

<p>Institution: University of Essex</p>
<p>Unit of Assessment: 30 - History</p>
<p>a. Context</p> <p>History at Essex works with a wide range of public and private bodies to develop commercial products, help such bodies undertake their own work, and to provide new insights to deepen the public's understanding of history. The UoA does this through building on its innovative work in four areas of research: race, racial politics, and remembrance; the global history of modern cultures and identities; early modern European cultures and politics; and the history of communications, cultural dissemination, and information management. We are committed to working with museums, archives, libraries, commercial groups, and charitable trusts providing heritage services; international human rights organisations; the media; schools; cultural bodies; and local history societies. In so doing the UoA enriches the cultural life of a global community, fosters public debate, and supports the British economy.</p> <p>The grouping around race, racial politics and remembrance has provided input into the development of museums and cultural memorials worldwide. In addition to Schulze's work (section d), Krikler has worked with the Deputy Director of the City of Johannesburg's Immovable Heritage to install a memorial plaque at Ellis Park Stadium to memorialise the 1922 Ellis Park Battle. Zhou has been interviewed by NTDTV Canada News and BBC Radio, and given a public lecture at the Foreign Correspondents Club in Hong Kong, on the Great Famine in 1950's China. These activities enable public and charitable bodies to <u>foster public debate and understanding</u> of some of the most controversial events in recent world history.</p> <p>The grouping around communications, cultural dissemination and information management in history includes Higgs' work (section d) and Raven, whose Centre for Bibliographical Studies is fulfilling a critical local and regional need for the enhancement of heritage management, rare books library coordination, and training in book history, librarianship and information studies. Frost was involved in the development of the National Museum of Singapore before joining the UoA, and has an ongoing partnership with the museum. Members of the group have also disseminated their work in popular historical journals, lectures, broadcasts, and podcasts. This work creates <u>cultural capital</u>, <u>improves commercial activity for Small and Medium Enterprises</u>, and facilitates the <u>provision of services to the public</u>.</p> <p>The members of the cluster around the global history of modern cultures and identities have produced films on Angolan-Brazilian cultural links (Assunção), and broadcast on numerous subjects, including the history of Singapore, the Olympics, single mothers, and China. These activities <u>encourage public debate and understanding</u> of the interdependent, global world in which we live. Many of the members of this group (and the other groups) have interests in the relationship between global, local, and regional approaches to history. Examples of the impact of this research include the development of the Marks Hall Heritage Site in Essex as a regional heritage destination for the general public.</p> <p>The group interested in early-modern European cultures and politics contributes to films, exhibitions, and radio and TV broadcasts. Walter, for example, spoke on BBC Radio 4's Making History regarding 'The Tichborne Dole', and 'The Protestation Oath & the English Revolution', and at schools on the new A level paper on Tudor rebellions; Freeman appeared on Tony Robinson's Gods and Monsters in an episode on exorcism. The group's impact on education includes Rowlands' work on witchcraft (see section d), and Flather and Rowlands 'Bridges to History and Employment' project, partly funded by the Higher Education Academy, creating a dialogue between university History departments, schools, colleges and employers, regarding the transition of secondary school pupils to university. Such activities <u>create value for cultural enterprises</u>, and help schools <u>provide services to the public</u>.</p> <p>b. Approach to impact</p> <p>Our impact is achieved through a combination of industrial and education partnerships, and public dissemination of our research. More specifically:</p> <p>Industry partnerships: Much of our impact is achieved by creating synergies with cultural and</p>

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heritage institutions and with industrial bodies. Examples of this approach include Higgs' work with Find My Past and the European Association for Biometrics; Schulze and Frost's relationships with museums; Raven's work with the Trustees of the Marks Hall Heritage Project. These links provide the raw material for academic research, which are then fed back for use by the external partners.

School outreach: The Unit has a schools link officer charged with developing input into local schools in order to improve the education and support given to students. Our examples of this include Rowlands' work with schools on the history of witchcraft, and Flather and Rowlands' work on the 'Bridges to History and Employment' project. Such activities meet the needs of schools and colleges, whilst alerting students to the possibilities of a university education.

'Push' and 'pull' dissemination: Our research findings are disseminated to members of the public in order to inform non-academic audiences and increase cultural capital. This impact is achieved through both 'push' dissemination – public events organised by our Unit – and 'pull' dissemination – invitations to present from external partners. Examples of our 'push' include activities organised by our Centre for Local and Regional History, which runs an annual local history conference (predominantly attended by the public) and the annual Dudley White lecture. The Dudley White public lecture is funded by a bequest from local history enthusiast Dudley White, with the low costs of the lecture meaning that this funding is sustainable indefinitely. Examples of 'pull' include invited public lectures (several members of the UoA have given the annual Plume Lecture at the Thomas Plume Library in Maldon), broadcasting on TV and radio on a wide range of subjects (witchcraft, the Olympics, the history of Singapore, the history of South Africa, the history of the British census, Henry VIII, etc.), and articles in popular history magazines, such as *History Today* and *the BBC History Magazine*.

These impact activities are monitored and improved through on-going dialogue with external partners, the collection of feedback from related events, and requests for new collaborations. The UoA has provided practical and financial support, as well as career incentives, to encourage staff and groupings to achieve maximum impact from their research, including:

- generous **research leave** of one term after six terms full time teaching, to enable staff to forward their agreed research and impact agendas – used, for example, by Assunção to produce his feature-length documentary on capoeira;
- **financial support** to attend impact-related meetings available from the UoA's operating budget, and its Research Promotion Fund, on request. The UoA has earmarked £5,000 of its annual research budget specifically for support of impact projects. Since 2008 the Fund has granted, for instance, £11,500 to Rowlands, Assunção, Schulze and Higgs;
- UoA support via regular, termly discussions in our **Research, Impact, and Knowledge Exchange Executive** on how to maximise the impact of existing and planned research. Our **Department Impact Officer** is responsible for the UoA's impact strategies;
- Senior staff provide junior staff with **introductions to significant external actors** and organisations. For example, Mark Frost's collaboration with the British Library has generated a collaborative PhD studentship, in which one of our students will undertake a knowledge exchange project with the Library's Gulf History project and improve the Library's cataloguing and authority files;
- Each staff member is required to produce an **Annual Research and Impact Plan**. These inform the creation of the UoA's Annual Plan;
- Impact is a significant **criterion in our appointments and promotions** to Senior Lecturer, Reader and Professor. Our job advertisements stipulate that candidates should be capable of achieving excellent impact, and our promotion application forms include a section dedicated to explaining the candidate's record and ability in knowledge exchange.

The UoA has made explicit use of University support to maximise the impact of its research. Our **Faculty Impact Officer** helps us document impact; Rowlands, for instance, has worked with the Impact Officer to construct feedback forms for public events and collect, store, and analyse feedback data. Our **Faculty Research and Business Partnerships Manager** advises on our applications for external funding for impact projects; she has helped secure funding for Raven's collaboration with Marks Hall Heritage Project, and is currently advising on Higgs' Leverhulme application for an impact project on the history and ethics of biometrics. Finally our research dissemination is supported by the University's **Communications Office** who produce **Youtube vodcasts** that outline and explain the UoA's research to a non-academic audience.

c. Strategy and plans

Our plan for impact is to improve on our three established approaches, and to introduce a fourth. Our *industry partnerships* will be strengthened with a greater awareness of the requirements and limitations of the industry. Higgs' collaboration with the **Ethics Committee of the European Association for Biometrics** will be developed by establishing a new interdisciplinary Centre for Biometric Studies, and Raven's work with the Marks Hall Heritage Project will build on nascent connections that have been established with the Australian High Commissioner. New partnerships will include a **collaborative PhD studentship** with the **British Library**, while our general strategy will include **memoranda of understanding** to formalise partnerships and **standardised impact feedback** forms for commercial partners.

Our *school outreach* activity will be increased by further developments of the I-CeM census data project by creating sub-sets of the project's data for use in schools. It will also be developed by further stages of Rowland's schools project, including the use of her **teaching pack** based on her piloted 'What is a Witch?' workshop by schools who have expressed interest in staging the workshop, and by the UoA's **student volunteer group**, 'Time Travellers', who will incorporate the workshop into their school outreach projects. Less traditional work with schools will include inviting pupils to help UoA projects by transcribing historical sources.

Both our '*push*' and '*pull*' *dissemination* activity will be improved by developing **standardised impact feedback** for public audiences. Our future dissemination projects include Schulze's work with the **Imperial War Museum** to help produce a documentary about Alfred Hitchcock's concentration camp film, made in 1945 but never released. Our general '*pull*' strategy will be improved by working with the University's **Communications Office** to distribute press releases, and our '*push*' approach will be developed by creating standardised impact feedback forms with the aid of the Faculty Impact Officer in order to continually improve the effectiveness of our research dissemination. We will also expand our social media (Facebook, Twitter, University blogs) to include coverage of impact events.

Our new approach to impact will incorporate impact into our *student education and training*. We will strengthen relations with UK and European museums, archives and genealogical services industries, and train graduates for immediate employment in those industries. We will also incorporate impact into our research-led teaching agenda by including students in impact projects. All four approaches to impact will be improved by additional institutional support, including impact allowance incorporated into **departmental workload calculations**.

d. Relationship to case studies

Each of our approaches to impact has been used to achieve the impact detailed in our three case studies. Alison Rowlands' impact, based on her research on witchcraft, has primarily been achieved through school outreach activity. Her schools impact has been achieved through piloting schools workshops that use her work on the history of witchcraft to engage students in questions of prejudice, persecution and stereotypes. Her pilot workshops have produced teaching resources hosted on teaching websites for download and use by school teachers, ensuring that Rowlands' research can be used in a much greater number of instances without the need for her direct involvement in every delivery of the workshop. Rowlands has also exemplified our research dissemination approach to impact, complementing her schools work with an extensive public lecture series.

Rowlands' outreach is complemented by Rainer Schulze, who has used his research on concentration camps to inform the work of history teachers in secondary schools and to teach school pupils himself. Schulze's case study also demonstrates how our members collaborate with cultural institutions, exemplified in his redesign of a public memorial site at the Bergen-Belsen concentration camp. Such work brings benefits both to these institutions and to their public, in this case leading to a 40% increase in visitors and securing funding for the memorial.

Our cultural partnerships also include Edward Higgs' collaboration with online genealogy company Find My Past, with whom he has developed a mutually beneficial project to enhance British census data. The project has resulted in an improved business strategy for Find My Past. His research in this area has also led to his appointment to the Ethics Committee of the European Association for Biometrics and the Ethics, Society and Human Factors group of the Integrated Mission Group for Security Task Area 3, contributing a historical dimension to policy documents provided for stakeholders in European security research.