

Institution: University of Greenwich
Unit of Assessment: (UoA 30) - History
<p>a. Overview</p> <p>The University of Greenwich is a strongly research-informed institution. The strategic plan (http://www.gre.ac.uk/governance/vc/strategic-plan-2012-2017) aims to build on the successes so far achieved to create a research-led environment and increase the quality, volume and intensity of research activity. The plan ensures that the University has a critical mass of excellent researchers through the appointment and retention of high-quality staff; to develop at least 20 research groups with an international reputation for excellence; to develop a vibrant community of high-quality postgraduate research students; and to increase the national and international impact of its research.</p> <p>The research agenda within the University is led by the Deputy Vice Chancellor for Research and Enterprise, who chairs the University Research and Enterprise Committee (R&EC). Directors of faculties and institutes are members of this committee, and are accountable to it through an annual report and strategic plan. Each faculty operates a research degrees committee, which oversees postgraduate research and reports to the R&EC. Research is also guided by a University research ethics committee.</p> <p>The Unit of Assessment (UoA) history at the University consists of eight researchers, 6.7 full time equivalents (FTE), distributed across three schools in two faculties. The current submission includes three individuals from the School of Humanities and Social Sciences (Drs Angela Byrne, Andrew Dawson, Emma Hanna and Gavin Rand), three from the Greenwich Maritime Institute (GMI) (Drs Vanessa Taylor, Chris Ware and Martin Wilcox), and one (Dr Mary Clare Martin) from the School of Education. All are based at the Old Royal Naval College in Greenwich, except Dr Martin, who is based at the Avery Hill campus in Eltham. All historians at Greenwich are members of the History Research Activity Group (HRAG), which keeps under review matters of research culture, strategy and funding, as well as organising the History seminar series.</p>
<p>b. Research strategy</p> <p>2008–2013</p> <p>The research strategy set out in RAE2008 has been pursued with considerable success. Historians at Greenwich have continued to collaborate across departmental and disciplinary boundaries. They have broadened and deepened their specialisms in regional, maritime and community/public history, and the history of children and childhood. Successes in these areas include the ‘England’s past for everyone’ project, the successful completion of the Leverhulme-funded ‘Sustaining the empire’ project and its offshoot the Contractor State Group (see section e.), and the Times Higher Education award-nominated ‘Memories of war’ project respectively. Funding has been secured from a variety of sources, including the Heritage Lottery Fund, Economic and Social Research Council (ESRC) and Society for the Study of French History. The careers of the three early career researchers (ECR) named in 2008 have progressed according to plan: all remain at the University and appear in the current submission, two as senior lecturers. The only aspect of the strategy not fully met has been in recruitment of research students, with postgraduate research currently being concentrated in the GMI and the School of Education, although, as outlined below, preparations are under way for a new postgraduate course in history within the School of Humanities.</p> <p>2014–2019</p> <p>HRAG’s strategy aligns closely with that of the University as whole. The group will seek to</p>

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increase both the quantity and quality of its publications, through the recruitment and retention of high-quality, research-active staff, as discussed in the next section.

Members of HRAG will seek to build upon their existing specialisms, especially in public history, where the University's location at the heart of the World Heritage Site of Greenwich offers unparalleled opportunities for engagement with the public in South London and beyond. An early example of this is the community history day, entitled 'Greenwich past: paupers, pensioners and pageants', to be held at the college on 5 October 2013.

Greenwich historians' research interests are diverse in chronological and thematic terms but offer scope for innovative and productive collaborations. Some are already under way – such as a joint funding bid currently being worked up by staff in Humanities and Social Sciences and GMI – and HRAG will be proactive in facilitating further collaborations and exploring ways in which members' research interests complement one another. This will result in a greater number of funding applications than hitherto, which in part will be applied to relieving staff from teaching to free up time for them to pursue research. In turn, this will also contribute to and enhance research-led teaching. Where successful, these funding bids will also allow recruitment of more PhD students and postdoctoral researchers.

Finally, postgraduate history teaching is set to continue along its present, highly successful lines within the GMI. In 2012–3 the taught MA in Maritime History was augmented by the introduction of a research-led MA in Maritime Studies (including but not limited to history), which will be promoted more strongly in future. Within the School of Humanities an MA in History is currently at the planning stage and is projected to start in the 2014–5 academic year.

In terms of interdisciplinary collaboration, HRAG aims to collaborate more closely with the Literature and Drama Research Group in bidding both internally and externally for joint PhD projects (on topics such as 19th-century military periodicals) and on joint projects with external bodies such as the 'Memorialisation' series of events with the National Maritime Museum, including an exhibition, creative outputs and a conference to mark the centenary of the Great War.

By the close of the five-year period, it is intended that the HRAG will be larger than it currently is, with a higher profile both nationally and internationally, a strong track record of high-quality, high-profile publications and a series of successful academic and public events to its credit. The foundations are in place: it is now the group's task to exploit its existing strengths to the full.

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

The REF2014 submission under UoA30 comprises a smaller group than to RAE2008. Two historians in the School of Humanities (Drs June Balshaw and Sandra Dunster) and one from GMI (Professor Chris Bellamy) have not been entered, and there have been five retirements, namely Drs Michael Zell, David Sunderland and John Dunne, and Professors Sarah Palmer and Roger Knight. Professor Knight continues as Visiting Lecturer in Naval History, whilst Professor Palmer is now Emeritus Professor of Maritime History and is working with Dr **Taylor** on the ESRC-funded 'Running the River Thames' project. However, for contractual reasons neither is eligible for inclusion. The submitted staff, therefore, reflect only a part of the research strength among historians at Greenwich and make up a younger entry than to RAE2008, consisting in large measure of staff who joined the University as ECRs. This will pay dividends in the future. These

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former ECRs have now established places in their respective fields and are expected to lead the way in terms of research excellence in subsequent REF cycles. Among the staff submitted, all are on permanent contracts with the exceptions of Drs **Taylor** and **Wilcox**, who are on internally funded fixed-term contracts (**Taylor** having been ESRC-funded until July 2013). All are full time with the exception of Dr **Ware**, who is employed at 0.2FTE, and Dr **Hanna**, formerly full time but reduced to 0.5FTE from August 2013.

Future staffing strategy for History is the same as for the rest of the University, with an emphasis on hiring and retaining research-active staff. Indeed, there is a requirement that all new appointments should either have or be near to completing a PhD, and existing staff are encouraged to undertake one, with financial support and time being made available to enable them to do so. In this UoA, Dr **Ware** was awarded a PhD by published work in July 2013. A consistent balanced academic workload model operates across the University which is designed to provide each member of staff with dedicated time for research, against research development goals which are agreed with departmental managers. The University also operates a sabbatical programme which allows staff members to take periods of time to concentrate upon research projects or to develop their experience by working at other institutions (<http://www2.gre.ac.uk/about/policy>). An internal peer-review college has been established to which staff can submit external funding bids for comment and approval prior to submission.

The University is a signatory to the Concordat to Support the Career Development of Researchers developed by Vitae, which it is implementing in all its aspects. To this end, it has created a comprehensive researcher development framework, which is currently being implemented. Strong professional development programmes run by the Greenwich Research and Enterprise (GRE) Office offer training in many aspects of research and its dissemination, and also in supervision of research students. Courses are provided free to staff, who are encouraged, and indeed expected, to take advantage of them. The GRE Office also supports researchers' efforts to gain external funding, through training in the preparation of bids and practical assistance with matters such as budgeting and IT.

The inclusion of five historians who joined the University as ECRs (Drs **Hanna**, **Rand**, **Taylor** and **Wilcox**, and in August 2013 Dr **Byrne**) attests to the success of the University's ECR initiative, which follows the principles of the Concordat, and provides support and empowerment to the ECR community in various ways. It provides research training via a programme of short courses, and on-going support both through courses on various aspects of research design, strategy, dissemination and so on, and a dedicated section of the University website where information can be accessed. This information is on all aspects of research, ranging from project design to maximising impact and relevance. A very active mailing list keeps ECR staff informed of funding opportunities, conferences and other opportunities to promote and publicise their research. Since 2009 the University has made an annual award to ECRs of outstanding research achievement and potential: this has been supplemented since 2012 by an annual Communicator of the Year award for the ECR deemed to have achieved the most in terms of public communication and dissemination of their research.

Across the University, research integrity is maintained through robust procedures on research ethics, training in which is provided by the Postgraduate Research Office. In respect of the first, any research involving human participants or the collection of data on individuals requires approval by the research ethics committee beforehand, and at all times researchers are expected to act in accordance with the research ethics policy. The University also has a strong commitment to equality and diversity. It has a dedicated equality and diversity team to implement its equality and

diversity strategy and employs vigorous policies against discrimination and harassment. All staff have the opportunity at appraisal – and throughout the year – to raise issues with line managers and can have confidence of confidentiality with human resources. Equality and diversity champions have been appointed to lead implementation at UoA level.

ii. Research students

Since 2010 postgraduate research in history at Greenwich has been concentrated at the GMI. This is a postgraduate-only institute with a diverse and heavily international student population from a wide range of national and experiential backgrounds, studying a range of taught and research-based degrees. History postgraduates – some of whom have progressed directly from BAs at Greenwich – are thus inducted into a vibrant research culture, and are able and encouraged to gain insights from and draw on the expertise of specialists in policy, sociology, business and law. The MA in Maritime History is a taught MA course, but from 2012 is complemented by the research-based MA in Maritime Studies.

Since 2008, a number of postgraduate students have completed research degrees at the University of Greenwich under the guidance of the members of HRAG. Eight students have successfully completed PhDs at the GMI since 2008, and one an MPhil. One of the PhDs was by Dr James Davey, originally research assistant on the 'Sustaining the empire project', who is now employed as a curator at the National Maritime Museum and also a visiting lecturer in Naval History at GMI. Twenty-two former GMI history students have published books or articles based on their MA or PhD research. One example is Brian Arthur, who completed his PhD at GMI in 2009, and published a book, *How Britain Won the War of 1812* (Boydell & Brewer, 2011), two years later.

GMI is deeply embedded in 'Maritime London.' Its work is overseen by an advisory committee drawn from governmental institutions, the Royal Navy, the museums sector and the business community. GMI also has a memorandum of understanding and maintains close links with the National Maritime Museum. Research students therefore benefit from the institute's links to outside organisations, especially the private sector, both in the UK and, increasingly, overseas. In particular, through GMI's deputy director, sociologist Dr Minghua Zhao, the institute is developing closer contacts with China. The China Maritime Centre, referred to in REF3a, was launched on 20 July 2012. Although the focus of this will be principally on contemporary issues, it is already having a positive impact upon History provision. In particular, one new History PhD student, a Greek national supervised by Dr **Wilcox**, is receiving strong support in her work on linkages between China and the Greek shipping industry since 1950. Further research degrees in this area are expected. In addition, the Zhonghui Maritime Education Fund provides financial support to the GMI seminar series, which provides a forum for research students from all relevant disciplines, as well as academics and industry participants, to network and exchange ideas.

The University's equality and diversity measures extend to students and are reflected in the highly diverse nature of the GMI's student population. Robust procedures are in place across the University for supporting research students and ensuring successful completion of research degrees. Students are expected to undertake a structured programme of research training. This is delivered partly online, through courses provided by Epigeum, and partly through training courses delivered by schools and GRE. Doctoral students are initially entered for an MPhil programme, and upgraded after they have undertaken an upgrade viva and satisfied the research degrees committee that their work is progressing satisfactorily and will merit the award of a PhD in due course. Doctoral students are encouraged to teach but must complete a postgraduate teaching and learning course provided by the Educational Development Unit first. This also applies to postdoctoral researchers taking on teaching responsibilities. Staff charged with supervising

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doctoral students are required to attend the requisite professional development programmes before undertaking supervisory duties, and a team-teaching and mentoring system is in place, with experienced supervisors acting as mentors to new ones. Drs **Hanna**, **Rand** and **Martin** have served as internal examiners for research degrees undertaken at GMI.

Students can benefit from the Vice Chancellor's Scholarship Fund. Established in 2012, the purpose of this initiative is to provide financial support for research degrees undertaken by students of exceptional calibre, recruited through a transparent, interview-based selection process. In addition to a tuition-fee waiver, living costs are funded at the same rate as by the relevant research council. The GMI doctoral candidate mentioned above is thus funded, and it is confidently expected that more will follow in the coming years. Dr **Martin** has also been awarded a Vice Chancellor's Scholarship and is supervising a doctorate on children's experiences in Spain and England in the mid-twentieth century.

The University is a member of the New London Graduate School (NLGS), a consortium of Anglia Ruskin University, the University of East London, London South Bank University and Middlesex University. In 2011 the NLGS was successful in obtaining Arts and Humanities Research Council funding for capacity-building, which is used to support the development of a network of supervision capability across the participating institutions, providing students with enhanced opportunities to gain research experience in a variety of institutions. The NLGS also provides studentships.

d. Income, infrastructure and facilities

Funding for historical research at Greenwich comes from three sources. First, Greenwich historians have been successful at attracting external funding from sources including the Heritage Lottery Fund, the Leverhulme Trust, the British Academy and the ESRC, the latter having awarded £181,315 funding for the 'Running the River Thames: London, stakeholders and the environmental governance of the River Thames, 1960–2010' project, with Professor Palmer as principal investigator and Dr **Taylor** co-investigator. Within the University, RAE research funding is disbursed centrally through annual allocations to schools on a formulaic basis, and a competitive funding stream in which researchers can bid for funds for individual projects. The split between the two streams is approximately 70%/30%. The University also has a strategic research fund. Dr **Martin** has obtained internal funding for several years for her work on the social history of childhood illness, which has involved extensive overseas research, while Dr **Wilcox's** research on Greenwich Hospital, navy agency and modern fisheries history has also been funded internally.

In terms of infrastructure, several University-wide initiatives provide support for researchers. First, the Greenwich Academic Literature Archive, also known as GALA, provides a space for researchers to upload published work and work in progress, facilitating dissemination of expertise across the institution and assisting researchers in finding and collaborating with partners outside their own departments. Second, the Greenwich Research and Enterprise Office, in addition to the training functions discussed above, provides practical support to project teams in devising, costing and submitting research project applications. The work of the ECR initiative has been discussed elsewhere, but its role in developing the careers of younger historians at the University should be emphasised here too. Finally, HRAG provides a forum in which historians can share ideas and information, develop collaborations and work out research priorities.

Facilities for researchers are extensive. In addition to the main University library, both the School of Education and GMI maintain extensive office libraries to which staff and postgraduate students

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have free access. GMI also provides desk space for postgraduate students and a common room. Maritime history postgraduates also benefit from the GMI's close association with the National Maritime Museum, with behind-the-scenes tours of the museum's extensive library and archival holdings and ready access to the Caird Library, the largest library of its kind in the country. The National Maritime Museum, along with the National Archives and National Portrait Gallery, has been awarded a Collaborative Doctoral Partnership: GMI staff are currently working up PhD projects to propose for joint supervision between the Museum and University.

There is also strong institutional support for the seminar series, listed elsewhere in this submission, which provides a forum for postgraduates and staff to keep up to date with research both inside and outside the institution, and to meet and share ideas.

e. Collaboration and contribution to the discipline or research base

Both collectively and as individuals, Greenwich's historians make a full contribution to the broader, disciplinary research environment. In addition to undertaking the normal scholarly activities of editing, refereeing, reviewing and examining, Greenwich's historians have forged significant links with colleagues and partners in regional, national and international contexts. These links reflect, and are an important constituent of, our particular strengths in maritime, public and regional history and the history of childhood, though all members of staff make contributions to their sub-disciplinary specialisms. Greenwich historians make an active contribution to the development of their discipline, both through seminar series and conferences within the University, described above, and activities outside.

Greenwich historians are regular participants in seminars in London. These include the British Commission for Maritime History series, held at King's College, and various series at the Institute of Historical Research (IHR). Dr **Hanna** is a founding member of the convening panel of the IHR seminar series on 'War, society and culture', which started in September 2012, while Dr **Martin** is initiator and convenor for the 'Life cycles' series, and co-convenor of the Education in the Long Eighteenth Century series. She has also been an executive committee member of and conference organiser for the Social History Society (2004–10) and is secretary for the Society for the Study of Childhood in the Past and outreach member of the Society for the History of Childhood and Youth (both 2011–present). Dr **Wilcox** presented a paper on his current research to the IHR maritime history seminar series in October 2012, and also to the maritime history seminar series run by the University of Hull.

Historians from the University feature regularly at conferences within the UK and overseas. To give a few examples, Professor Bellamy gave the keynote lecture, entitled 'Out of sight, out of mind? The oceans and global power' at the Maritime Security and Defence Conference, in Hamburg in September 2012. Since 2010 he has also given papers at the Global War Studies conference (King's College, London, May 2012), Royal United Services Institute Future Maritime Operations Conference (RUSI, July 2011) and International Maritime Conference (Bahria University, Pakistan, March 2011). Drs **Wilcox** and **Ware**, among other representatives of the University of Greenwich, attended the Sixth International Congress of Maritime History in Ghent, in July 2012, with **Wilcox** presenting a paper on his current research. Several Greenwich historians also spoke at the National Maritime Museum's Navy and Nation 1688–Present conference in July 2013, among them, in an example of collaboration across HRAG's constituent schools, Dr **Hanna**.

Several successful academic events of varying sizes have been held at Greenwich since 2008. In

addition to those mentioned above, highlights include the 'Rethinking the history of childhood' conference in January 2012, 'Play from past to present: global perspectives', in April 2010, and a symposium in honour of Pat Thane in September 2010, all organised by Dr **Martin**; 'New perspectives on resources, war and government, 1750–1815,' organised by Dr **Wilcox** in April 2009, which attracted 80 participants from Britain and overseas; and the 'Memories of war' project hosted an academic conference in September 2010. The largest event held was the Fifth International Congress of Maritime History, in June 2008. Organised by Professor Sarah Palmer, with financial support from the British Academy, Economic History Society and the Royal Navy, this event attracted 350 participants from as far afield as Australia and the Philippines, and was universally judged an outstanding success. Dr **Rand**'s £10,000 grant from the British Academy, part of the International Partnership and Mobility Scheme, will fund imperial history symposia in Greenwich and Calcutta during 2013–4, while GMI will be hosting 'Naval and maritime power in two world wars' conference in April 2014 and the British Commission for Maritime History's annual new researchers' conference in 2015.

Greenwich historians sit on the editorial boards of various journals. Professor Bellamy is on the board of the *Journal of Slavic Military Studies* and *Civil Wars* and Dr **Martin** is on the board of *Childhood in the Past*, while Dr **Wilcox** served as reviews editor for the *Journal of Maritime Research* from 2008 to 2010, and is in the process of taking over the reviews editorship of the *International Journal of Maritime History*, rated INT1 by the European Science Foundation, which he takes on fully in January 2014. Professor Palmer sits on the editorial boards of the *International Journal of Maritime History*, *Mariner's Mirror*, *Great Circle*, *Northern Mariner* and *Journal for Maritime Research*, and is also a member of the British Commission for Maritime History.

Greenwich historians also contribute to the discipline through acting as external examiners and assessors. In particular, Professor Palmer has been external examiner for Warsash Maritime Academy since 2010, and Professor Bellamy is the external assessor for masters programmes at the Centre for International Studies and Diplomacy, in the School of Oriental and African Studies. He has also examined research degrees at the University of Buckingham. Dr **Martin** is external examiner for BA Childhood and Youth Studies at Manchester Metropolitan University; Dr Balshaw is external examiner for the BA History at Portsmouth University; and Dr **Rand** is the external examiner for the BA History at the University of Derby.

Historians based at Greenwich are embedded in many inter-institutional and international research groups. In 2006 Professor Knight became involved with a pan-European group of historians researching aspects of the relationship between the state, military spending and economic development, especially in the 18th century. At the time this group was known as the 'Spending of states' group, but it was subsequently renamed the 'Contractor state group', after the monograph published by Knight and **Wilcox** in 2010. Dr **Wilcox** has now joined this group, and both attended its first congress at the Universidad de Las Palmas de Gran Canaria in November 2011. In addition to contributing a chapter to the conference proceedings, their own monograph forms the subject of a forum on the state and economic development in the June 2013 edition of the *International Journal of Maritime History*. Further work in this area is planned. Dr **Hanna** is involved in organising a major international conference on Cinema and the First World War to be held at the University of Kent in spring 2014. Dr Dunster attends quarterly meetings of the Kent History Federation, contributing a written report on the University's activities. The Centre for the Study of Play and Recreation, run by Dr **Martin**, maintains a London Network for the History of Children, and has associate fellows from institutions in Britain, the United States, Denmark, Norway, Greece and Hong Kong. A network on children and the law was launched in January 2013.