Finally, several members of the School regularly organize conferences and workshops at Kent and other institutions, which enhance our research visibility and vitality.