

<p>Institution: Bishop Grosseteste University</p> <p>Unit of Assessment: History</p> <p>a. Overview</p> <p>Bishop Grosseteste University (BGU) is a small higher education institution, with memberships of the GuildHE/Consortium of Research Excellence and Training (CREST) and the Management of Small Higher Education Institutions Network (MASHEIN). The institution was founded in 1862 as a Diocesan teacher training college, becoming a University College in 2006, and a University in 2012. The institution has a diverse subject and award portfolio, with the academic and applied study of education remaining a main focus for its 1,800 undergraduate and postgraduate students and 63.5 full and part-time academic staff. BGU's research strengths lie within the fields of History (UoA 30), Education (UoA 25) and English Literature (UoA 29).</p> <p>Research at BGU has been a strategic priority since 2000, with success realised with the institution's first-time entry into RAE 2008. BGU's research is centrally co-ordinated through the new Centre for Educational Development and Research (CEDaR), within the Students and Academic Engagement Hub. Further responsibility for research resides within Schools of Culture, Education and Innovation (SCEI) and Teacher Development (STD), the institution's two main academic Hubs. Research, as a whole, is promoted through the institution's Corporate Plan and Research Strategy, and directed by the Head of Educational Development and Research with support from the Head of Doctoral Studies, Professors, Readers, and Deans of School, and is reported through the Schools (and their Departments) and the Hub committee structure to Senate. BGU's commitment to research is evidenced through its developing research infrastructure, staff promotions policy, sabbatical leave scheme, Research Support Fund and the distribution of other research income including QR funding from RAE 2008. BGU has entered 11 staff across three Units of Assessment.</p> <p>Research remains a strategic priority, and BGU continues to broaden the base of research active staff in a fair, inclusive and appropriate manner. BGU has witnessed increased levels of professional published output and grant capture, the introduction of doctoral programmes in association with the University of Leicester, and the growth of national and international collaborations and network links. The University currently has three Professors and one Reader. As one of Britain's newest Universities, BGU has a developing research trajectory with a strategy linked to research-informed teaching and learning.</p> <p>SCEI, along with CEDaR, has a responsibility for planning, coordinating and supporting research across the School's two constituent Departments: those of Culture and Creative Arts (DoCCA) and Education and Learning (DoEL). DoCCA is particularly research active, incorporating two subjects returning to REF 2014 (History and English Literature), together with further subjects that form various undergraduate programme combinations in the arts and humanities (Drama, Music, Theology, and Visual Arts), as well as the School's two MA programmes in Community Archaeology and Heritage Education.</p> <p>History is taught at undergraduate level up to joint honours as part of a combined degree framework, with 45 fte history students in 2013-14. History student numbers have been growing since 2009, and the subject will deliver a single honours degree from 2014. The History staff team has been expanded to support this development. The History undergraduate programme is broad ranging and interdisciplinary, and has traditionally included an element of teaching and learning in the discipline of Archaeology. The subject is led by an Academic Coordinator, whose remit also extends to coordinating a wider programme cluster, including a BA single honours degree in Heritage Studies, and MA degrees in Community Archaeology and Heritage Education. Some of the history staff contribute to teaching across these other three programmes. The team includes a field archaeologist (Spence). One research-active member of the History staff (Cunningham) is also Academic Coordinator and Principal Lecturer for the subject of Theology.</p> <p>History at BGU is currently supported by 5 fte academic staff, of which 4 fte (Jackson, Cunningham, Spence, and Hubbard-Hall TBC) comprise the subject's research-active members.</p>

The outputs of 3 individuals (Jackson, Cunningham, and Hubbard-Hall) will be returned to REF 2014, with 2 of those staff (Jackson and Cunningham) returning individual impact case-study statements.

b. Research strategy

In 2010 BGU's Research Centre was reorganised into a new unit for co-ordinating and further developing research activity, and better serve the strategic needs of the institution, CEDaR, under the leadership of the Head of Research and Educational Development. Further responsibility for the organisation and management of research resides within SCEI and STD. Research at BGU is valued for its intrinsic and extrinsic significance, stimulating innovation in teaching and learning and curriculum development, pushing back the boundaries of knowledge, and changing lives in areas where research is strong. Its success in research is evidenced by greater representation and published output nationally and internationally, a successful entry to RAE 2008, increased grant capture, and a strong research endorsement for its new doctoral programmes (QAA 2010).

During the lifetime of the current REF, BGU's Corporate Plan set out:

- to establish a stronger and more coherent institutional culture of research, embedding a shared sense of purpose, direction and research identity;
- to further incentivise research activity in all of its many and varied forms, including research-informed teaching and learning and curriculum development, through research education and researcher development training and exploring mechanisms for recognising and rewarding research itself;
- to extend and enhance the research profile of the institution internally and externally thus maintaining BGU's status and position within the Higher Education sector.

Similarly, and during the lifetime of the current REF, BGU's Research Strategy embodies the University's mission, values and ethos, aiming to:

- support academic staff and students to progress as researchers and to deliver a programme of researcher development training, aligned to the Vitae framework (includes helping academic staff in the completion of doctoral level qualifications, to deliver research outputs such as conference presentations, journal articles, monographs, edited books and research reports through mechanisms such as general and targeted research support funding and sabbatical leave opportunities, and using Readers and Professors to mentor academic staff to progress towards personal research targets and aspirations);
- build a more coherent and collaborative research culture within BGU and develop a stronger institutional research profile internationally, which includes promoting the BGU research seminar series and other development opportunities to academic staff in order to enhance their appreciation of research through attendance and presenting, supporting staff involvement in networks such as the Consortium of Research Excellence, Support and Training at the GuildHE, actively seeking and developing external research partnerships that are aligned with strategic research activity, taking forward initiatives to secure externally funded competitive grant capture to support research activity, and appointing academic staff who are research active and qualified to doctoral level;
- develop and strengthen staff and student research within the BGU curriculum portfolio by embedding research-informed teaching and learning within module and programme learning and teaching strategies, further developing enquiry and research skills at undergraduate and postgraduate level, and developing and extending master's and doctoral provision by building upon existing discipline strengths as appropriate;
- promote research that has an impact beyond academia which delivers economic, social and cultural benefits (ensuring researchers consider how their research will benefit those they research, ensuring clear dissemination strategies form part of all staff research proposals, developing a clear web presence to highlight research which has societal benefits as part of its message to potential students, staff, partners and funders.

Success of the research strategy may be measured in an increase in Units of Assessment and staff entered between RAE 2008 and REF 2014. Areas of strength have increased from Education and English Literature and Language to include History. The overall size of the entry is

commensurate with size of institution, its history and provenance. Success of research strategy is also evidenced in increasing numbers of colleagues engaged in: external examining, committee membership, consultancy, attendance and presentation at conferences, giving keynote presentations, and editorial work and reviewing for journals.

By way of a vision for 2015, BGU expects to see measurable differences in its activity as a result of its research strategy and investment. Plans to extend BGU's postgraduate offer will be well-advanced. The proportion of staff holding doctorates will have increased and research-informed teaching and learning will be more evident. Further collaborative research partnerships will be established with HEIs and other partners. Professors and Readers will be used strategically to induct and mentor new and advanced researchers. Income generation is expected to increase. There will be a growing international reputation for research activity in key portfolio areas. The Deans of Schools (SCEI and TD), in collaboration with CEDaR, will be responsible for aligning their School Business Plans and annual with the Research Strategy.

Within SCEI, research activity reflects the institutional vision and objectives, and is also represented in a School-level Business Plan of priorities. The School's research activity has increased since the RAE2008, with History joining English Literature as subjects returning to REF2014. Resources have been targeted, in particular, towards the completion of doctorates, and the support of 'Advanced Researchers' aiming to return to the REF. In addition, specific areas of research have been opened up through two School initiatives: the creation of the role of Innovation Manager, with a brief incorporating the cultivation of community engagement and knowledge transfer projects, and the establishment of BGU Digitisation Services (an in-house digitisation and e-learning consultancy, Jackson and Spence). Research within SCEI's Department of Culture and Creative Arts is particularly active, with the Department promoting the research work within and across the cluster of arts and humanities subjects that it represents (including History and English Literature).

In the School, priorities are currently being identified for the period up to the next research return. SCEI intends to enhance research activity, with the aim of increasing the number of its subjects and staff that are returnable. This will be undertaken in conjunction with the expansion of single-honours subjects and Master's-level provision. The School will encourage interdisciplinary research among subjects where existing research is strong and growing (eg. History, English Literature and Theology) and among staff working within and across the Education Studies subject area. A particular emphasis will also be placed on impact, given the external and community engagement ethos that drives a large part of the SCEI's academic activity. More specifically, new research will also be fostered by SCEI's Digital Humanities Working Group established in 2013 (Spence and Jackson), in conjunction with the existing BGU Digitisation Services.

In History, a number of changes since 2008 have resulted in the institution being able to return for the first time for REF 2014: an expansion in the staffing of History; the advancement of the research output profile of its staff; success in securing external funding; and the development of specialist areas of research related to impact, for example community engagement, e-archiving and digitisation. This builds on pre-2008, and ongoing, research and knowledge transfer activity in Archaeology, led within the History team.

The History Unit's plans and aspirations include increasing its research-active staffing base in conjunction with the development of a single honours degree in history from 2014. This expanded staff team will be expected to generate greater published outputs, attract greater grant income, and achieve wider external representation and profile. A particular focus of activity will be a lead contribution to the work of the Digital Humanities Working Group and BGU Digitisation Services. The History Unit and institution will host forthcoming conferences, for example the third International Grosseteste Conference, *Robert Grosseteste and the pursuit of Scientific and religious Learning in the middle-Ages*, and publish proceedings (Cunningham 2014). In addition, interdisciplinary and internal and external collaborative research will be an additional emphasis. This will include working with BGU's English team on digitisation and e-learning projects (Jackson and Spence); ongoing work of the team's archaeology lab resources and community archaeology

engagement; the third Grosseteste Conference on medieval science and the staging of an accompanying exhibition of medieval scientific text in partnership with Lincoln Cathedral Library (Cunningham); while the acquisition of the 1936 Overcrowding Survey returns for Lincoln will support a number of cross-institutional projects and funding bids with the University of Lincoln (Jackson).

c. People, including:

i. Staffing strategy and staff development

BGU is entering 11 staff (6 to Unit 25 Education; 3 to Unit 30 History; and 2 into Unit 29 English Language and Literature). The institution provides an outstanding environment for research by virtue of its corporate plan and research strategy, promoting innovative and effective research activities, including its staff and students and their research achievements, providing research facilities, scholarly resources, and continuing professional developmental opportunities through CEDaR and its two academic Schools. BGU strives to build capacity in size, breadth and interdisciplinarity within the research community, and develop further its national and international collaborations with other researchers, professional groups and research stakeholders.

All academic staff undertake scholarly activity and research, monitored and progressed by individual research profiles and annual appraisal system. Teaching is adjusted to take account of the needs of particular research or writing activities. Once staff have completed a higher degree they are given a mentor with a successful record of publications to ensure their research is made public through seminars, conference papers and publications. Heads of Departments have as one of their duties the requirement to monitor staff research activity and to review teaching relief for staff completing research degrees. Research experience is a key dimension when appointing new staff and new appointments are required to engage in research and scholarship. All staff are encouraged to join the Higher Education Academy (HEA) at an appropriate level and to use research facilities available through that body.

All new and existing staff meet with the Head of Educational Development and Research as part of their induction process to identify their research interests and outline a programme of research activity. Heads of Departments are informed of the outcomes of these meetings and are involved in reviewing progress. Both new colleagues and emergent researchers are given a research mentor to provide support for research activity and publications.

The University's staffing strategy for academic appointments is to continue to raise the academic credentials required for new posts. This is a shift in focus from a position which prioritised experience (largely in school) to achieve a more balanced staffing profile. Currently the University's essential requirement for the appointment of full-time permanent academic staff includes a higher degree achieved or near completion (doctorate preferred). For senior academic appointments an earned doctorate and evidence of a growing research profile is an essential requirement. This is part of a broader strategy to grow the University's research profile through targeted support for existing staff and ensuring research is an important element in all new appointments. The University's desire to increase the number of doctoral qualified academic staff has been supported by a generous scheme which currently offers financial assistance to all academic staff on doctoral study and all staff are invited to attend BGU's doctoral masterclass series (presented by staff) and doctoral seminar series (presented by all doctoral candidates).

All academic staff are encouraged to participate in the University's staff development and seminar programme to support the development of their research skills. Recent events have included a range of intellectual and praxis skills (e.g. academic writing and getting published, writing a good conference paper, the institutional ethics framework and processes, Twitter for academics, problem-based group-learning, research informed teaching, SPSS, NVIVO, and doctoral supervision).

At the level of the School staffing is informed by the SCEI's annual Business Plan of priorities and by a tailored allocation of research time. Particular emphasis is placed upon supporting, for example, 'New of Early Career Researchers' and 'Advanced Researchers'; with the former

undertaking doctoral study or commencing publication, and the latter achieving returnable outputs and profiles.

c. Income, infrastructure and facilities

CEDaR provides a regular programme of research seminars to which staff undertaking higher degrees and research students are required to present papers, regular newsletters to alert staff to research activity across the school and to notify them of internal and external research funding opportunities, mentor support for staff seeking to write up research findings for publication, induction for all new staff, funding to support presentation of academic conference papers, a programme of in-house conferences bringing research and professional audiences together, a travel funding for collaborative links with other universities, study leave for staff writing up doctoral theses. The support and monitoring structures identified above, together with a growing postgraduate student community and the involvement in a wide range of staff supervising undergraduate and Master's level research projects, have led to a growing research culture within the School. Many more staff are now involved in collaborative research with schools and colleges which should result in publication over the next assessment period. The School gains from knowledge exchange within a thriving University community. As well as the rich diversity of lectures, seminars, and workshops taking place across the University, interdisciplinary work is facilitated through the School structure designed to provide formal and informal opportunities to develop wider contacts.

BGU boasts a newly extended and refurbished library incorporating a wide variety of study environments, computing facilities and associated services and equipment. Library holdings include approximately 135,000 print resources, and a wide variety of electronic resources (including 10,000 full-text journals, 125,000 e-books; and millions of individual journal articles. Open access resources are also provided via *WorldCat*, a resource discovery tool and catalogue. In June 2013 BGU Library Services became the first library in the UK, and only the second in Europe, to introduce OCLC's flagship cloud-based library management system, *WorldShare Management Services*. The library maintains special collections: The Teaching Resources Collection and the Lincolnshire Collection (comprising approximately 2,000 items relating to the county. An e-Learning Team at BGU provides a Virtual Learning Environment (VLE) that supports learning, teaching, and assessment. Blackboard Learn is one of the core VLE technologies, and it has just completed a migration to external servers and an upgrade to the latest version. The VLE incorporates Learning Objects Campus Pack software which provides rich tools for summative assessment and student Development and Career Plan e-portfolio software. The e-Learning Team supports research through providing: virtual spaces for collaboration and communication; support for the capture, collection and analysis of multimedia evidence; methods and tools for digital dissemination; and staff development and the enhancement of digital literacy.

SCEI has a responsibility for supporting income generation and providing certain infrastructure and facilities for research activity. The School, for example, includes two units with specialist equipment and staffing support that sustain forms of consultancy, knowledge transfer and public engagement. First, BG Digitisation Services has been an important spin-off from, and supporting resource for, digital archiving and web-publication work for external projects. BG Digitisation Services is equipped with large-format A2 and 3D scanners and specialist data-management software, and is also supported at a broader level by the expertise of the University's e-learning team. Second, BG Archaeology Services is resourced with various laboratory and field equipment. This unit has been developed with external funding, including from the Heritage Lottery Fund, to form an 'Open-Lab' project. The project has opened up a programme encouraging and supporting individuals and groups in their public engagement with the local historical environment. Support for research-related activity is also provided by Innovation Manager, who has provided training, mentoring, networking and administrative guidance in relation to externally funded public-engagement activity (eg. Lifelong Learning Network, local authority, and Heritage Lottery Fund).

The History unit has been awarded research income for the cataloguing and indexing of the *Ermine News*, a Lincoln council estate newspaper (£1,000, Lincoln Record Society, Jackson 2012-13). In addition a number of grants for digitisation projects have generated related research

outputs: the 'Devon History Online' project (Jackson: Devon County Council, £25,000, 2008-11); the Ermine estate community archive digitisation and web-publication project (Jackson; Quarry Trust, Diocese of Lincoln, £1,000, 2009; Skills for Sustainable Communities Lifelong Learning Network, £15,000, 2009); the Lincolnshire Coop archive digitisation and web-publication project (Jackson, Lincolnshire Cooperative Ltd, £15,000, 2010); and the 'Open Lab: Archaeological Artefacts in the Community' project (Spence, Heritage Lottery Fund, £40,300, 2011-13).

The scholarly infrastructure for History includes a series of special collections that have supported the research of the Unit: the Bishop Grosseteste University archive; the institution's Local History Library, incorporating the Society for Lincolnshire History and Archaeology, Jim Johnston and Tom Baker and collections (local history and archaeology); the manuscript city of Lincoln 1936 Overcrowding Survey returns; and original digital copies of the Ermine estate community archive and Lincolnshire Cooperative archive. The organisational infrastructure was reinforced in 2012 with the appointment of a History Unit lead in order to guide the planning of its REF submission and to inform the development of the team's research activity from 2013. Institutional support through the Strategic Investment Fund was secured by the Unit in 2010 in order to establish BGU Digitisation Services and foster its engagement, knowledge transfer and research activity. The Operational infrastructure supporting the History Unit was advanced in 2010 with the creation of BGU Digitisation Services, which undertakes digitisation and e-learning consultancy (Jackson). The Digitisation Services is equipped with advanced hardware and software, and has specialist IT support from BGU's E-learning Team. The capacity of this enterprise is being developed further with the formation of a Digital Humanities Working Group established in 2013. The resources of the field archaeology lab have also been developed through external grant funding (including Heritage Lottery Fund).

d. Collaboration or contribution to the discipline or research base

Collaborative partnerships and networks

The History unit has been involved in a number of collaborative partnerships projects and networks with other institutions, including interdisciplinary engagement. Jackson is a member of the Jiscmail-based Interwar Rural Research Group, representing the Group in a panel presenting to the European Social Science History Conference in 2012. He worked with historians at University of Lincoln and the British Association for Local History to explore approaches to twentieth-century local history at a conference in 2010 (reported in *Local History News* and *International Journal of Regional and Local Studies*); and with an art historian at Lincoln to investigate the post-war British council estate through a national symposium in 2011. Jackson is also drafting an AHRC bid with the University of Lincoln in relation to the use of the 1936 Overcrowding Survey. Cunningham has established international working relationships with Icelandic academics and their institutions, and read a joint paper with the Icelandic scholar Vilborg Auður Isleifdottir at the Reformation Studies Colloquium, York University, 2008. Spence has been a member of steering group/advisory panel for: 'Televising History 1995-2010' (AHRC-funded project, University of Lincoln 2006-2010); 'Lincolnshire Heritage at Risk', a major national pilot project at the Heritage Trust for Lincolnshire supported by the Heritage Lottery Fund and English Heritage (2010-2013).

Research council/committee membership

The unit has provided some research council or committee membership. Jackson was a member of the City and Country Research Sub-Committee of the East Midlands Universities Association (2008-11).

Membership and leadership of associations and societies

History staff are encouraged to represent the unit and institution in professional associations and learned societies. Jackson was committee member of the Devon History Society (2007-12); and is member of the Publications Committee of the Society for Lincolnshire History and Archaeology and of the Executive Committee of the Survey of Lincoln. Cunningham has been a member of the International Robert Grosseteste society since its inception in 2003, and is also a member of the Reformation Society. Spence is executive member and Chair of the Archaeology Committee of the Society for Lincolnshire History and Archaeology, committee member of the Community and Voluntary Special Interest Group of the Institute for Archaeologists, and council member of the

Trust for British Archaeology; Hubbard-Hall was a member of the German History Society (2008-10), and is a member of the Historical Association and The Society for Lincolnshire History & Archaeology.

Editorial positions

The unit holds a range of editorial positions. Jackson was editor of *The Devon Historian: Journal of the Devon History Society* (2007-12); he is book reviews editor and editorial board member of *International Journal of Regional and Local History*; is editorial board member of *Midland History*; and also writes book reviews for *Family and Community History*; Spence is a member of the editorial board for the *Journal of Community Archaeology and Heritage* and *The London Journal*, and is a peer reviewer for: *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, *The Sociological Review*. Hubbard-Hall is Reviews Editor for the Society for Lincolnshire History and Archaeology, writes book reviews for *Family and Community History*.

Conference and symposium organisation

History staff have organised a range of conferences. Jackson organised 'Researching and Writing Local Histories of the Twentieth Century in 2010 in collaboration with the British Association for Local History and the Society for Lincolnshire History and Archaeology (with proceedings published in 2010 in the *International Journal of Regional and Local Studies*); and 'The History and Heritage of Post-War British Council Estates: Exploring Landscapes and Culture' in collaboration with the University of Lincoln in 2011. In 2009 Cunningham organised an international conference on *Robert Grosseteste, his thought and its Impact* (with proceedings published in 2012 by the Pontifical Institute for Medieval Studies). In 2011 Spence organised and chaired a regional symposium on 'Heritage Crime: Problems and Responses' at BGU (December 2011) (supported by English Heritage).

Refereeing

In the refereeing of publications/proposals, Spence is a reviewer for the Arts & Humanities Research Council, Economic & Social Research Council, and The Wellcome Trust.

Awards

The team have received a number of scholarly awards or fellowships: Jackson received the Professor Joyce Youngs Award for Outstanding Services to Devon History (2012); Cunningham was elected Fellow of the Royal Historical Society (2011); Spence was elected Fellow of the Society of Antiquaries (2013); Hubbard-Hall was awarded the Scouloudi Historical Award (2009) from the Institute of Historical Research and the George L. Mosse Prize (2010) for the best article published in the *Journal of Contemporary History* (2009) by a previously unpublished author.

Keynote addresses and public lectures

History staff have been invited to give a wide range of keynotes and other lectures: Jackson has presented to the Association for Local History Tutors, British Association for Local History; Lincoln Book Festival, Lincoln Rotary Club, Lincolnshire Heritage Consortium; City of Lincoln Council's Historic Environment Panel, Society for Lincolnshire History and Archaeology, The Lincolnshire Archives, The Survey of Lincoln project, Sleaford Museum Trust, West Lindsay U3A, Branston U3A, Social History Society, and Ingham History Group; Cunningham has presented public lectures for the Hull Theological Society, the Nettleham Historical Society, and delivered the Hosford Memorial lecture to the Sleaford History Group; and for the Bishop Grosseteste University 'Homecoming' event, the Grosseteste Memorial Lecture at Lincoln Cathedral, and for the institution on receiving university status. Spence has presented to the Institute for Archaeologists, the Council for British Archaeology (East Midlands Group), and at The Collection (Lincoln); Hubbard-Hall has been invited to give lectures to the British Association for Local history, St.Catherine's College (Cambridge University), German Historians of the North (Sheffield Hallam University), Fenscape (Spalding), Rase Heritage Society, Coningsby Historical Society, Society for Lincolnshire History and Archaeology, and The Heritage Consortium.