

Institution:

Sheffield Hallam University

Unit of Assessment:

UOA28 - History

1. Unit context and structure, research and impact strategy**Context and structure**

History is firmly established as one of Sheffield Hallam University's (SHU's) strongest research areas. We specialise in modern and contemporary history from the late eighteenth century. Our vision is a global one, and we make distinctive contributions in six key thematic areas: transnational histories and imperial encounters; war, violence and society; labour, work and social movements; women, gender and sexuality; race and ethnicity; and business and finance. We are committed to producing outputs of the highest quality and to widening and deepening our engagement with audiences beyond the academy.

The Unit comprises ten professors, three readers and three senior lecturers (15.41FTE), who all combine research with teaching as members the History Subject Group within the Department of Humanities. All have Significant Responsibility for Research.

History research takes place under the umbrella of the Humanities Research Centre (HRC), which promotes ground-breaking international research, applied knowledge and creative practice in English, History and Stage & Screen. It provides an essential community of enquiry for humanities scholars and encourages interdisciplinary connections. It is our main source of support and finance and fosters connections to key partners in the Sheffield City Region, as well as nationally and internationally. The HRC is one of four constituent centres in the University's Culture and Creativity Research Institute (CCRI) through which History scholars connect to researchers and research facilities across disciplines.

Research strategy

Our research complements and supports the University's mission to 'transform lives' (see Institutional Environment Statement), and is designed to advance knowledge and offer fresh interpretive perspectives on modern and contemporary history. Our strategy aligns to that of the HRC, and to the University's commitment to applied knowledge.

Implementation of the strategy outlined in our REF2014 submission has resulted in the following achievements:

1. **An increase in the number of research active staff from 15.0 to 15.41** through new appointments at early career (Evans, Offiler) and more senior levels (Robertson, Hamilton), with both research leadership potential and grant capture considered in the selection process.
2. **Enhancement of the quality of our research outputs** through continuation of our annual study leave programme and allocation of up to £2,000 per annum for individual research expenses. This approach enabled us to complete a large number of high-quality outputs across the Unit, including ten monographs (all entered into REF2021), thirty-five peer-reviewed journal articles (twenty entered into REF2021), eleven (co-)edited collections (five of them entered into REF2021) and thirty-two book chapters (four entered into REF2021). Our decision to double-weight eight of the ten monographs reflects not only our confidence in their scholarly weight and world-leading quality, but also feedback taken on board from REF2014.
3. **A substantial increase in PhD numbers**, with successful completions jumping to fourteen from only three in REF2014. This has been achieved through significantly enhancing the

infrastructure supporting our postgraduate students, the provision of university-funded studentships, and recruitment from our new MA by Research in History. One student was funded through our partnership in the North East Consortium for Arts and Humanities (NECAH), which provided an interdisciplinary collaborative PhD studentship programme in cultural heritage. We are also currently supervising seven NECAH PhDs (one at SHU, six with second supervisors at SHU), and two PhDs through the AHRC Heritage Consortium (AH/L002442/1) (2015-20), both at SHU and both due to submit in early 2021.

4. **Significant advances in our formal international research collaborations**, linked to awards of visiting fellowships (three to Australia, three to the United States, one to South Africa and one to China) and participation in externally-funded projects.
5. **Raising our external grant capture to £103,929, from £71,140 in REF2014**. This has included a notable increase in income from UKRI Research Councils and via collaborations with partners overseas. Our strategy was based on regular workshops and talks from internal and external experts, the sharing of successful applications across Humanities, establishing a system for advising on draft applications, and providing teaching relief to individuals preparing applications. Although we would have liked to have achieved more in this area, we have managed to produce a large number of high-quality outputs and to sustain a vibrant research environment without relying on a huge amount of external funding.

Our informal and overlapping research groupings have advanced research agendas in six key thematic areas:

Transnational exchanges and imperial encounters

We have played a leading role in reshaping the field of transnational and imperial history through placing women at centre stage (Midgley, Stibbe, Twells). We have shown the new insights to be gained from situating nation-focused histories within wider global contexts – for example, through exploring how the global dynamics of development, repression and decolonisation informed South African apartheid (Evans). We have advanced the project of ‘deprovincialising Europe’ by demonstrating the deep interconnectedness and cross-currents of influence between European and extra-European histories (Aitken, Midgley, Stibbe, Thorl). We have excavated overlooked forms of cultural exchange between and beyond empires (Hamilton, Stibbe). We have also offered new perspectives on well-established areas of research – for example, showing how a focus on the British navy in the Caribbean informs the history of African enslavement (Hamilton); how a focus on Iran throws new light on US Cold War foreign policy (Offiler); how study of the shipping industry illuminates processes of twentieth-century globalisation (Petersson); and how understanding of popular political movements is enhanced by exploring the transnational networks within which they developed (Hamilton, Roberts, Taylor).

War, violence and society

We have thrown new light on the history of war and its impacts. Our work has illuminated the hitherto under-researched topics of siege warfare and colonial counter-insurgency in the nineteenth century (Collins, Thorl); offered new insights into the history of WW1 through the first examination of civilian internment as a global phenomenon (Stibbe); presented new insights into the shaping of wartime masculinities and sexual violence on the ‘home front’ in WW2 (Twells); and illuminated how the militarisation of the Bantustan state during the late apartheid years affected South Africa’s transition to democracy (Evans).

Labour, work and social movements

Our researchers have explored commemoration and memory in relation to the forging of working-class politics. Roberts has shown the importance of the cult of the radical hero to the Chartist movement, while Taylor has outlined how migrant memories of Britain were at the heart of the political platform of the early Labour party in Australia. We have also excavated the history of neglected sectors of the workforce, including the English farmworker (Verdon); white-collar workers in Britain after WW1 (Robertson); Africans who lived through apartheid-era mass relocation to Bantustans (Evans); and the workforce in international shipping (Petersson).

Women, gender and sexuality

Our research in this field has widened understandings of the impact of WW1 on women's work through study of two important but neglected groups: female office workers (Robertson) and rural women (Verdon). It has also deepened knowledge of women's activism after WW1 (Robertson, Stibbe); deployed under-used sources such as pocket diaries to access the interiority of 'ordinary' women and develop insights into sex and romance as aspects of wartime masculinities (Twells); traced and challenged the marginalisation of women in heritage discourse and community history projects (Twells); and delineated the emergence of 'cosmopolitan feminisms' while highlighting South Asian feminist agency (Midgley).

Race and ethnicity

We have undertaken painstaking research uncovering how the historical presence of sub-Saharan Africans in Germany challenges representations of Europeaness and Blackness as mutually exclusive categories (Aitken), and have also sketched out a decolonising agenda in relation to regional and public history in Britain (Twells). We have uncovered the histories of black naval officers and explored questions of race and liberty in the eighteenth-century British navy (Hamilton). We have produced a detailed study, drawing on oral histories, of the experiences of Africans subjected to apartheid-era relocation (Evans); highlighted the new ways of thinking about citizenship, nationality and 'race' associated with civilian internment during WW1 (Stibbe); explored the role of cultural memory in Australian emigrant and diasporic families and communities (Taylor); and offered a new perspective on the location of 'home' in relation to the politics of race and ethnicity between metropole and colony (Midgley).

Business and finance

Our research in this area has provided the first in-depth study of the collaboration between business and the British state in arming the western front during WW1 (Lewis); shown how international shipping became a twentieth-century engine of globalisation (Petersson); applied to economic history the disaster management cycle framework to reveal how financial and economic disasters unfold through the same stages as natural and industrial disasters (Singleton); and illuminated the political economy of the financial sector in mid twentieth-century Britain through analysing plans by the Labour left to nationalise high street banks (Singleton).

Research strategy for the next REF cycle

Midgley retired at the end of 2020 and was replaced by Stibbe as UoA coordinator from 1 January 2021. Stibbe has worked continuously with Midgley in the research leadership team since 2007 and deputised for her during a period of research leave in 2015-16.

For the next cycle, we have set the following strategic goals:

1. **To increase grant capture.** Mechanisms will include asking all colleagues to develop clear, long-term research plans that identify funding streams as well as outputs; participation in peer review and mentoring schemes at the UoA and wider levels; and using quality-related (QR) income and academic work planning to direct resource to support the development of major grants.
2. **To maintain and enhance support for high quality output production.** This will be achieved through the proven system of regular study leave and university funding of seed corn research expenses. Support will be particularly targeted at early career researchers (ECRs) appointed to replace colleagues leaving or retiring, including additional teaching relief during their first year of appointment and a rigorous mentoring system. As we enter the next REF cycle, we have five monographs and one edited collection of essays in an advanced state of preparation and a further two monographs, four edited collections and one journal special issue under contract.

3. **To build on and develop our world-leading research excellence** in histories of transnational exchanges and imperial encounters, and to consolidate our strengths in our other overlapping key thematic areas.
4. **To boost interdisciplinary collaborations**, for instance through intellectual engagement with other research groups within the recently formed Culture and Creativity Research Institute. This will include formulating major grant applications, for example in the developing field of creative history (Twells) and the study of race and inequality (Aitken, Evans, Hamilton, Petersson).
5. **To nurture and expand existing external collaborations**, including our strong link with La Trobe University, Australia, to maximise opportunities for the capture of large-scale research grant awards at international level.

Impact strategy

Implementing the strategy we outlined in our REF2014 submission enabled us to identify areas where public engagement work had strong potential to be translated into measurable impact. This involved a number of processes:

1. **Cultivation of partnerships** with creative arts institutions, NGOs and cultural heritage projects. At a national level, these include Verdon's work for major TV series for BBC1, BBC2 and Channel 4, and Hamilton's collaboration with the National Maritime Museum and the National Trust for Scotland's *Facing our Past* initiative. In Sheffield we have developed closer relationships with a range of local partners (including Weston Park Museum, Kelham Island Industrial Museum, Graves Art Gallery and the Millennium Gallery) and have engaged with local heritage policy development through Twells' membership of Sheffield City Council's Joined-up Heritage Group. Further afield, Stibbe has worked closely on exhibitions and study days with the Internment Research Centre at Hawick, the Centre for WW1 Internment at Knockaloe, Isle of Man, and the Zitadelle Museum in Spandau, Berlin. Aitken has collaborated with local branches of the Goethe Institute in Yaounde, Cameroon and Freiburg, Germany, the Treptow and Schöneberg-Tempelhof Museums in Berlin, and two NGOs: The Initiative of Black People in Germany and Postkolonial Berlin.
2. **Integration of research and impact planning.** We achieved this through regular audits of engagement activities, staff annual performance review, HRC awaydays, and participation in workshops - at which internal and external experts on impact and practitioners of public engagement spoke. As a result, the majority of staff are actively embedding impact pathways in their research activities and disseminating their findings to wider publics through events and collaborations in line with Sheffield Hallam's 'research mission to become the world's leading applied university' (see Institutional Environment Statement).
3. **Close liaison with SHU impact officers.** This allowed us to draw on their expertise in the following areas: data collection and preservation, measuring reach and significance, offering constructive criticism on ICS drafts, and running impact workshops. It also enabled us to respond to feedback from REF2014 in respect to clarifying unit and institutional support for individuals.
4. **Allowing mutually-reinforcing impact work to grow organically across the Unit.** For each potential ICS up to £3000 could be applied for per year, while all Unit members could bid for internal financial support for public engagement activities connected with their research projects. The two ICSs eventually selected for inclusion (Aitken on 'Germany's Black Diaspora Community, 1884-1945'; Midgley on 'Feminism, Anti-Slavery and Dissent') are exemplars of our strategy for identifying and implementing different pathways for impact on individuals, under-represented communities, heritage projects and museums, while providing rigorous measures of reach and significance. They also grew out of our collective world-leading research in histories of race, transnational exchanges and imperial encounters.

5. **Appointment of an Impact Fellow in History**, Gertie Whitfield, using monies (£6000) from the University's Strategic Research Funding Initiative. With Stibbe, she developed an education pack on WW1 internment for Y5 and 6 primary school children, which was first trialled at a local school with 25 pupils (March 2016).
6. **Allocation of substantial QR funds (£17,200)** to assist the development of impact across the Unit. This was in response to the sub-panel's feedback from REF2014, namely that 'impact, to be properly achieved, requires investment'. For instance, QR funds enabled further school visits by Stibbe and Whitfield (five schools; 264 pupils) and the enhancement of teaching materials. In 2016-17 Twells received £3000 to produce a teaching resource with Whitfield for secondary schools based on WW2 diaries, and in 2018-19 Stibbe and Twells received a further £4,800 to develop a web platform with Whitfield for open access teaching resources. This is steadily being scaled up (<https://whitworks.co.uk/free-resources.html>). Further QR funding supported a travelling exhibition on Germany's black diaspora community at venues around Britain and Germany and to Cameroon, accompanied by Aitken. This contributed to his ICS.

Impact strategy for the next REF cycle

For the next cycle, our strategy will be:

1. **To continue to embed impact from the outset** in research projects, in mentoring and the Annual Research Away Day, in the application process for periods of research leave, in the annual Performance and Development Review process, in inter-disciplinary and international collaborations, and in support given to ECRs in their first year in post.
2. **To push forward with our organic approach to impact work**, meaning that we will support a total of three continuing projects (Robertson, Stibbe, Verdon – see further details in section 4) while keeping substantial funding in reserve to foster new and emerging activities. The entire strategy will be monitored through regular peer review and audits of the public engagement and impact work/potential of all members of the Unit.
3. **To build on our now considerable collective expertise** in writing teaching packs, creating online resources, conducting school-based activities, mounting public exhibitions, engaging with social media and collaborating with heritage projects. Above all, we will continue to see impact, like outputs, as a whole group enterprise.

Interdisciplinary research

Staff exchange/Secondments within SHU

The location of History researchers in the HRC fosters awareness of commonalities of research interest between historians and their Humanities colleagues. This led to an interdisciplinary conference 'Reassessing the Penguin Specials' at the University, convened by Taylor with Professor Chris Hopkins, Head of the HRC, and the SHU Middle-Brow Readers and Readership Group (June 2017), and including papers by Taylor and Verdon. The Penguin Specials were a series of books dealing with topical issues published between the 1930s and 1980s and are an important source for social historians.

Interdisciplinary engagements extending beyond Humanities are also actively encouraged. We were partners in the 'Human Rights Futures' conference in the Helena Kennedy Centre for International Justice in December 2018. Taylor's election to a Sheffield Institute for Policy Studies (SIPS) Fellowship at the University in 2017 has enabled him to contribute a valuable historical perspective to its initiatives in influencing policy-making at national and local level. Since 2020 he has been on a SIPS working group considering the theme of 'injustice', again offering historical perspectives drawn from his own research on social activism and protest movements.

Pump priming research through internal schemes

With Hamilton as PI, Petersson, Aitken, Evans and Thorald founded the Race and Inequalities research cluster, supported by funding from the University's Creating Knowledge Implementation Plan (CKIP). The cluster draws together colleagues from across the University (including Law, Criminology, Social Policy, Arts and Media) to explore historical and contemporary forms of racism and inequality, and actively to promote diversity and equality of opportunity in the academy. The group has been advised by Professor Hakim Adi (Chichester) and by the Stuart Hall Foundation.

Twells, together with colleagues from Sociology and Psychology, received a CKIP Challenge Fund Award (£17,500) in December 2018 for collaborative work on a project 'Learning about Sex, Relationships and Power: A Cross Disciplinary Approach', which feeds directly into our 'women, gender and sexuality' research area. The group has so far produced three educational resources, one of which draws on Twells' research on a young woman's diary from WW2.

Open research

The Unit complies with University policy and strategy (see Institutional Environment Statement), including depositing of work with Elements (the University's publications management system) and SHURA (its institutional repository). Gold open access was supported from the University's QR funding for two history outputs submitted: one journal article (Midgley, output 2206) and one edited volume (Petersson, output 3739). In addition, we have developed open access teaching resources as part of our public engagement work (see point 6 of our impact strategy above). Finally, Stibbe published a peer-reviewed, research-based article in the open-access international journal *Studies in National Movements* (Vol. 5, 2020); and contributed two 8,000-word handbook essays and two shorter pieces to the open-access, peer-reviewed academic website: *1914-1918-online*, housed at the Free University, Berlin, and Aitken's 2015 article in *German History* (output 3556), was included in a 'Race in Modern Germany' virtual open access issue of the same journal in October 2020.

Research integrity

Members of the Unit receive regular ethics training and updates at the annual HRC Away Day, including from the Head of the University Ethics Committee, as well as at departmental meetings during each year. We have all completed training on how to submit ethics reviews to the University's online review system and have access to continuing 1:1 support from specialist staff. This has proved especially important in relation to our work on histories of sexuality in the public sphere and education. In addition, our PGR students have to complete basic and, if their project involves human participants, advanced ethics training through the Epigeum online system. This is again supplemented by 1:1 support where needed. Approval of a student's programme of research six months after registration is dependent on completing the appropriate level of Epigeum training, and ethical approval for the project is checked at confirmation of PhD stage.

2. People**Staffing strategy and staff development***Staff profile*

During the cycle, three staff members left, and one moved to a 0.41 fractional contract. We recruited four members of staff, two at lecturer level (Evans, Offiler) and two at more senior level (Hamilton, Robertson). Factoring in internal promotions, by the end of the cycle our profile looked like this (with the 2014 position in brackets):

	Female	Male	Total
Professors	3 (1)	6.41 (5)	9.41 (6)
Readers	1 (1)	2 (0)	3 (1)
Principal Lecturers	0 (1)	0 (1)	0 (2)
Senior Lecturers	2 (3)	1 (3)	3 (6)
Total	6 (6)	9.41 (9)	15.41 (15)

Staff development

The Unit organises specific disciplinary support, and aligns to the HRC, which has an over-arching strategy for, and a programme of, staff development. This includes a year-long mentoring programme for ECRs involving senior researchers from across the disciplines, with further support offered thereafter. There are also university-wide mentoring schemes which unit staff have taken part in both as mentors and as mentees. The Head of HRC, Head of Department and UoA coordinator ensure that researcher development plays a central part in the annual Performance and Development Review with line-managers, in which all staff in the University participate. The Unit's approach to researcher development aligns to the University implementation of, and support for, the Concordat to Support the Career Development of Researchers (see Institutional Environment Statement).

Staffing and recruitment policy

In appointments since 2014, we have prioritised transnational encounters (Hamilton, Offiler); race (Evans); and labour history (Robertson). We recruit all academic staff on permanent teaching and research contracts and support all such staff to develop high-quality research sustained across the whole of their careers. The Unit has taken full advantage of progression opportunities within the University and has the highest proportion of professors and readers of any unit at SHU (see the *staff profile* sub-section above). All staff are fully integrated into the Unit's research culture and have opportunities to progress (see the *staff development* and *research support* sub-sections). The Unit and the University have enabled flexible working and support for staff wishing to reduce their fractions. The demographic of the Unit makes retirements after the current REF period likely: we aim to replace departing staff with scholars working in the broad field of transnational exchanges and imperial encounters to ensure that we remain world leaders in this area. We will continue to provide a vibrant environment for ECRs to establish themselves and for mid-career researchers to progress to senior research roles.

Research support

All staff in the Unit have equal entitlement to apply for research funding (including for impact) which amounts to just under £52,000 per annum, these funds being allocated to the Unit from QR income. All staff in the Unit have been awarded research leaves lasting for a full semester during the current REF period, with twenty-one having been taken since January 2014. The sequence of research leaves is determined by an application process which considers the needs of individual researchers and the Unit as a whole.

Impact support

In 2013 all staff in the Unit were encouraged to identify potential impact projects arising from their research, with six, then three, being developed over the next five years. Two of them were submitted as ICSs to this exercise. We allocated targeted impact funding of £17,200 for impact and enabled ICS leaders to apply for additional funds. All the provisional ICS leaders were readers or professors, and the initial work was done in their research time allocations, but after 2018 an additional sixty hours per year were allocated to the leaders of the three continuing case studies. In 2018 the Unit worked with other Humanities ICS authors to peer-review all draft case studies and to share approaches. The University's professorial and readership criteria were updated in 2014 to include the leadership and achievement of impact. This contributed to successful progression for several unit members in the period (Aitken, Roberts, Robertson and Twells to readerships; Aitken, Hamilton, Twells and Verdon to chairs).

Research students

We have seen a very significant growth in our postgraduate community, with a more than four-fold increase in successful completions since REF2014. History research students are located in the CCRI, which provides an administrative infrastructure and enables them to be part of a wider community, with links to those researching in cognate areas. Alongside the fourteen successful completions, there are currently ten students at various stages of work on their PhDs. Thesis topics are spread across all six areas of research focus within the Unit.

Recruitment

We recruit students with the independence of mind and drive to complete a study making an original contribution to knowledge in a timely fashion, and who bring with them a feasible project in one of our areas of strength and expertise. Our system of learning contracts and disabilities advice enables reasonable adjustments so that students are supported in producing and defending PhD-quality work. Suggested research areas listed in PhD advertisements are phrased in a way to include topics aligned to the agenda of decolonising the curriculum, and members of staff publicise our PhD offer, including grants, through networks that reach students of BAME backgrounds.

Over this REF cycle we offered two types of scholarships: three-year VC's scholarships without a teaching element attached, and three-and-a-half year Graduate Teaching Assistant (GTA) scholarships. Holders of the latter are required to contribute to teaching from the second year. They are prepared for their task through a 'PhD students who teach' course in their first year. This also qualifies them for the HEA Associate Fellowship.

All PhD students, whether GTAs, VC's scholars, self-funded or funded by other bodies, are given the opportunity to develop their teaching skills.

Studentships from major funding bodies

SHU was part of the AHRC Heritage Consortium and the North of England Consortium for the Arts and Humanities (NECAH), and three students based at SHU received studentships through these schemes. In addition, six students funded through NECAH have a second supervisor at SHU.

Monitoring and support mechanisms*Monitoring*

Students pass through formal stages of assessment after the first six months (Approval of Research Programme) and twelve months (Confirmation of PhD). Outside these stages, monitoring is achieved through various formal and informal mechanisms. Supervisors and students have regular supervision meetings and alert the Postgraduate Research Tutor (PGRT) should any problems arise. The PGRT regularly sees PhD students and makes use of these occasions to monitor engagement and mood. Annually, all supervisors are surveyed electronically about their students' progress. PG students' general opinion is tested through the PRES (and a localised version of it in years PRES does not run). Recently, a survey on PG student mental health and the issues affecting it has been conducted and proposals on how to address the issues highlighted are currently being drawn up.

Support

Existing support mechanisms include the role of the PGRT; mechanisms to raise issues such as harassment, discrimination, hate crime and violence with a university-wide Report and Support team outside the Graduate School; disability services and learning contracts; and forums for peer support that have emerged from and are sustained by a PGR student community that is now much more vibrant than in the past.

Covid-19

In response to the Covid-19 pandemic, CCRI intensified monitoring, and PGRTs and administrators met more frequently to review student engagement and progress. Students are offered weekly drop-ins and regular catch-up events with their PGRTs. Based on the outcome of an initial review of the

risks posed by Covid-19 to the timely completion of PGR projects, the University introduced additional support measures, including a fee-free three-month extension offered to all PGR students; a three-month extension to all studentships, irrespective of the source of funding; and a further extension of studentships for up to three months available on application.

Postgraduate research training

Humanities PG students go through a formal programme of six fortnightly two-hour Research Methods workshops over their first semester. The workshops end with project presentations attended by supervisors and PhD students in their second and third years.

Throughout the teaching year there is a programme of fortnightly events addressing key skills such as presenting and writing conference papers, stages in the PhD lifecycle, and topics suggested by the students themselves. Occasionally, larger, full-day events are held on issues such as careers and personal development.

Humanities research students meet monthly in a Postgraduate Research Group where they present research and discuss readings, as well as matters of common concern. This group, launched by Professor Robbie Aitken, is now firmly established and has continued long after the foundational cohort of students completed their studies. It has its own web presence: <https://postgradgroupshu.wordpress.com/>

PhD students are integral to the research activities of the Unit and the HRC. PGR students have taken an active role in the staff research seminars in recent years, not just attending sessions and participating in discussions, but also presenting their own research papers and proposing themes and speakers. Stibbe's and Aitken's involvement in the informal group 'German History in the North', which runs occasional day workshops at northern universities, has allowed three of our PGR students to present their findings to peers and academics over the cycle.

Finally, since 2018, PGR students have organised their own full-day, multi-panel PG research conference at SHU. These conferences, supported with funding from the Graduate School and the HRC, have been extremely successful in terms of developing and showcasing the organisational skills and academic achievements of our PGR students. It is a sign of a vibrant and sustainable PGR community that the responsibility for organising these conferences is both shared and passed on from cohort to cohort.

Postgraduate achievements

Among our 2014-20 doctoral students, Dr Alan Malpass has published his thesis as a monograph with Palgrave and has secured a full-time permanent lectureship in Military History at Bishop Grosseteste University, Dr Robert May has published a peer-reviewed article in the *Journal of Imperial and Commonwealth History*, and Dr Joseph Stanley won the [Yorkshire History Prize](#) for his article 'Infatuated men! Confrontation and combination in the Yorkshire coalfield, 1786-1801'. Dr Chris Corker has a full-time lectureship in International Business Strategy at the University of York and won the 2017 Coleman Prize from the Association of Business Historians for excellence in new business history research. Dr Adam Gilbert is HE Quality Assurance Lead at Doncaster College and University Centre, Dr Alan Manry is an associate professor in history at Rochester University, USA, and Dr Tessa Dunlop is a broadcaster and author of several history books. Among current PhD students, Victoria Taylor has conducted a podcast with Dan Snow on the 80th anniversary of the Battle of Britain, won the 2020 [Royal Air Force Museum Doctoral Bursary](#), and is writing a chapter for a CUP volume on 'Churchill and bombing'; and Alex Wilson runs a [new vimeo channel](#) showcasing films and videos linked to his research.

Equality, diversity and inclusion

The Department of Humanities and the HRC deploy University policies and processes, such as the Hallam Deal, Race Charter, and mandatory leadership and management training, to promote Equality, Diversity and Inclusion (ED&I) in everything we do, including the recruitment of staff and

PGRs and allocation of research funding and sabbaticals. For example, all staff complete mandatory Unconscious Bias training, and recruiting managers complete a second recruitment-focussed Unconscious Bias training module, to ensure that we are actively aware of barriers to ED&I.

The Department has a dedicated Equality Lead, who is a senior colleague responsible for Department and HRC-wide initiatives, in order to widen participation and support inclusion for students and staff. Research students and Unit staff are encouraged to get involved in a number of initiatives including decolonising curriculum work, a new anti-racism reading group, as well as advising on ways of advertising and opening up opportunities for research students from non-traditional backgrounds.

The HRC research leave scheme allows for postponing research leave due to long-term illness. Research students have access to University-wide processes for suspension of studies for long-term illness; students in the Unit with reported disabilities or additional learning needs can apply to have a 'learning contract' established, which takes into account reasonable adjustments and is agreed with supervisory teams and the Head of Department to enable flexibility including deadline extensions. Research in disability studies in the HRC has been shared to help to incorporate disability awareness into our practice as research leaders, managers and PGR supervisors in the HRC and Humanities Department.

We recognise our responsibility to staff and research students who are carers or returning from parental leave, and effectively deploy University policies covering flexible working and parental leave. Flexible working has been enabled for a number of research staff in the Unit to ensure that they can maintain a balance between caring responsibilities and research and teaching. The Department-wide research leave scheme allows for postponing research leave due to parental leave, including in the case of one member of the Unit during the 2014-20 cycle. Arrangements are also in place for an enhanced process for research leave application for eligible applicants returning from periods of parental leave to ensure equality of access to support.

Through HRC funding, Unit staff with caring responsibilities are supported to attend conferences and to engage in other research-related travel; for example research staff with young children or lone parents have been enabled to travel to conferences with their child via the usual University booking processes, with guidance from Health and Safety.

The greater gender diversity among the most senior members of the Unit (three women professors, compared to just one in 2014) has been partly aided through university mentoring schemes such as ASPIRE. The latter was originally designed to support increased progression by female staff to readerships and chairs, and is now extended to all staff and different kinds of career progression. Verdon was appointed to a personal chair in 2018 after participating in this scheme in 2016-17.

Sheffield Hallam is a Stonewall Diversity Champion and runs an initiative called LGBT+ Allies which invites any member of staff to become a visible advocate. Several members of the HRC and Department are active members of the Allies network, helping to create a working environment where LGBT+ members of the Department feel welcome and included. Recent doctoral completions and research projects by members of the Unit and Humanities colleagues tackle questions of gender and sexuality in the public sphere and education, including Higher Education.

3. Income, infrastructure and facilities

Research funding

During the cycle the Unit had three major successes with grant bids:

Hamilton: PI, AHRC Research Network Grant, 'An empire of islands: concepts, contexts and collections', in partnership with Dr John McAleer (Southampton) and the National Maritime Museum. Award: AH/N003225/1, £44,282 (fec). 2016-17, with £20,192 coming to SHU. Hamilton led the

project and convened two of the three international workshops. The project produced an online exhibition ('[Islands and Empires](#)') and a companion volume in the *Oxford History of the British Empire* series (forthcoming June 2021).

Midgley: Australian Research Council Research Project Award: Partner Investigator in collaborative project 'Beyond Empire: transnational religious networks and liberal cosmopolitanisms 1860-1950', led by Dr Jane Haggis at Flinders University. Three-year project January 2017-December 2019. Project ID: DP170104310 total award: AUD 333,500, of which AUD 34,665 (£19,895) came to SHU. Midgley participated in a series of conference panels and co-organised a symposium on 'Cosmopolitics: past and present', which led to her journal article in *Itinerario* (output 2206) and to a forthcoming journal special issue.

Robertson PI, AHRC Leadership Fellowship (£114,855 fec, of which £47,738 came to SHU), 'The Clerical Profession and the Administrative Revolution: The Rise of the Modern Workplace in Britain 1919-1979'. Partner institutions: The Working-Class Movement Library, Salford and the Bishopsgate Institute, London), 2015-17. This led to the publication 'Women at Work: Activism, Feminism and the Rise of the Female Office Worker' in Laybourn and Shepherd (eds.), *Labour: The British Labour Movement and Working People's Lives* (Manchester University Press, 2017) and a set of public engagement activities and impacts (see section 4 below).

On top of this, the University allocated £1,831,340 of QR income to the Unit in the period 2014-20, including £363,923 to fund non-pay research support such as travel, conference and archive attendance, and permissions.

Members of the Unit also received external funding totalling £12,460 + US\$8,099 + AUS\$9,970 that was not reported in HESA returns. The vast majority of this was for the personal visiting fellowships abroad listed in section 1 above (point 4 of our research strategy). The principal outcome of all visiting fellowships was high quality research outputs. The fellowships also fed into our strategy for broadening and deepening international collaborations by allowing participation in cross-border scholarly networks and research bids.

Infrastructure and facilities

Administrative support is provided by the University's Research and Innovation Service (RIS) which operates a hub and spoke model of service delivery via a centrally-based unit (29FTE). RIS assists with grant applications to Research Councils and other funders, as well as hosting a monthly forum for UoA Coordinators and Impact Leads across the University. It also provides an overarching researcher training programme and manages the University's Doctoral School. In addition, the CCRI team (9FTE) offers dedicated support for events organisation, project administration, Postgraduate Research (student, supervisor and management support), Health and Safety, research surgeries, and communications and online presence. An Innovations Manager works across the CCRI.

The Library provides quality academic resources in electronic and hardcopy format, with excellent IT facilities. Staff members have access to an unlimited Document Supply Service. Databases include British Periodicals, Periodical Archives Online, AM Explorer, Mass Observation Online, Historical Abstracts with Full Text, ProQuest One Literature, Historical Texts and UK Parliamentary Papers. The Library Research Support team has a member with liaison responsibilities for the CCRI. The team is also responsible for providing detailed guidance through its website, training sessions and 1:1 support. Open Access is facilitated through information provision and training, including for use of Elements and SHURA.

4. Collaboration and contribution to the research base, economy and society

Collaboration and contribution to the research base

In line with the University's Creating Knowledge Implementation Plan, we have initiated, fostered

and participated in a range of collaborative research projects and intellectual exchanges at local, national and international levels. These have been developed through visiting fellowships (eight in total), the formation of research networks and the co-organisation of international workshops, symposia and conferences, leading to the publication of co-written and co-edited books and journal special issues.

We have drawn on a set of collaborations to advance the research base in the following areas:

Transnational exchanges and imperial encounters

This is exemplified by Midgley's award of a Visiting International Fellowship at Flinders University in 2014, which resulted in a co-authored book *Cosmopolitan Lives on the Cusp of Empire* (Palgrave, 2016) and a successful application by Jane Haggis (Flinders) to the Australian Research Council for a Discovery Project Grant, leading to a larger collaborative research project with Midgley as Partner Investigator working alongside Haggis, Margaret Allen (Adelaide) and Fiona Paisley (Griffith). An interdisciplinary project symposium on Cosmpolitics: Past and Present, involving leading historians and sociologists from Britain, Australia, the USA and India, was hosted by Midgley at SHU in December 2017, and project participants organised a series of panels at conferences in China, Vancouver and Sydney. Outcomes include Midgley's article 'Cosmotopia delineated' in *Itinerario* (output 2206) plus a special issue of the *Journal of Colonialism and Colonial History*, forthcoming in 2021, to which Twells is also contributing.

Women, gender and sexuality

Stibbe's collaboration with Ingrid Sharp (Leeds), as joint leaders of an international network exploring women's movements and activists during and after WW1, forms a core part of our contribution to the research base on 'women, gender and sexuality'. Its outcomes in the period 2014-20 include a special issue of *Women's History Review* (2017) and an edited volume of essays with Bloomsbury (2018). Development of a further co-edited volume on socialist women and war, 1914-23 (forthcoming with Bloomsbury) was enhanced by the involvement of Kathleen Canning (Rice University, Texas), Visiting Professor in the Department of Humanities in June 2019, at an international workshop hosted by Stibbe at SHU. In 2018 Stibbe (with Sharp) contributed an article in German to the journal of the Kassel-based Archive of the German Women's Movement, marking the centenary of the November 1918 revolution.

Labour, work and social movements

Robertson's collaboration with the Bishopgate Institute, London and the Working-Class Movement Library, Salford, which was supported by the AHRC, deepened our understanding of the role of women in the workplace in twentieth-century Britain. Through her publications, she enhanced the knowledge base and through exhibitions and online programming had important impacts beyond the academy, as the next section on public engagement and impact explains.

Business and finance

Petersson's co-organisation with Nicholas White (Liverpool John Moores) of a workshop in 2016 led to the formation of an international research network advancing the 'business and finance' strand of our research. The network explored the labour and business history of international shipping and involved scholars from Britain, Denmark, Greece and Norway. It produced conference panels at the European Business History Association's 2017 and 2018 congresses, the hosting of the Association's annual congress at SHU in July 2019, and two edited collections, one with Campus Verlag (2014) and the other with Palgrave (2019).

Public engagement and impact

Our public engagement and impact-related activities are informed by the University's mission to 'transform lives' (see Institutional Environment Statement) and by the ambition to apply the knowledge produced by our world-leading research to generate wider economic, social and cultural betterment. We have selected three key projects to describe in detail. They were undertaken alongside a wide range of public engagement activities by the Unit's members and are additional to those which form the focus of our two impact case studies.

World War 1 and its legacies

Colleagues drew on their diverse research into political, military, economic, social and cultural aspects of WW1, collaborating with staff across the Humanities to organise a series of ten public lectures on 'the First World War and its Legacies'. We also engaged with a broader range of the local public through a lecture series on WWI at the Weston Park Museum over 2014-15 (six lunchtime sessions, average attendance of fifty), and in April 2015 a day conference on 'Commemorating WW1 in South Yorkshire', organised by Twells at Kelham Island Industrial Museum. The latter event showcased research undertaken by SHU undergraduates, postgraduates and academics and by local public and community historians. Stibbe wrote an online piece for *The Conversation* on German commemorations of the WW1 centenary (3,198 readers by 31 December 2020), and a piece in German for the museum guide accompanying the main WW1 centenary exhibition in Austria (*Jubel und Elend: Leben mit dem Großen Krieg, 1914-1918*, Schloss Schallaburg, 2014). Finally, we hosted two of our own WW1 study days at SHU. The first, in June 2016, was organised by Stibbe and sponsored by the Gateways to the First World War public engagement centre. The second, multi-disciplinary, event in January 2017, was organised by Robertson on the theme of 'Women's work: women's employment during the First World War and Interwar Years' and was co-funded by the AHRC and SHU History QR funds.

Central to our impact in this area were Stibbe's activities underpinned by his research into civilian internment in WW1 as a global issue, which 'wrested the internment phenomenon from oblivion' (Director, Zitadelle Museum, Spandau). Aside from his engagement with schools (see impact strategy in section 1 above), Stibbe advised, and helped bring to fruition, pioneering cross-border youth projects in Wakefield and Berlin; and made invited contributions to a permanent exhibition (3,500 visitors to the Isle of Man); two temporary exhibitions (13,000 visitors to Spandau) and a travelling exhibition (over 20,000 visitors worldwide, including at venues in Salt Lake City, Utah; Oldcastle, Republic of Ireland; Newcastle, UK; Saskatoon, Canada; Pietermaritzburg, South Africa; and Barbados, Caribbean). He also delivered public lectures on internment at Douglas, Isle of Man (September 2014); Hawick (on three occasions 2015-20); Regensburg, Bavaria (January 2018); Canterbury, Kent (March 2018); and Knockaloe, Isle of Man (March 2019), reaching a total of over 300 people. He sits on the international advisory board of the Internment Research Centre at Hawick. He was interviewed by the German SWR2 radio station for a programme broadcast on 22 November 2019 with 35,000 listeners. He recorded a podcast on his new monograph for the Western Front Association (1,310 hits by 31 December 2020); and wrote a blog on internment, isolation and mental health for the National Library of Medicine, Bethesda, Maryland (2,683 views by 31 December 2020).

The rise of the modern workplace in Britain, 1919-1979

Robertson's AHRC Leadership Fellowship on 'The Clerical Profession and the Administrative Revolution: The Rise of the Modern Workplace in Britain 1919-1979' involved working closely with two non-academic partner institutions, the Working-Class Movement Library, Salford and the Bishopsgate Institute, London, over 2015-17. It produced a free, eleven-panel public exhibition entitled 'Office Life in Twentieth Century London' at the Bishopsgate Institute, which was then digitised for the Institute's website (1,000 hits per month). It attracted an international audience, being viewed in the UK, Italy, Australia, the US, Spain, Ireland, Belgium, Germany, France and Hong Kong. The exhibition was accompanied by public lectures and a community learning workshop on 'Office Girls and City Gents' (January 2017), which enabled the public to handle and work with historical materials in creative ways, and had an online legacy in the form of a [Pinterest page](#). Robertson also collaborated with the Working-Class Movement Library, interpreting and utilising their internationally renowned collections on clerical trade unions for a public lecture as part of their 'Invisible Histories' series in October 2016. This connected present-day/former office workers with the historical campaigns of their forbears and raised awareness of trade union activism among non-manual workers. Robertson also contributed to the WCML's 'Object of the Month' (March 2016) series (average 300-450 hits per month) and wrote an article on her research for the WCML's magazine, *Shelf Life* (Autumn 2017), (digitised on the WCML's website, plus hard copy circulation of 2,000 per quarter).

English rural history

Verdon's investigations of rural working-class lives, agricultural labour and trade unionism led to her participation as expert discussant in eight episodes of several major TV series which gained a mass viewing audience. The programmes highlighted collective and individual family histories as well as the significance of local stories within a national framework. They included single episodes of BBC2's *Great British Railway Journeys* (January 2015, 1.68 million viewers) and *Cake Bakers and Trouble Makers* (July 2015, 1.44 million viewers); two episodes of Channel 4's *The Restoration Man* (February 2014 and January 2016, 2 million and 1.9 million viewers); and an episode of BBC1's *Who Do You Think You Are?* (August 2018, 3.9 million viewers). Closer to home, Verdon worked with impact fellow Gertie Whitfield to deliver sessions on 'Food and Farming in the First World War' to two local primary schools (fifty children reached).

Contributions to the discipline and indicators of esteem

In line with the outward-looking, world-shaping research strategy of SHU as a whole, and the Unit's desire to foster the vitality and sustainability of the discipline at national and international level, we have – in addition to our excellent publications and public engagement activities – contributed our time and professional expertise in a number of ways. Across the Unit we secured eight overseas fellowships; were invited to give ten conference keynotes and four seminar papers at overseas HEIs; acted as editors-in-chief, associate editors or editorial board members of nine international journals; held executive positions in seven learned societies; peer-reviewed book manuscripts for eleven leading academic publishers and submissions to fifty-seven international journals; externally examined twenty-two PhDs, fifteen at UK HEIs and seven at overseas institutions; and peer-reviewed bids to four UK-based research councils and five overseas ones.

We are particularly proud of the international fellowships awarded to eight members of the Unit, all at different stages of their careers, and representing a good cross-section of the different strands of our research. The contributions we made to the discipline by way of reviewing book manuscripts and journal article submissions, and external examining of PhDs in the UK and abroad, were again undertaken by members of the Unit at every career level and in all targeted areas of our research. Perhaps not surprisingly, invited keynotes, lectures and seminars, and positions in learned societies, were more heavily weighted towards senior staff. However, experience gained is regularly transmitted to ECRs and mid-career colleagues through formal and informal mentoring processes.