

Institution: University of Nottingham
Unit of Assessment: UoA 27 English Language and Literature
<p>1. Unit context and structure, research and impact strategy</p> <p><u>1.1 Overview</u></p> <p>UoA27 comprises 51 (49.7 FTE) academic staff (compared with 45 staff in REF 2014) based in English, one of three Schools in the Arts Faculty. We have well-established research areas in: text-editing and literary history (from the Anglo-Saxons and Vikings to the Contemporary); English language and linguistics; regional literatures and cultures; drama and performance; and creative writing. Our interdisciplinary research spans areas including Viking studies, onomastics, applied linguistics, health humanities, literature-history intersections and the digital humanities. The impact of our research is achieved through: public engagement using broadcast, print and digital media; public collaborative participation in research and KE; consultancies and collaborative partnerships across the heritage and culture industries, the public sector, and with national and international policy-makers. Our interdisciplinary centres – the Centre for Regional Literature and Culture (CRLC), the Centre for Research in Applied Linguistics (CRAL), the Centre for the Study of the Viking Age (CSVA), and the Institute for Name-Studies (INS) – embed research, impact, PE and grant capture at the core of our activities. We are major contributors to the Faculty’s cross-disciplinary Institute for Medieval Research (IMR), and to UoN’s interdisciplinary research structures (1.6); and central participants in UoN’s partnership with Nottingham UNESCO City of Literature, chairing the University-based City of Literature Steering Group. Guy played a leading role in the successful application for UNESCO Creative City status. We work collaboratively within the UoA (3 of our 4 impact case studies (ICS) are team-based), and with Horizon Digital Economy and Schools including Computer Science, Physics, Medicine and Health Sciences, Law, and Pharmacy, bringing new approaches to research in English Language and Literature.</p> <p><u>1.2 Achievement of strategic aims for research and impact during assessment period</u></p> <p>Research</p> <p>We have consolidated proven areas of research strength and established sustainable new areas. Outputs in 2014-20 included 40 monographs, 6 major scholarly editions, and 14 edited collections. A central aim to strengthen the postgraduate community has been achieved through funding from the EPSRC CDT (3 awards, part-funded by Cambridge UP, the Brain Tumour Charity, the Ordnance Survey), the ESRC (Nottingham DTC / Midlands Graduate School DTP) (8), and the Midlands 3 Cities DTP Consortium (M4C from 2019-20) (35 awards to date, a significant increase on the 9 AHRC BGP1 awards reported in REF 2014). We aimed to maintain our strong record of external grant capture: through our Research Centres (including the Institute for Name-Studies) we generated £2.4m in research income, and secured research awards totalling £10.9m in 2013-20, of which £2.1m was our share (see 3.1 for key successes). Our aim to diversify research collaborations produced the achievements summarised in the impact overview below and in 4.1-4. That overview also explains how we have addressed the aim to increase the use of digital technology to underpin innovative research and impact (see 3.1 for funded digital projects) The realisation of our aim to continue appointing and nurturing early career academics is detailed in 2.1. We aimed to direct investment to support research excellence in four key areas (all evidenced in REF2). The first was text-editing, manuscript scholarship, and literary history. Pratt, general editor of the Southey Letters project (Romantic Circles), completed work on the <i>Collected Letters of Southey: Parts 5-6</i>. Rounce, associate editor of the works of Jonathan Swift (CUP), co-edited <i>Jonathan Swift, Irish Political Writings after 1725</i>. Guy continued work on OUP’s <i>Complete Works of Oscar Wilde</i> (vol. XI forthcoming May 2021), supported by a Leverhulme Major Research Fellowship. Martin published <i>The Maitland Quarto</i> (AHRC-funded) and <i>The Findern Manuscript</i>, Kirwan published <i>Shakespeare and the Idea of Apocrypha</i>, and Head edited <i>The Cambridge History of the English Short Story</i>. In English language and applied linguistics, our pioneering work in literary linguistics and L2</p>

pedagogy continued with Sotirova, *The Bloomsbury Companion to Stylistics*; Stockwell, *The Handbook of Stylistics* and *The Language of Surrealism*; and Schmitt, *An Introduction to Applied Linguistics, Third Edition*. Muir (ECR), Dörnyei and Adolphs carried out the largest survey of linguistic role models to date, funded by an EPSRC IAA grant and CUP: 'Role Models in Language Learning: Results of a Large-Scale International Survey', *Applied Linguistics* (2019). Significant new EDI-focused sociolinguistic work was undertaken by Lucy Jones ('Subverting transphobia and challenging ignorance', *Journal of Language and Discrimination*, 2020), MacKenzie (*Language, Gender and Parenthood Online*), and Mullany (*Professional Communication: Consultancy, Advocacy, Activism*). **Regional literature and culture** produced *The Life of D. H. Lawrence* (Harrison), and *Modernity and the English Rural Novel* (Head); Moran's *The Theatre of D. H. Lawrence* was supported by a British Academy Mid-Career Fellowship. Expansion of the School's diverse research engagement with questions of place and identity is illustrated by Collins's *Theatre and Residual Culture: J. M. Synge and Pre-Christian Ireland* and Ní Fhlathúin's *British India and Victorian Literary Culture* (both CRLC), Evans's *Conceptualizing the Global in the Wake of the Postmodern*, Jesch's *The Viking Diaspora* (CSVA), and 3 major monographs by Baker, Carroll and Cavill from 'The place-names of Shropshire' project (£715k AHRC grant) (INS). Our research cluster on Scottish literature was consolidated by: Jackson, *Writing Black Scotland*; Royan, *The International Companion to Scottish Literature, 1450-1650*; and Martin, *Premodern Scotland: Literature and Governance 1420-1587*. **Creative writing** has produced McGregor's prize-winning *Reservoir 13* (4.5) and *The Reservoir Tapes*; Welton's *The Number Poems* and *Squid Squad: A Novel*; Legendre's *Keeping Time*; and Matsumoto's *Urn and Drum*. Continued cross-fertilisation between literary critics and creative practitioners is evidenced in Masters's *Novel Style*, and Jordan's *Postdigital Storytelling*; Masters and Jordan publish fiction as well as criticism. Central to our creative writing work, and uniting aspects of research in all four areas above, is engagement with the **creative economy**, as outlined below.

Impact

Since REF 2014, a robust impact strategy has enabled the UoA to:

- i) **enhance existing and new collaborative and outreach relationships with diverse research users, beneficiaries and audiences**, detailed in 4.1-4.
- ii) **further embed impact into its postgraduate research training and development culture**. Since 2014, all PGRs have completed compulsory training in KE and impact via the Arts Researcher Skills Programme, and optional sessions via our Postgraduate Seminar Series and UoN's 'Policy Impact and Public Engagement' short courses (2.2). The success of this training provision is evident in the following indicative examples, including PGR contributions to all four ICS: under the auspices of the M3C/M4C doctoral training partnership (M3C-funded students in bold), **Davies, Hawley-Sibbett** and **Wilcockson** co-curated a public exhibition at Lakeside Arts alongside Marley (School-funded PGR), Cammish (Digital Transformations Hub-funded PGR) and May (ECR); **Ashbridge** and Connelly (V-C funded PGR) delivered research-led teaching sessions to secondary school students at the Brilliant Club; **Magin** and Croci (V-C funded PGR) delivered Vikings for Schools (**ICS 1**); **Treacher** and **Neale** worked with onomastics volunteers in Staffordshire Record Office (**ICS 2**); Miriam Jones (PT School-funded PGR) was archive lead at the Theatre Royal (**ICS 4**); PGR contributions to **ICS 3** from Emerson (ERDF-funded), Howard and Harrington (ESRC-funded) furthered research consultancies, work to combat hate crime, and the international LGL Network.
- iii) **maximise the user value of the digital outputs of the unit's research**, by developing digital tools and resources. The CSVA's digital museum (emidsvikings.ac.uk) enhanced public understanding of East Midlands Viking heritage (50,000+ users from 142 countries) (**ICS 1**). The INS's innovative web interface (staffordshireplacenames.esdm.co.uk) made available online a new dataset of 36,208 historical place-name forms (**ICS 2**). The MOOCs 'How to Read Your Boss' (Mullany, **ICS 3**) and 'How to Read a Mind' (Stockwell) reached global audiences of 46,000 and 60,000 respectively. Robinson's open-source platform (ourtheatreroyal.org) empowered 60+ 'Citizen Scholar' volunteers to co-curate a new digital theatre archive (8,770 users from 77 countries) (**ICS 4**).

- iv) **use web and social media to maximise the profile of the unit's research and impact and improve interaction with end users.** Harvey's Dementia Day-to-Day platform informs dementia charities, health practitioners, public health officers, carers of people with dementia and care professionals. Kirwan's *The Bardathon* (<http://blogs.nottingham.ac.uk/bardathon/>) chronicles new productions of early modern plays and related films, documentaries, books and events (185,757 page views since 2013). Jesch's blog (<http://norseandviking.blogspot.com>) has stimulated worldwide debate about the 'Viking woman warrior' controversy (**ICS 1**).
- v) **expand our Continuing Professional Development (CPD) offer with emphasis on professional communicative practices.** Research by Mullany and Atkins (employed 2013-18) underpins commissioned workshops delivered to NHS groups on workplace communications and clinical skills workshops for GP trainees and trainers, and CPD with public sector organisations, SMEs, and corporate businesses (**ICS 3**).

1.3 Impact case studies: the approach to achieving impact

Our collaborative, mainly team-based ICS reflect the breadth of our research in 1) Viking studies, 2) place-names, 3) applied linguistics, 4) regional theatre histories. Their **long-standing collaborative relationships** with organisations regionally in the Midlands, nationally including York and London, and internationally in East Africa, reach diverse communities at every level (**4.1-3**). They incorporate **research-based outreach and KE** as pre-cursors to the more focused activity from which the impact arises; they include a substantial component of **PGR and postdoctoral involvement in KE and PE** (ii above), and have as key components **digital outputs of our research** (iii above). **ICS 3** includes a **substantial CPD strand** in professional communications (v above). While Covid interrupted scheduled activities in March-July 2020, impact continued to be produced through creative, responsive online delivery (**ICS 2, 3**).

1.4 Open research

The School's historic commitment to an **open research agenda** is reflected in our ICS, founded on open digital projects and resources (**1.2**). Our Research and Knowledge Exchange Committee (RKEC) oversees implementation of UoN's policies on open access (OA) and research data management (RDM) (**REF5a 2.3**) and has actively supported colleagues to **go beyond the minimum OA policy requirements** for REF2021. This has included: providing dedicated administrative support for OA, production of an *Open Access Unlocked* guide, OA and RDM training provision for all staff and PGR students (**2.1, 2.2**). Support for UKRI grant applicants' data management plans is provided by the Library and the Digital Transformations Hub. PGRs are also supported to complete data management plans (**2.2**). Our success is evidenced by 169 OA outputs by staff and PGRs in the assessment period, including out-of-scope outputs (48 book chapters; 40 journal articles accepted for publication before 01 April 2016). Jackson, *Writing Black Scotland* has been accepted for the OA initiative 'Knowledge Unlatched'. These achievements build on our long-standing support for research reproducibility, with participation in OA AHRC-funded electronic editions and open-source digital platforms reported in RAE 2001 (e.g. *Piers Plowman Electronic Archive*) and RAE 2008 (e.g. 'Mapping Performance Culture'), now extended via open-data availability: e.g. *The Collected Letters of Robert Southey*.

1.5 Research ethics and integrity

Institutional policies on **research ethics** (**REF5a 2.4**), including the *Concordat to Support Research Integrity*, govern all our work, overseen by RKEC. Our Research Ethics Officer (an academic colleague) sits on RKEC; and (an innovation since REF 2014) 'Research Ethics' are embedded in the School's research governance structure as a standing item on RKEC's agenda. We have led the way in researching and producing guidance on social media ethics via 'CaSMA: Citizen-centered approaches to social media analysis' (Adolphs Col) (ESRC, 2014-2016, award of £361.6k, £72.3k school share); 7 outputs co-authored by Adolphs include

'Understanding academic attitudes towards the ethical challenges posed by social media research', *ACM SIGCAS Computers and Society* (2016).

1.6 Interdisciplinarity

Our long tradition of interdisciplinary research, developed and sustained by our Research Centres, involves funded research and impact collaborations with local, national, and international partners (4.1-4). These activities are embedded and supported via UoN's interdisciplinary structures: we lead the 'Cultures and Communications' **Global Research Theme** (Moran), co-lead the 'Culture Matters' **Interdisciplinary Research Cluster (IRC)** (Ní Fhlathúin), and contribute to the transdisciplinary '**Rights Lab**' **Beacon of Excellence** (Collins, Moran; 3.2, 4.3-4) and the **IRC** (formerly RPA; REF5a 2.1) 'Creative and Digital'. Through the last, we have participated in two tranches of EPSRC Digital Economy funding (Adolphs Col, totalling £8m+ over the past 10 years; 3.1), forming part of a core team of over 50 researchers and building a wider network of 35 academic and 200 industry, public and third-sector partners. CRAL researchers collaborate with Physics, Medicine, and Health Sciences on the STEMM-CHANGE project (3.1 ii), enabling a multi-disciplinary approach to driving positive change in EDI culture and practices across STEMM subjects. Other successes are detailed in 3.1; and exemplars of how our innovative, interdisciplinary research projects and collaborations have enabled us to engage with and support diverse audiences in **ICS 1-4** and **4.3**.

1.7 Strategic goals for research and impact, 2020-5

We will build on the successes outlined above to continue fostering inclusive and interdisciplinary research and impact excellence, with the following strategic aims:

- i) to develop the next generation of research leaders by continuing to appoint and nurture early-career academics (beginning with a transitional assistant professor appointment to 'From Human Data to Personal Experience'; 3.1.ii), further embedding EDI in staff recruitment and progression procedures (2.1, 2.3), and enabling ECR-led research and impact projects;
- ii) to further strengthen the postgraduate community, through sustained investment, and through collaborative and externally-funded initiatives (e.g. a new ESRC DTP Midlands Graduate School collaborative studentship on hearing loss co-supervised with Hearing Science and part-funded by the hearing care company Sonova, 2021-);
- iii) to maintain our strong record of external grant capture, for both individual and multi-author/multi-institutional projects (the infrastructure to facilitate this aim is described in 3.1);
- iv) to diversify and strengthen research and impact collaborations through partnerships with business, the creative industries and public institutions;
- v) to support the vitality and sustainability of our research impact by fostering ICS teams from all levels, furthering team-based transdisciplinary approaches to local and global challenges, and harnessing institutional support via the UoN Impact Accelerator;
- vi) to continue investing in research and impact excellence in four key areas:

Text-editing and literary history

Our reputation for excellence in textual scholarship and literary history will be reinforced by major editions from Guy and Sutherland (*The Complete Works of Oscar Wilde, Vol XII*), Kirwan (Arden Shakespeare *Winter's Tale*) and Pratt (*Collected Letters of Robert Southey: Parts 7-12*); and monographs by Davison, Green, Harrison, Mike Jones, Moran, Rounce, and Vincent. 'Regional Museums in the time of Covid-19 and beyond' (Pratt, Research England QR, £13.6k) will support heritage sector responses to Covid in Nottinghamshire and the Lake District.

English language and applied linguistics

Our problem-driven contributions to social and policy change will continue with Mullany's *The Sociolinguistics of Gender in Public Life*, and her edited collection *Globalisation, Geopolitics and Gender*. Significant new work in literary linguistics and corpus stylistics will include *The Language of Modernism* (Sotirova) and *Mind-Modelling* (Stockwell). Our interdisciplinary work to

mitigate the societal effects of Covid will include: 'Coronavirus Discourses', on public health messaging to BAME communities, Adolphs PI with Computer Science, Engineering and external partners (AHRC, £365.1k total); 'Communicating Impactful Safeguarding for Generation Z during Covid-19', Mullany and Lucy Jones (Research England QR, £14.4k).

Regional literature and heritage

Major publications will include *The Place-Names of Shropshire: Part 12* (Baker and Carroll co-editors), and *The Life of the Author: D. H. Lawrence* (Harrison). Baker and Carroll (with History), 'Review of Statues, Blue Plaques, Street Plaques and Street names in Nottingham which celebrate individuals directly involved in transatlantic slavery' (ESRC IAA £4.4k) will constitute a timely response to current concerns about the legacies of slavery.

Creative writing and critical practice

An existing body of innovative works in fiction, poetry and criticism (1.2) will continue to expand with McGregor's new novel *Lean Fall Stand*, Masters's guest-edited special issue on 'The New Stylism' (*Textual Practice*) and Evans's edited collection, *Globalisation and Literary Studies*. Jordan's place- and story-based involvement in collaborative regional projects, e.g. 'Future of the High Street' with Nottingham City Council (Research England QR £15.3k), will further embed our impact in the East Midlands.

Open Research

We will continue to practice and advocate for OA and open data (1.4) and drive this agenda through co-organising 'Open Access and the Future of Scholarly Publishing in the Arts' (Covid-delayed), a symposium bringing together academics, PGRs, and OA practitioners to examine the implications of Plan S and map our approach to disciplinary issues surrounding open research in the arts.

2. People

2.1 Staffing strategy and staff development

Our **Recruitment Strategy** has three elements:

- i) **to maintain diversity of research excellence following staffing changes.** Expertise has been consolidated by new appointments in early modern literature and drama (Bloomfield, Bumke and Collins), applied linguistics (Buckler, Lucy Jones, Hunt, Muir and Thompson), and historical linguistics (Findell). Expertise in modern and contemporary literature has been extended through the appointments of Evans, Jackson and Masters; and in Creative Writing by Matsumoto's appointment and McGregor's move from 0.25 to 0.5 FTE.
- ii) **to strengthen the 4 key areas prioritised for further consolidation and/or development (1.7.vi)** by support for PGR recruitment (2.2), and by ECR recruitment via grant capture (3.1).
- iii) **to recruit and support high-quality researchers regardless of personal circumstances.** Our commitment to EDI is shown in the balance of research staff (54.9% men, 45.1% women), including six men and nine women professors (40% / 60%). Our ambition is to ensure that our recruitment processes are fair, and that they actively encourage diversity by attention to panel composition, the use of Equality Impact Assessments and use of targeted advertising. From 2020-21 vacancies are advertised with a statement that we particularly welcome applications from BAME candidates, who are currently underrepresented in our staff community; and all selection panel members will undertake compulsory unconscious bias training.

Our **Staff Development Strategy** has two main ambitions:

- i) **to encourage the career development of the next generation of academics to sustain the health of the discipline.** We have a strong record of appointing and providing excellent support for early career researchers (e.g. Buckler, Bumke, Collins, Evans, Muir), benefiting from success in postdoctoral competitions (e.g. MacKenzie, British Academy Postdoctoral Fellow), and adding new research strengths by appointing outstanding mid-career

academics (e.g. Baker (previously on fixed-term research contract), Lucy Jones, Jordan). Support for ECRs is governed by UoN's **Concordat to Support the Career Development of Researchers (REF5a 3.1)**: for example, we continue to support end-contract postdoctoral researchers via honorary visiting fellowships (e.g. May).

- ii) **to ensure that all staff are afforded maximum time to undertake research and are excellently mentored in shaping appropriate research priorities and accessing internal/external funding.** Alongside University and Faculty support mechanisms (including a generous one semester in seven study-leave schedule) (REF5a 3.1), and time allocated for research in workload planning, **School-centred structures** to achieve these development goals include: a rigorous peer-mentoring scheme for grant applicants, including ECRs and post-doctoral researchers, supplemented at Faculty level by the Centre for Advanced Studies (CAS); over the period this has seen 36 successful external grant applications. An innovation since REF 2014 has been to assign a dedicated research mentor to support EC staff taking their first study leave. Since 2013, successful applications for competitive internal funding (PVC's leave) allowed 15 staff (8 men, 7 women, 1 of each EC, 5 of each mid-career) to extend the study-leave semester to a full year, enabling completion of major research and impact projects including Martin, *Findern Manuscript*; Kirwan, *Shakespeare in the Theatre*; **ICS 2** and **ICS 3**.

Mechanisms for supporting and enabling staff to engage successfully in KE and impact

These were overhauled following REF 2014, leading to the appointment of an Academic Lead for Impact, a University REF Impact Manager and (at Faculty level) a REF and Impact Officer. We reconfigured our organisational infrastructure in line with this institutional expertise, creating the role of **School Director of Research Impact**, who sits on RKEC and works closely with the School DoR, ensuring impact is fully embedded in the School's research planning; the role-holder also participates in UoN's Expert Group on Impact and contributes to the training of PGRs. We employed Research Fellows (Zimmerman, Slinn, Kilby, Dale) to support ICS activities. Impact has been at the centre of the research ecology as a standing item on RKEC agendas since 2015. Our study leave policy (see above) supports research and impact activities, and the Arts Faculty PVC leave and PVC impact funding schemes offer additional support specifically for impact activities to researchers at every level. Targeted support for individual research plans and impact agendas has enabled several colleagues (Mullany x 2, Conklin, Carroll) to gain UoN Higher Education Innovation Fund 'Hermes' Fellowships, with Baker and Jesch receiving Faculty of Arts Impact Accelerator funding.

University structures to ensure staff develop their potential

The provision of training courses in Career Management, Research Methods, and Research Leadership and Management has produced substantial benefits for us: 26 members of the UoA (18 women, 8 men) have taken in-person or online courses run by UoN's Leadership and Management Academy, and 3 members (all women) have taken part in the LMA coaching and mentoring scheme. Newly appointed staff complete a PGCHE, overseen by the Professional Development unit. We are supported via the University and Faculty's investment in **research leadership training**: 9 (6 women, 3 men) have completed the Arts Faculty Leadership programme, and 3 (2 women, 1 man) have completed the University Research Leadership Programme. The School has provided research leadership in the Arts Faculty for much of this REF period (Adolphs, Faculty Director of RKE 2010-15; Pratt, Associate PVC for RKE 2019-); we co-founded and currently lead the Arts Faculty Leadership Programme (Pratt). **Research and impact activity is formally recognised and rewarded** through UoN's Appraisal and Development Conversations scheme and promotions criteria (REF5a 3.1). Evidence for the success of these structures can be seen in a series of staff promotions over the period 2013-20: 1 from a teaching-focused post to Assistant Professor (woman); 16 to Associate Professor (5 women, 11 men); 7 to Professor (6 women, 1 man).

2.2 Postgraduate research (PGR) students

Recruitment and studentships

We have recruited 151 new doctoral students since 2013-4, with funding from: the AHRC

M3C/M4C DTP (35, including a collaborative doctoral award with the British Library); ESRC (8); EPSRC (3; **1.2**); Digital Transformations Hub scholarships (2); 12 School-funded Tuition Fee/Research Scholarships; 3 externally funded endowed scholarships and 1 other School award; 8 Vice-Chancellor's (EU) awards; 1 EU Funded Scholarship (European Regional Development Fund (ERDF)); and 7 Vice-Chancellor's (International) awards. A further 13 students have been supported by awards from their home governments. This funding base reflects the diversity and internationalism of the School's PhD cohort. Of the 59 FT and 16 PT students studying for a PhD in 2018-19, 51 were home students, 8 EU, and 16 international (including 2 whose degrees were awarded jointly with Beijing Foreign Studies University). PGR recruitment and support uphold School and University values of equality, diversity and inclusion (**2.3**; **REF5a 3.5**).

Monitoring and support towards progress and successful completion

107.93 FTE doctoral degrees were awarded during this cycle, compared to 68.57 FTE in REF 2014. This sustained success comes from an increase in funded studentships and an effective supervisory, monitoring and support system, overseen by our RKEC within UoN's support and governance structures (**REF5a 3.3**). All students are co-supervised, and cross-institutional supervision for M3C/M4C projects (19 in review period) enables students to benefit from expertise across the consortium. Supervisors provide at least 10 supervisions p.a. for FT students (6 for PT). Confirmation of PhD status is decided by a formal review in the summer of Year 1 (for FT; Year 2 for PT, with an Interim Report for PT in Year 1) led by an independent assessor, followed by supervisor-led progression reviews in subsequent years; M3C/M4C students are monitored through a comparable process of Mid-Year and End-of-Year Reviews. Documentary records of these processes are overseen by HEI M4C site directors. All PhD vivas have independent chairs.

Integration into research culture and preparation for further research

PGR development and professionalisation is achieved by: RKEC financial support for PGR research and conference trips (£22k in the census period awarded to 48 women, 16 men) facilitating research across disciplinary areas, including a PGR-led project for Viking Age archaeological training and networking in the Ukraine (CSVA, co-funded RKEC and CASCADE), 12 library and manuscript research visits in the UK and America, 45 trips to national and international conferences, and funds for 7 postgraduate-led conferences/symposia); a fortnightly student-led PhD seminar; embedding PGRs in the work of our Centres by attaching Research Scholarships to them (4 in review period); enhanced provision of office space, IT and social facilities and administrative support for PGRs; access to specialised research equipment and resources (**3.3**); a dedicated Research Student Learning Community Forum; 9 staff-student reading groups; conference participation, including PGR-led sessions in School-hosted major international conferences (e.g. 'BARS 2019: Romantic Facts and Fantasies'), and PGR-led conference organisation (e.g. 'Approaching the Historical: A Symposium of Early Modern and Medieval Stylistics'); staff mentoring of postgraduate applications for external funding (e.g. two Theodora Bosanquet Bursaries: Grice, 2015; Miriam Jones 2018). PGRs co-authored (before or after graduation) 60+ research outputs with their supervisors in the census period, e.g. Kyriacou, Conklin and Thompson, 'Passivizability of Idioms: Has the Wrong Tree Been Barked Up?' *Language and Speech*, 63.2 (2019). The success of our strategy is further evidenced by major research outputs authored by students awarded PhDs since 2013, including single- and co-authored articles in some 118 academic journals, and 14 monographs, e.g. Haddow, *Precarious Spectatorship: Theatre and Image in an Age of Emergencies* (Manchester, 2019); Chloe Harrison, *Cognitive Grammar in Contemporary Fiction* (John Benjamins, 2017); Whickman, *Blasphemy and Politics in Romantic Literature* (Palgrave, 2020). Further selected indicators of success include a Leverhulme Study Abroad Fellowship at the University of Leiden (Van Renterghem, 2018-20); a Chinese Government Award for Outstanding Self-Financed Students Abroad (You, 2015); three Poetics and Linguistics Association Prizes for best newcomer article in *Language and Literature* (Rundquist 2014, Nuttall 2015, Castiglione 2017).

PGRs are integrated into our **open research environment** through dedicated training provision: since 2014, all PGRs complete compulsory OA training via the Arts Researcher Skills

Programme, complete a compulsory Data Management Plan in discussion with their supervisory team, and have access to UoN's online Research Data Management training. All PGRs deposit their theses in the institutional repository on point of completion. PGRs are supported to publish gold OA where feasible, and the School promotes best practice by offering encouragement and training to deposit outputs for green route OA (1.4).

Our PGRs participate in the **broader university research culture** via the Social Sciences and Arts Graduate Centre (SSAGC), and routinely host conferences, workshops and symposia through Faculty and University research networks including the Institute for Medieval Research and the Landscape, Space and Place Research Group. They participate in activities led by UoN's RPAs/IRCs: *Languages, Texts, and Society Journal*, a PGR-run, open-access journal launched with RPA funds in 2017, has been staffed by our PGRs in roles including editor (x 2), peer review editor, book review editor (x 3), production editor and web editor (x 2). Our PGR successes in Researcher Academy competitions include 7 travel prizes awarded to 1 man and 6 women (total £3.5k) since 2013. PGRs gain international experience via research visits facilitated by M3C/M4C, Universitas 21, Erasmus, and UoN's China and Malaysia campuses, and participation in international conferences: e.g. the International Medieval Conference and flagship conferences of the British Association for Modernist Studies; the American Association For Applied Linguistics; the International Federation of Theatre Research.

Skills development and career preparation

All PGRs benefit from area-specific training conducted by their supervisors and training sessions (14 p.a.) delivered at our fortnightly Postgraduate Seminar Series. PGRs present their research and gain conference experience at our annual Postgraduate Symposium. All PGRs are members of the Researcher Academy and the SSAGC, which jointly deliver the Researcher Development Programme. We also participate in the ESRC-funded Midlands Graduate School. Students' career preparation is supported by a Researcher Academy careers adviser and several SSAGC courses, including one-to-one application-writing sessions. M4C offers regular cohort and individual training. The Faculty provides funded access to language programmes for PGRs for whom they may be beneficial. 165 PGRs taught at Level 1 in 2013-20 following compulsory training, supported by module convenors and our Director of Teaching Affiliates. A new Researcher Academy-led scheme will enable PGRs to gain Advance HE Associate Fellowship.

PGR engagement with business, industry and public/third sector bodies

We facilitate postgraduate exchange with communities outside of academia via placements and external collaborations (1.2) and AHRC- and EPSRC-funded collaborative doctoral awards with local and national partners as detailed above. Our PGRs have benefitted from the SSAGC's programme of placements and internships (e.g. Peacock, SME-funded placement with Nottingham-based organisation Baby People).

The success of our strategy and mechanisms for PhD support and career preparation is evidenced by the significant number – 70 – of our 115 (107.93 FTE) completed PhDs securing research and/or teaching posts at HEIs.

2.3 Equality, diversity, and inclusion

Staff

At the REF census date, our 51 (49.7 FTE) research staff comprise 28 (26.7 FTE) men, 23 (23 FTE) women; one BAME colleague; 5 with a declared disability. 50 individuals are on permanent contracts (1 at 0.5 FTE and 1 at 0.2): 15 are Professors (6 men, 9 women), 15 Associate Professors (10 men, 5 women), and 20 Assistant Professors (12 men, 8 women); 1 woman is a full-time, fixed-term postdoctoral fellow. The current review period saw 12 promotions for men and 12 for women. To deliver our commitment to EDI outlined in UoN's Strategic Delivery Plan (REF5a 3.5) we have implemented new initiatives since REF 2014. A new academic administrative role of **Director of EDI** (currently held by Lucy Jones) is responsible for ensuring that our School is an inclusive place to work and study. The role-holder chairs our new **Equality**,

Diversity and Inclusion Committee (EDIC), which is responsible for monitoring data on staff and student recruitment, staff progression, and research grant success, and on which our Director of Research and Knowledge Exchange and Director of Graduate Studies sit as ex-officio members. EDI became a standing item on the RKEC agenda in this REF period, ensuring that it is embedded in the School's research operational structure. Our Personnel Committee has oversight of the allocation of leadership and academic administrative roles, and works with the EDIC to ensure an appropriate balance of membership on all our committees, including RKEC. Other practices implemented since 2014 include: the scheduling of meetings within UoN's core working hours (10am-4pm); mandatory online EDI training for all staff, with further in-person training for those in senior roles (see also **2.1.iii**). Our wider involvement in EDI is shown in: Lucy Jones's membership of the Athena Swan (Equality Challenge Unit) Panel; staff membership of University EDI networks, including the LGBTQ, Disability, and Women's Staff Networks; our research on health discourse (Hunt), Black writing (Jackson), classroom dynamics in language-learning (Dörnyei, Muir), gender and the workplace (Mullany), globalisation and literature (Evans), LGBTQ identities (Lucy Jones, Mullany), and migrations and their legacies (Carroll, Jesch, Ní Fhlathúin).

All FT and PT academic staff have a **Personal Research and Scholarship Allowance** of £600 per year to assist with research expenses, travel, and conference fees (pro-rata for short-term contracts). We have a separate **Conference Fund** to which staff can apply for up to £1200 p.a. Staff are encouraged to apply additionally to the **School Research Fund** (overseen by RKEC) for pump-priming, scoping, and impact activities, including those where a protected characteristic necessitates further research support; and to external, Faculty, and University-wide internal schemes. We financially support UoN's **Conference and Training Care Fund** enabling career development for those with caring responsibilities. All postdoctoral researchers and Teaching Associates can apply to RKEC and UoN's Research Staff Travel Prize for funding to support research and impact activities.

Staff on parental or long-term carer's leave are encouraged to use Keeping in Touch (KIT) days to maintain contact with the School and to attend conferences (KIT days remain eligible for the Conference and Training Care Fund). All staff on leave have continued access to our facilities and email circulation lists. Staff have support from their line manager and HR to arrange a phased return to work where necessary. If parental leave falls when an individual would have been on School or PVC-supported leave, they take their leave in the semester immediately following, thus supporting their return to research. We offer **flexible and remote working** arrangements with HR support in line with University procedures. We support UoN's flexible working policies and staff can request a permanent or fixed-term change to their contract. In the census period, one colleague took up this option to work part-time following maternity leave.

These policies also applied to the 28 women and 16 men who held short-term R&T or T-focused contracts in the School during the review period; 15 are currently in permanent or short-term academic roles at UoN (13 women, 2 men) and 18 in other institutions.

PGRs

The diversity of our PGR cohort stems from recruitment, funding and support procedures in accord with UoN's Equality and Diversity Code. Where PGRs disclose disabilities, we liaise with UoN's Academic Support unit to ensure that appropriate adjustments and support are provided. PGR wellbeing is promoted locally via: pastoral support from supervisors (who act as Personal Tutors), our independent Postgraduate Student Advisor, Director of Graduate Studies, Senior Tutor, Faculty-based Student Support and Wellbeing Officers, UoN's policies on PGR adoption, maternity, paternity and sick leave, and in this REF period the grant of six months' Covid-19 registration extension to students nearing completion (**REF5a COVID-19 Annex**). All PGRs undertake Display Screen Equipment reviews at induction and we provide ergonomic workstations as required. Of our 107.93 (FTE) completed PhDs, 15% declared a disability; 67% were women, 33% were men; 5% were Asian, 1% were Black, 8% were Chinese, 4% were Mixed, 69% were White. We offer flexible pathways and support part-time study; 18% of our completed students studied PT. Of the 144 individuals applying for doctoral study in 2018-19: 98

were women; and 45 men; 108 were from outside the UK. Of these 18 women and 6 men were made an offer; and 14 women and 4 men took up a place; 9 students from outside the UK were made offers and 4 accepted a place.

EDI and REF

Following the UoN *Code of Practice (REF5a 3.6)*, our decision-making team completed unconscious bias training prior to selecting outputs. Individuals were invited to declare personal circumstances. Outputs were read by two internal reviewers, and calibration achieved by a reviewers' group meeting and/or adjudication by a third reviewer. 40% of our outputs were returned by Professors, 32% by Associate Professors, and 28% by Assistant Professors or Postdoctoral Researchers; 51% were returned by men and 49% by women, closely reflecting our staff profile of 55: 45.

3. Income, infrastructure and facilities

3.1 Research awards and income

From 2014 we have consolidated our strong record of externally-funded research awards established in the previous census period. We have implemented **new strategies and processes for generating research income**: we incentivise applicants for FEC grants of £100k+ by offering PIs the opportunity to apply for additional research time or Research Assistant support. FEC grant-winners (PIs and Cols) have the time allocated on the grant to them honoured in full and in addition to the time allocated to research on the workload planner. Grant-winners (PIs and Cols) on all external funding schemes, including FEC awards, are rewarded by the return of 1% of all income generated by the grant in each financial year for research expenses. This is supplemented by the Faculty of Arts Grant Incentivisation Scheme, which offers additional research time for PIs on FEC grants of £500k+ (£150k for EC PIs).

Our research income of **£2.4m** (Research Councils 74.8%, Charities 19.1%, UK Government Bodies 4.2%, Industry 0.2%, non-EU based Charities 0.1%) is drawn from an increasingly diversified portfolio of sources including: JISC, income of £31.2k from award of £300k reported in 2014; 3 British Council awards (Conklin, Pellicer-Sanchez and Schmitt). Additional income came from sources not featured in HESA institutional statistics (e.g. NHS; Health Education England) and income-in-kind (e.g. staff time at the Institute for Social Transformation, Uganda). Since 2014, grant capture has enabled us to:

- i) **embed impact into our research, extending both reach and significance**, via: AHRC follow-on funding awards (Baker, Jesch, Pratt, Robinson, see below); and awards from the AHRC (**ICS 1-4**), the European Regional Development Fund (**ICS 3**), Leverhulme (**ICS 2, 3**), and UoN Arts Impact Accelerator awards including HERMES awards (**ICS 2, 3**).
- ii) **forge transdisciplinary, collaborative projects that address serious global challenges**, including: 'Trusted Data-driven Products', 2020-2025, EPSRC, £4.1m; 'From Human Data to Personal Experience', 2015-2020, EPSRC, £4.1m (both Adolphs Col); a Royal Society APEX award for 'Nettles and Networks: New Ways to Tackle Wound Infections' (Lee, income of £60k from award of £92.4k); an EPSRC award for 'STEMM-CHANGE: Uncovering Barriers to Inclusivity and Transforming Institutional Culture' (Mullany and Lucy Jones, School income of £86.7k from total award of £523.7k); the AHRC-funded 'Language, Gender and Leadership Network' (Mullany, income £41.1k from award of £48.7k); a Leverhulme International Fellowship for 'In Dialogue with the Past: Legacies of the Transatlantic Trade in Canada's Modern-Day Slavery' (Ward, income of £37.8k from award of £39.7k; taken at the University of Calgary, Canada).
- iii) **diversify the interdisciplinary reach of our partnerships with internal and external collaborators** (see **4.1-3, 3.2**, and examples listed in bold under Research Centre grants below).
- iv) **strengthen our reputation as a centre of research excellence through attracting and developing the next generation of scholars** (MacKenzie, British Academy Postdoctoral Fellowship) and **securing competitive external funding for visiting international scholars**, including a British Academy Newton International Fellowship (Murphy, Loyola

University, USA) and a Fulbright Scholarship (Mulligan, University of Notre Dame, USA).
v) publish outputs including 20+ major externally-funded articles, monographs, databases and scholarly editions.

There has been extensive externally-funded and collaborative, single and interdisciplinary, research in the census period involving all our Research Centres. Major awards involving our staff as PI/Cols evidence our key successes:

CSVA and INS

Grants have underpinned projects enhancing regional and national cultural heritage preservation and interpretation: AHRC funding supported 'The Place-Names of Shropshire' with the **University of Wales** and the **English Place-Name Society** (Carroll and Cavill, income of £404.5k from a total award of £715k reported in 2014); Baker and Carroll, income of £60.36k from AHRC Follow-on award of £75.82k for 'Learning the Landscape through Language: Place-Names and Childhood Education'; Jesch, income of £142.1k from an AHRC Follow-on award of £145.8k for 'Bringing Vikings Back to the East Midlands', and income of £14.3k from an award of £61k (AHRC Research Fellowship, reported in 2014) for 'The Viking Diaspora'; three Leverhulme research awards to Carroll for studies of 'The Impact of Diaspora in the Making of Britain' (income of £38.5k from a total award of £80k reported in 2014), 'Travel and Communication in Anglo-Saxon England' in collaboration with **University College London** (income of £116k from award of £122.6k), and 'Flood and Flow: Place-Names and the Changing Hydrology of English and Welsh Rivers' with the **Universities of Leicester and Wales** (income of £46.8k from award of £49.7k); Carroll, income of £32.2k from continued support from the **British Academy's Research Projects** funding for the INS's work with the English Place-Name Survey.

CRLC

Major projects have expanded work on theatre, place, and identity: a Leverhulme Major Research Fellowship for 'Oscar Wilde's Development as a Successful West End Dramatist' (Guy, income of £54.3k from award of £110.5k); a Philip Leverhulme Fellowship in performing and visual arts and a British Academy Mid-Career Fellowship for 'The Drama of D.H. Lawrence: Regional Identity and Space' (Moran, award and income of £70k; income of £83.2k from an award of £84k reported in 2014); AHRC follow-on funding for 'Robert Southey's Keswick: Enhancing understanding of the literary culture of the northern Lake District' (Pratt, income £46.8k from £66.5k award). Royan's Leverhulme Research Fellowship for work on the Scots poet Gavin Douglas (income of £31.8k from an award of £35k reported in 2014) has strengthened our research in Scottish literature. Grant capture has also facilitated the School's engagement with the creative industries, particularly through collaborative digital humanities projects: Robinson, AHRC award for 'Integrated Immersive Inclusiveness' in collaboration with **Computer Science and Cultures, Languages and Area Studies** (School income of £11.8k from school award of 12.4k), and 2 AHRC Follow-On awards for, respectively, 'Citizen Scholarship in Nottingham' (income of £50.3k from award of £60.7k) (**ICS 4**) and 'Making Accessibility Accessible: Maximising the Impact of the Integrated Immersive Inclusiveness Project' (School income of £7.7k from school award of £9.5k).

CRAL

Digital humanities were central to collaborative awards in CRAL, notably: the AHRC-funded Creative Economy Knowledge Exchange in collaboration with **Computer Science and Geography**, 'Archives, Audiences and Industrial Heritage' (Adolphs Col, award of £201k, School's share £108k, reported in 2014; School income in census period of £48.8k); EPSRC funding for 'From Human Data to Personal Experience' in collaboration with **Computer Science and Psychology** (Adolphs, School income of £77.3k from School award of £135.3k); see also **1.5**. Grants have enabled us to continue producing innovative new research at the interface of language and literature, and in L1/L2 acquisition: AHRC funding (income of £141.7k from a total award of £200k reported in 2014) for 'CLiC Dickens: Characterisation in the representation of speech and body language from a corpus linguistic perspective', Stockwell (with Mahlberg, **University of Birmingham**); a Leverhulme International Fellowship for 'Linguistic patterns in

first and second language acquisition: does input matter?' (Conklin, income of £35.4k from award of £37.5k; taken at the **Max Planck Institute, Nijmegen, Netherlands**).

A pattern of **mentored research development**, central to our research ethic, is evidenced by smaller awards secured by early- and mid-career staff: BA-funding for 'Intertextual Joyce' (Davison, income of £7.5k from award reported in 2014); BA/Leverhulme Small Research Grants for 'Language and LGBT Identity' (Lucy Jones, income of £3.5k from award of £7.2k) and 'The Cambridge Edition of the Complete Works of Henry James, Vol. 28' (Scott, income of £2.7k from award of £3k). In further evidence of the successful development of EC staff: Buckler won a place on a British Academy-funded UK-South Africa Early Career Workshop on 'Urban Lives' (£4.3k income from two awards totalling £4.5k), and Vincent gained a British Academy Rising Star award (£14.9k). A grant from the Society for Theatre Research (£0.5k) supported Sutherland's work on *George Alexander and the Work of the Actor-Manager*, while she also published a further 8 outputs (supported by a successful application for PVC's leave; **2.1**) and gained promotion from a teaching-focused role to Assistant Professor.

3.2 Organisational infrastructure and facilities to support research and impact

We work closely with Research and Innovation, UoN's lead department for research management; with the Researcher Academy, which supports postgraduates and ECRs with workshops, training and development; and at Faculty level with CAS, which offers facilities for postdoctoral and visiting fellows, space for hosting research events, and a research and business development team. CAS provides leadership on: internal and external strategic themes; interdisciplinarity; national and international collaborations and KE; enabling PhD and ECR participation in the Faculty research culture. In 2020/21 CAS will be expanded to form a dedicated Faculty research and KE support team.

Since 2014 we have been awarded £441.8k of **research and impact investment from UoN** (including Beacons, IRCs, and other internal funding streams). This has supported activities central to our ICS: **IRC/RPA funding** for 'Bringing Vikings Back to the East Midlands' (Jesch, £23.3k); an **International Collaboration Fund** award for 'The Medieval Runic Inscriptions of Bergen, Norway' (Jesch, £893.8) (**ICS 1**); an **Arts Faculty Digital Innovations Fund award** for the INS (£12k) (**ICS 2**). It has also enabled staff to develop interdisciplinary projects that foster collaborative links with external partners, e.g. '**Rights Lab**' support for 'Performing Slavery' with Hall Park Academy (Collins and Moran, £4.9k); **RPA/IRC funding** for 'Lace2Place: An Immersive VR sprint' with Mission Room and Nottingham Contemporary (Jordan, £15k). **RPA/IRC funds** have supported use of our specialist psycholinguistic lab facilities: 'EMNED: the English-Mathematics Nottingham Eye-Tracking Database' (Conklin, £5.9k); and 'Studying Textual Variants' (Conklin and Guy, £14.5k), resulting in 4 major articles. Investment has been crucial for supporting early- and mid-career staff developing collaborative projects and securing external grants, including: **RPA/IRC funding** for 'Narrative and Identity: A Linguistic Analysis of Gender Dysphoric Patients' Autobiographies' with the Nottingham Centre for Transgender Health (Lucy Jones, £20.9k; 'Identifying coping strategies used by patients at a transgender health clinic through analysis of free text autobiographical narratives' is forthcoming in *Health Expectations*); **International Collaboration Fund awards** for 'A Comparison of Passive Use in American and British English' with UC Davis (Thompson, £4.5k) and 'Attending to Poetry: Writing, Ethics and Attention' with the University of Canberra (Vincent, £5k).

UoN's Digital Research Strategy (**REF5a 4.1(d)**) provides us with **access to digital experts and technical resources to develop new digital research methods and outputs** that support research and impact activity. Since 2014 this has included the place-names web interface (**ICS 2**) and the digital Theatre Royal archive (**ICS 4**). The Multimedia Online Archive Service supported the Vikings digital museum (**ICS 1**).

3.3 School and scholarly infrastructure

The scholarly **infrastructure supporting research and impact** includes excellent access to

academic resources: the Manuscripts and Special Collections archive holds the D. H. Lawrence printed books and manuscript collections containing over 4,000 items, the Wollaton manuscripts, and Portland Collection. These holdings support research-informed teaching at all levels; and have informed major outputs (Harrison, Moran), and the co-curated exhibition described at **1.2.ii**. The University Library holds the archives of Nottingham Playhouse Roundabout and the New Perspectives Theatre Company, two of our research partners. The INS reference library, housed within the School, is home to 4,500 specialist items including the collections of the English Place Name Society (EPNS). Significant outputs and impact related to work on these holdings is detailed in Section 1. Since REF 2014 we have invested £97k in three dedicated Psycholinguistics Laboratories, housing two state-of-the art EyeLink 1000+ eye-trackers and a BioSemi Active-Two Amplifier bio-potential measurement system. These laboratories have generated 30+ staff/PGR publications since 2014. We benefit from the School's geographical integrity: PGR offices and staff offices (mostly single-occupancy) are clustered in one central building close to our main research library.

Digital and IT resources are central to our research activity, and we have our own Web and Communications team in the School. RKEC, central to the development of research strategy, has a brief which also encompasses **operational matters**: oversight of outputs in relation to leave, annual monitoring of research ethics, liaising with Faculty of Arts Research and Knowledge Exchange Board and the Researcher Academy to ensure alignment to institutional and Faculty strategies and mechanisms (see **2.2** for detail on RKEC's role in PhD support and mentoring, and **2.1** for research leave and funding allocations). It also oversees all **EDI issues relating to research and impact**, ensuring all research, impact and funding proposals are assessed for quality, ethics, and EDI implications before progressing to inspection by CAS and the Faculty Peer-Review College (see **2.3**). Our dedicated operations staff support our hosting of high-profile research events (**4.5**) and the management and enhancement of office space and IT equipment for staff and PGRs.

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

4.1 Arrangements and support for research collaborations, networks and partnerships

Our research and impact **collaborations internally and with external partners regionally, nationally and internationally** are driven by our Research Centres and facilitated by RKEC and Faculty support (**2.1**), and by UoN's interdisciplinary research infrastructure (**1.6, 3.2**).

Interdisciplinary UoN collaborations are outlined in **4.4**. **Collaboration with external partners** at all levels underpins **all four of our ICS** and many of our funded projects (see **3.1-2**).

Participation in **national networks** includes: Adolphs' membership of the ESRC Strategic Advisory Network 2018-2020 and the External Advisory Board of the Alan Turing Institute 'AI for Science and Government' project; Baker's participation in 'Assemblies and Landscapes in Iceland 850-1950' (Icelandic Science Foundation-funded) and the Royal Residences Network (Durham); Carroll's role on the Advisory Board for the AHRC-funded Gersum Project and the 'Monumentalising Kingship' network. **Internationally**, Mullany leads the Language, Gender and Leadership (LGL) Network, bringing together MPs from the Ugandan and Kenyan Parliaments, representatives from UN Women Africa, NGOs and charities based in Uganda and Kenya, Citizens UK, academics and students from Makerere University (Kampala) and Moi University (Kenya), and colleagues from the UoN Rights Lab and UK students from Enactus in a cross-continental project benefitting NGOs, charities and women and girls in East Africa (**ICS 3; 4.3-4**). Lee leads the AncientBiotics research team with the University of Warwick and Georgia Tech, Atlanta (**4.2**). Further networks include: runic research groups in Norway and Sweden (Jesch); the Homo Debiles Research group in Bremen, Germany (Lee); stylistics research groups in Italy, Germany, and Tokyo (Stockwell); the British Academy-funded 'Second Cities in the Circuits of Empire' (Glasgow/Kolkata; Ní Fhlathúin); the interdisciplinary Mellon Foundation-funded ARCScholar network (Texas A&M; Pratt is the only UK member); the SSHRC-funded 'Women and Regional Theatre in Britain and Ireland' (Sutherland); a Newton Institutional Link application led by Leeds and the Indonesian University of Education (Muir (ECR) was a named consultant);

and links with HEIs internationally including the Universities of: Bergen, Cork, Hanyang University (Korea), Illinois at Chicago, Innsbruck, Lund, Maryland, Oslo, Radboud (Nijmegen), Stanford (USA), Toronto, Waterloo (Ontario), Zayed University (Dubai).

4.2 Relationships with key research users, beneficiaries and audiences to develop impact and enrich our research environment

In addition to our **ICS 1-4** beneficiaries, and the diverse communities and publics detailed below (**4.3**), we have worked with key research users, beneficiaries and audiences across the culture, heritage, and education sectors. Staff at all levels, and our PGRs (**1.2, 2.2**), have enhanced long-standing relationships and established new ones with organisations and the wider public to maximise our impact and enrich our research environment.

Our research has **transformed the organisational culture and operational capacity of regional and national heritage and cultural organisations, museums and galleries**, enhancing their ability to educate, influence and entertain (including **ICS 1, 2, 4**). Kirwan worked with the Folger Shakespeare Library, Shakespeare Birthplace Trust, the British Library, Bodleian Libraries, and the National Archives to curate part of *Shakespeare Documented: An Online Exhibition* (2016-) (<https://shakespearedocumented.folger.edu/exhibition>). Royan was academic advisor for *The Buke of the Howlat* (Birlinn 2016), supporting heritage and festival work for Historic Environment Scotland. Pratt is working with Keswick Museum and local schools in the Lake District to enhance understanding of the literary heritage of Robert Southey (**1.7, 3.1**). Vincent brought together poets, critics, school pupils and members of the public for 'Poets Laureate then and now; National and Local Identities in Poetry' (2016). Harrison and Moran are key facilitators of the annual D.H. Lawrence Festival of Culture, and Welton provided expert consultancy on the board of the Nottingham Festival of Literature. Our partnership with Nottingham UNESCO City of Literature is central to our work to **preserve and enhance the literary and cultural heritage** of the region and beyond (including **ICS 4**).

Commentary and critique by our researchers has **enhanced theatre practitioners' and audiences' understanding of literary and cultural history**. Harrison led public discussion of: *Husbands and Sons* (National Theatre, 2016; c. 100 attendees) and *D.H. Lawrence By Night and By Day* (NEAT Festival, 2016). Harrison and Moran advised Stephen Lowe on *Altitude Sickness* (Nottingham Lakeside Arts, 2016). Moran acted as advisor and dramaturg to Martin Berry's Lawrence double-bill (NEAT Festival, 2016). Jackson, Kirwan and Royan contributed pre-show talks (c. 50 attendees), on-site consultancy and a public symposium (c. 30 attendees) for the National Theatre of Scotland's *James Plays* at the Theatre Royal, Nottingham (2016). Kirwan gave pre-show lectures for *The Revenger's Tragedy* (Nottingham Playhouse, 2017; c. 80 attendees) and *Mucedorus* (Shakespeare's Globe Theatre, 2017; c. 50 attendees). Kirwan's research also guided Passion in Practice during rehearsal of *Doctor Faustus* at Shakespeare's Globe (2016), and underpinned educational packs and programme notes for Cheek by Jowl's *Measure for Measure* and *Pericles* (2015, 2018).

Our research **enhances media reportage and raises public awareness through regular contributions to local, national and international broadcast, print and social media**, and reaches a wider public via **literary journalism** in outlets including: *Dublin Review of Books*, *Guardian*, *Literary Review*, *Tablet*, *Times Literary Supplement*, *New York Times*, *British Medical Journal* blog, and *The Conversation*. Cavill regularly advises the BBC Pronunciation Unit on onomastics. Harrison and Moran's regular consultancy for BBC radio and television has raised awareness of D.H. Lawrence's life and work on programmes including *Bargain Hunt* (2018), *Great British Railway Journeys* (2018), *Books that Made Britain* (2016), *Flog It!* (2014) and a *Culture Show* Special (2013); and Bloomfield has appeared on BBC TV's *The Big Questions* to discuss Shakespeare and the Bible. McGregor's *Reservoir Tapes* was broadcast on BBC Radio 4 in 2017 (c. 1m listeners). Mullany's research on misogyny as a hate crime was featured on the BBC news (radio, TV and online), in the *Guardian* and *Independent*, and informed public understanding worldwide (up to 90m article views) (**ICS 3**); Lee's work on AncientBiotics gained exposure in print and digital media, TV and radio in the UK, Europe and North America, featuring

in BBC TV's *Science Stories* and raising awareness of and interest in new cross-disciplinary approaches to modern health care problems.

4.3 Engagement with and support for diverse communities and publics

Supported by UoN's interdisciplinary structures (1.6), we have formed partnerships locally, regionally, nationally and internationally, engaging collaboratively with diverse communities and publics. In Nottingham, Harvey's research underpins **shared reading groups** that promote the health benefits of reading aloud in group contexts, reaching **people with dementia** in care homes and local hospitals, and **local community groups** in Lenton. Lucy Jones and Mullany have worked with UoN colleagues and the Nottingham Centre for Transgender Health to improve experience for **transgender patients**.

At a regional level, Robinson has collaborated with UoN colleagues and the East Midlands company Red Earth Theatre to make theatre more accessible and inclusive for **D/deaf audiences** (3.1). Collins, Harrison, and Moran's theatre workshops with Hall Park Academy, Eastwood (3.2; 4.4) and Nottingham University Samworth Academy have enhanced KS3 drama teaching and increased cultural engagement opportunities for the region's **schoolchildren**. Matsumoto's work with Nottingham Women's Centre and Small Press Library in Liverpool has encouraged **women** to engage in small press publishing. Lucy Jones has worked with **transgender and LGBT youth groups** to understand how transgender identity is constructed as a positive force in the face of transphobic discrimination, and to inform social policy and practice by developing a framework for the qualitative sociolinguistic analysis of LGBT identity (3.1).

Nationally, MacKenzie (BA-funded) has worked with **LGBT, single, and/or adoptive parents** to explore the role of digital media in the lives of **marginalised family groups** in the UK. The benefits of Mullany's research for **victims of misogyny/gender hate crime in the UK** and **East African NGOs and charities, women and girls in Uganda and Kenya** are detailed in **ICS 3**. Research-informed teaching materials developed by Schmitt, Muir, and Dörnyei (CRAL) have improved language-learning and benefitted **English Language teachers and students** nationally and worldwide. Schmitt has advised on second language teaching and assessment for the Israeli and Costa Rican Ministries of Education, and HEIs in Spain, Netherlands, Austria, Belgium, Sweden, Dubai, and the USA.

Colleagues at all levels have sustained engagements with existing publics, and reached new audiences, through: 120+ plenary and public lectures and keynotes, including talks in 12 countries; 36 readings of poetry and prose by Legendre, Matsumoto, McGregor and Welton in locations including Nottingham, London, Edinburgh, Paris, New York, Vancouver; and contributions to public festivals of arts, culture, literature, and science across the UK (Buckler, Kirwan, Ramsay and others). Colleagues including Harrison, Masters and Matsumoto launched books with talks in locations including Nottingham, Manchester, and Edinburgh.

4.4 Contributions to the sustainability of the discipline, support for interdisciplinary research, and responsiveness to national and international priorities and initiatives

Our **leadership of major professional associations and learned societies** makes a key contribution to the sustainability of English as a discipline. Jesch and Carroll have served as President and Honorary Secretary of the English Place-Name Society. Royan is President and Martin is Executive Officer of the Scottish Text Society. Harrison is President of the D.H. Lawrence Society (Great Britain). Welton was Chair of the Nottingham Festival of Literature. Head, Pratt and Stockwell are Fellows of the English Association and Adolphs is a Fellow of the Academy of Social Sciences. Baker, Carroll and Jesch are Fellows of the Society of Antiquaries (London), and Jesch also of the Society of Antiquaries of Scotland (Edinburgh), and the Royal Historical Society (London). Colleagues have also served as: elected member of the British Association of Applied Linguistics Special Interest Group on Language, Gender and Sexuality (Lucy Jones); Committee member of the British Association of Applied Linguistics Health and

Science Communication Special Interest Group (Hunt); Trustee and Membership Officer of the British Shakespeare Association (Kirwan); Research Officer for the Theatre and Performance Research Association (Robinson); executive committee member of the Irish Society for Theatre Research (Collins). Internationally, service includes: elected member of the International Gender and Language Association Advisory Board (Lucy Jones); elected member of the International Sachsensymposium (Baker); Secretary General of Communications for the International Federation for Theatre Research (Collins).

Support for interdisciplinary research came from UoN's interdisciplinary research infrastructure (1.6). Funding from RPAs/IRCs enabled **interdisciplinary collaborations with colleagues across UoN**: e.g. Jordan worked with UoN's NVIDIA Joint-Lab on Mixed Reality on 'Lace2Place' (Creative and Digital) (3.2); Matsumoto co-organised the 'Modernist Art Writing' conference with Modern Languages and Cultures and Art History (Languages, Texts and Society); and Jesch worked alongside History and Archaeology in the British Identities RPA (see also 3.2). Through our Research Centres we have cultivated long-standing links with Widening Participation and Education to deliver enriching extra- and cross-curricular KS1-3 learning activities (CRLC, CSVa, INS; **ICS 1, 2**); and have conducted interdisciplinary research with UoN Horizon and Computer Science, enabling new technologies for enhancing cultural engagement across the East Midlands (CRLC; **ICS 4**) and in applied linguistics (CRAL; **3.1**).

UoN support for interdisciplinary research has also enabled our **responsiveness to national and international priorities and initiatives**. Our global challenge-led research on **slavery** is supported by the Rights Lab Beacon, which funded Moran and Collins's work locally with Hall Park Academy on a performance exploring the history and legacies of **African American slavery** (3.2, 4.3). RPA funding supported Jesch's 'Bringing the Vikings Back to the East Midlands' project, which enhanced professional and public understanding of the impact and legacy of **migration** in British history and identity (**ICS 1**). External funding from the M3C consortium is supporting Parnell's doctoral research on Brexit-related **immigration** discourses. An award from the AHRC Global Challenges Research Fund supported Mullany's international LGL Network (4.1), which has enhanced work towards the **UN's 2030 Sustainable Development Goal 5, Gender Equality** in East Africa (**ICS 3**). Our agility in responding to the current pandemic is evidenced by new Research England QR-funded projects; our researchers are improving understanding of **Covid-related public health discourses and EDI workplace narratives**, and helping to **safeguard young people and regional museums during the pandemic** (1.7).

4.5 Indicators of wider influence, contributions to and recognition by the research base

We have enhanced the research base nationally and internationally through **editorial work** for 16 **scholarly journals** including: *Discourse, Context and Media*; *Language and Literature*; *Modern Language Journal*; *Second Language Research*. We have **served on the editorial boards** of 32 scholarly journals including: *Applied Linguistics*; *English Literature in Transition*; *Gender and Language*; *International Journal of Performance Arts and Digital Media*; *Shakespeare*. We have edited **book series** including: The Revels Plays Companion Library, the Premodern Health series (Amsterdam UP), and the *City Names Series* (EPNS). Pratt is on the editorial advisory boards of the *Edinburgh Edition of Walter Scott's Poetry* and *The Letters of Elizabeth Montagu*.

We have shaped the future of research in English through **our membership of national and international Research Councils and other funding bodies**: 7 of us have been members of the AHRC Peer Review College, 2 are members of the AHRC Strategic College, 1 is member of the Peer Review College for UKRI's Future Leaders Fellowships, and 1 served on the AHRC Council. Colleagues have reviewed for: British Academy, DAAD (German Academic Exchange Council), DFG (German Research Council), Dutch Research Council, ESRC, Irish Research Council, Israeli Research Council, Leverhulme Trust, Marie Curie Fellowships, National Research Council (Canada), National Science Foundation (USA), and Research Grants Council (Hong Kong).

Members of the School from ECRs to Professors have made expert contributions to published research across all disciplinary areas by undertaking refereeing, advisory and consultancy work, including **peer-review for over 130 scholarly journals** and extensive **peer-review of monographs for 15 academic presses**, e.g. Bloomsbury, Boydell and Brewer, Broadview, Cambridge University Press, Manchester University Press, Oxford University Press, Palgrave, and Routledge. We **represent the discipline as advisors and consultants** to regional and national bodies including the Arts Council (Faber New Poets scheme), Phone-paid Service Authority, Derbyshire NHS Trust, Cambridge International Examinations, and AQA Examinations; and the international bodies listed in 4.1. We routinely serve as **PhD external examiners, and as external reviewers in promotion processes**, including professorial panels, nationally and internationally.

We have enabled international and transdisciplinary research cross-fertilisation by hosting **major national and international conferences and symposia** (2236 delegates in total) including: the 35th ICAME conference (2014); 'Modernist Musics and Political Aesthetics' (2015); the Midland Viking Symposium (2016, 2018); the Lavender Languages & Linguistics 24 conference (2017); the BARS Biennial International Conference (2019), and 'Born Yesterday: Cross-disciplinary Investigations into Birth, Midwifery and Childhood' (2019).

Our **standing within the discipline** has been further recognised at all staff levels. We have been awarded **visiting fellowships and professorships** at: Folger Shakespeare Library (Kirwan); Fudan University, Shanghai (Cavill); University of Gothenburg (MacKenzie); Houghton Library, Harvard (Scott, Sutherland); NUI, Galway (Collins, Moran); University of Helsinki (Whitt); Keio University, Japan (Matthews); State University of Linguistics, Minsk, Belarus (Sotirova); Max Planck Institute for Psycholinguistics, Nijmegen (Conklin); Moscow City University (Baker, Carroll); Sheffield Hallam (Mullany); Stanford University (Carroll); Harry Ransom Research Center, University of Texas at Austin (Moran); and Yale Beinecke Library (Bumke). Our research has been **translated into**: Dutch, French, German, Italian, Spanish, Catalan, Portuguese, Czech, Greek, Turkish, Polish, Serbian, Arabic, Farsi, Chinese, Japanese, and Korean. **Awards, honours and other esteem indicators** include: Dörnyei's co-authored *Motivating Learners, Motivating Teachers* was 'Highly Commended' in the English-Speaking Union's HRH The Duke of Edinburgh English Language Book Awards; McGregor received the E.M. Forster Award in Literature from the American Academy of Arts and Letters; his *Reservoir 13* won the Costa Novel of the Year and the British Book Awards Book of the Year (Fiction) and was longlisted for the Man Booker Prize; Jesch's contribution to interdisciplinary Viking Studies was recognised in July 2020 with her election as a Fellow of the British Academy.