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| Institution: De Montfort University |
| Unit of Assessment: 27 |
| <p>Section 1. Unit context and structure, research and impact strategy</p> <p>During the assessment period, UOA27 at DMU has sustained and broadened its established areas of research strength in textual scholarship, digital humanities and the study of literary adaptation, while also developing in new directions, most notably through substantial enhancement of its capacity and resources in creative writing. In line with the University's mission to develop a research culture that addresses 'real-world problems and issues', our researchers have established local, national and international partnerships to ensure that their work influences the future development of their respective subject areas, serving as broad and diverse a range of potential beneficiaries as possible. Following the University's research strategy, equality, diversity and inclusivity considerations have underpinned the appointment of new staff and the development of early career researchers has been prioritised.</p> <p>1.1 CONTEXT AND STRUCTURE</p> <p>Research in English at DMU is overseen by the Institute of English, established in 2018 as part of the University's reorganisation of research activity to provide strategic focus for established research areas in English Literature, English Language and Creative Writing; it is part of the School of Humanities and Performing Arts in the Faculty of Arts, Design and Humanities, and includes 17.5 FTE staff (see Section 2), up from 14 FTE in REF 2014. The Institute is overseen by the Associate Dean, Research and Innovation (Siobhan Keenan) and has a Director (Gabriel Egan), Deputy Director (Deborah Cartmell) and an Institute Head of Research Students (Anna Blackwell) and contains three research centres, each having specialist research clusters:</p> <ul style="list-style-type: none"> • The Centre for Textual Studies (CTS, Director Egan) • The Centre for Adaptations (CfA, Director Cartmell) • The Leicester Centre for Creative Writing (LCCW, Director Simon Perril) <p>The LCCW is newly created since REF 2014 as a hub for our growing research strength and ambitions in the field of Creative Writing. Within and across these centres are research clusters in Shakespeare studies, Romanticism, textual editing, Digital Humanities, film and television, screenwriting, language acquisition and use, and creative technologies. The Institute has its own budget from which members may draw for teaching relief, research visits, conference attendance and other research costs.</p> <p>1.2 RESEARCH STRATEGY</p> <p>During the census period, the Institute of English has succeeded in meeting the aims set out in REF 2014, increasing investment and capacity in the areas of research identified as internationally excellent or world-leading and developing strategic partnerships with external organisations to increase the impact of our research. Since 2014, investment in staff research capacity has enabled members of the Institute of English to secure multiple grants (see Section 3.1) and to produce 11 monographs, 12 scholarly editions, 15 books of creative writing, 41 journal articles and 22 chapters in edited collections. They have also guest-edited 8 special issues of journals, 5 book-form collections of essays and served as permanent editors of 3 international scholarly journals.</p> <p>Since REF 2014, English has extended its range, partnerships and impact through its three interdisciplinary centres. Textual scholarship and digital humanities is overseen and supported by the CTS; it has seen significant activity and investment over the past seven years (see Section 3.2), characterised by extensive and productive collaboration both within and across disciplines. For example, Egan's <i>New Oxford Shakespeare Complete Works</i>, an international collaboration with colleagues from Florida State University and the University of Birmingham, was made in TEI-XML and published online (within the Oxford Scholarly Editions Online platform), while his use of computational methods for authorship attribution arose from a pioneering interdisciplinary collaboration with three scientists from the University of</p> |

Pennsylvania's Moore School of Electrical Engineering. Tim **Fulford**'s work on the correspondence of key figures from the Romantic period who illustrate the profound interdependence of literary and scientific thought resulted in the four-volume *Collected Letters of Sir Humphry Davy*, and will continue with his forthcoming edition of the letters of Thomas Beddoes.

The study of **literary adaptation** has also seen substantial investment in staff (see Section 2) and resources. Being concerned with television, dramatic and cinematic works, the **Centre for Adaptations** has an interdisciplinary remit, including members based in the Faculty of Arts, Design and Humanities and colleagues in the Faculty of Computing, Engineering and Media. The CfA, home of the registered charity, the international Association of Adaptation Studies, acquired the Andrew Davies archive in 2015, enabling scholars and students to examine the process of literary adaptation in its interaction with commercial, institutional and artistic imperatives. The University invested in full digitisation of the archive and employed two former PhD students as archivists to develop a catalogue as a resource for our own researchers and researchers visiting the Centre. One of these archivists has become a permanent DMU archivist; the other, a member of academic staff in English.

Since REF 2014, investment in **Creative Writing** and the establishment of the **Leicester Centre for Creative Writing** has enhanced our expertise in the creation of literary texts, and expanded the visibility of DMU English through promoting the academic relevance of the field and widening our public engagement activities. Creative writing colleagues contribute to the expansion of English, to include writing for film and video games. Similarly, new appointments in **English Language** have facilitated new developments in English language teaching and in understanding the uses of English in an expanding range of contexts.

The Institute's research strategy for the next five years has the following aims:

- 1 to strengthen existing areas of excellence through investment in people (including research students, see Section 2.2), infrastructure and impact activity;
- 2 to identify and nurture new and emerging areas of excellence and research clusters, and specifically to develop and broaden the activity of the LCCW;
- 3 to develop strategic partnerships with external organisations to increase the impact of our research (see Section 1.3); and
- 4 to work with the Research Services Directorate to improve research capacity among existing staff and the quality and success rate of external grant funding applications (see Section 3).

Progress in these areas is identified below:

- 1 All colleagues are working on publications post-2020, including Volume 5 of Joseph **Phelan**'s edition of *The Poems of Robert Browning* (co-edited with John Woolford and Daniel Karlin), **Keenan**'s biography of Shakespearean actor, Richard Burbage (Arden), Rod **Maude**'s Leicester story 'All the secret postcards' for Historic England's *High Street Tales* project, **Perril**'s new poetry collection, *A Soft Book* (Shearsman) and his monograph, *Contemporary British Poetry and Late Modernist Innovation*, and two new novels by Nicola **Valentine**.
- 2 Building on the considerable expansion of its resources, especially in terms of staff (see Section 2), LCCW will use the next five years to develop insights into practice-based research, multimodality and digital practice. New staff member Josie **Barnard** brings cutting-edge research into multimodality to the Centre in ways that promise to galvanise existing innovative Centre digital practices and forge new directions. Areas of focus in practice research will include work on the applicability and impact of Creative Writing methodologies beyond the subject area, as the challenge of articulating creativity as a transferable skillset is becoming more urgent in the context of the digital exclusion exacerbated by Covid-19. LCCW will also pursue research into the potential creative

writing offers to areas as diverse as the gaming industry (through practice research into non-linear storytelling) and cross-disciplinary notions of scenario-based learning.

The Institute will also aim to develop a research cluster in the pedagogy of English language learning. Jie **Liu** has recently won a British Council award of £25,055 to undertake research on how candidates prepare for the International English Language Test (IELT) used by all universities to assess the readiness of English learners to undertake university courses in the UK; her work on this project will also be supported by funds from the Institute.

- 3 Plans for a series of online seminars and events will help our emerging researchers develop international networks. Arrangements are in place for regular open discussions (2021–) with colleagues working in areas relevant to DMU English research including leading academics at the University of Delaware, George Washington University and Arizona State University.
- 4 **Fulford** has received external funding from the Modern Humanities Research Association (MHRA) for his edition of *The Letters of Thomas Beddoes*. **Egan's** investigations into the use of computational methods for literary scholarship will continue with a large, multi-institutional bid to the Arts and Humanities Research Council (AHRC) currently in preparation, including Bodleian Libraries and Oxford University Press. Early career researcher (ECR) **Blackwell** is co-investigator on an application submitted to the AHRC for funding to build on DMU's investment in the digitisation of the Andrew Davies archive by creating a 'test-bed' genetic edition showing the evolution of one of his adaptations as it travels from source text through multiple draft screenplays to a final broadcast text. A new Peer Review College (REF 5a) is providing mentoring for all grant applicants.

1.3 IMPACT STRATEGY

The focus of English's Impact strategy at the start of the current census period was on preserving cultural heritage materials via the application of existing digitisation techniques and the development of new ones, and on extending public access to the results of research through a commitment to Open Access publication. These aims are apparent in our Impact Case Study on the Text Encoding Initiative standard developed at DMU and subsequently adopted as an international standard for the digitisation of manuscript material. **Fulford's** digital edition of the letters of Robert Southey was made in TEI-compliant XML and published online by the Romantic Circles project. The digitisation of the Andrew Davies archive has led to its use by visiting scholars and journalists. We have also made a significant contribution to the public bodies working towards a sustainable open research environment thanks to **Egan's** role as Chair of the Advisory Board for Jisc's Historical Texts database (see Section 4).

Building on the Unit's expertise in digital humanities, members of the LCCW have undertaken research into the ways in which creative practice can help tackle digital exclusion. The Centre was thus unusually well-placed to respond effectively with initiatives during the Covid-19 lockdown, including a highly successful online National Writing Day event (June 2020) showcasing staff and PhD student practice research to an international audience, and a pilot project on digital upskilling (**Barnard**) (see Section 4).

Emerging impact during the period has also been generated by LCCW's engagement with local writing and publishing communities. Through its annual *States of Independence* event, a showcase of independent presses, LCCW has established a network of, and provided a focal point for independent publishers, regional creative organisations and writing groups. The festival continues to raise public awareness of the role independent publishing has played historically, and continues to play, in the development of literature and in its provision of a voice for the culturally under-represented or politically oppressed. The University's commitment to **SDG 16** (REF 5a) is reflected in the Centre's co-editing and contribution to a crowd-funded poetry anthology raising awareness of, and funds for, the refugee crisis, with resulting poems being translated into Italian, German, Shona, Spanish, Bengali, British Sign Language, Farsi, Finnish, French, Turkish and Welsh (**Maude**, Hila **Shachar**, Maria **Taylor**, Siobhan **Logan**, **Perril**).

LCCW authors have reached wide audiences and achieved impact through their individual publications as well, writing books with cumulative sales figures of over 70,000 during the census period, supporting the publishing industry commercially and generating more than 7,000 reviews and ratings.

Impact has also been achieved through our members' extensive connections with public-facing organisations and the media. **Shachar**'s expertise in the Brontës has led, for example, to collaboration with the Brontë Parsonage Museum and the delivery of a keynote lecture at a one-day conference on *Interpreting Anne Lister & the Brontës* (2019) at Bankfield Museum, Halifax, in partnership with the Parsonage and Calderdale Museums. Other examples of successful use of DMU's media expertise include **Egan**'s front-page article in *The Guardian* (23 October 2016) concerning Christopher Marlowe's co-authorship of Shakespeare's history plays (and Egan's subsequent appearances on UK, Canadian and Australian national radio). **Keenan**'s research into the world of Shakespeare's travelling players led directly to her involvement with the BBC 'Shakespeare on Tour' project and her appearance with Dame Judi Dench on the BBC *Countryfile* programme (24 April 2016); these activities form part of one of our Impact Case Studies. The BBC4 documentary *Andrew Davies: Rewriting the Classics* (transmitted 30 December 2018 and available on BBC iPlayer, February 2019 and December 2020) made extensive, on-camera use of **Cartmell**'s expertise on this topic. (**Cartmell**'s work on literary adaptations is inherently interdisciplinary, spanning the intersection between Literary and Screen Studies – REF Unit 33 to which her publications have been submitted – and English Language and Literature.)

Our Impact Strategy for the next five-year period has three key aims:

- 1 Enhancing DMU's cultural and economic impact (evidenced in the Institutional Environment Statement REF 5a) by:
 - **raising the profile and broadening the scope of LCCW's *States of Independence*** festival of independent publishing by developing existing contacts and partnerships with local cultural organisations and with our own Stephen Lawrence Research Centre; as part of Black History Month, LCCW's 'Rise Up!' group will continue to host events to discuss the challenges faced by writers of colour in navigating the publishing industry, and to give a voice (and publishing and writing expertise) to minority groups in the region; and
 - **developing initiatives around the 'Social Sciences, Humanities & the Arts for People and the Economy (SHAPE)' agenda** to raise awareness of new developments in Digital Humanities, building on the success of the weekly interactive sessions on 'Information Theory for 10-Year-Olds' delivered in the CTS's Minimal Computing Lab to six local schools in under-resourced parts of Leicester each year since 2017. We also aim to draw on our regular talks to local schools and colleges by extending these globally through online platforms, using the example of our World Writing Event which attracted over 600 views.
- 2 Building on our expertise in digital humanities and textual scholarship, we will engage with industry partners and help develop and promote a sustainable infrastructure for the production of digital texts. **Egan** is already advising Oxford University Press on the practicalities of a production workflow enabling it to accept raw XML files from scholarly editors embodying their editorial choices in the making of new scholarly editions. We will also utilise the newly formed openly accessible DMU Press in postgraduate research (PGR) projects and in funding applications.
- 3 Promoting the dissemination of our research into English-language pedagogy to inform the teaching of the subject elsewhere and the improvement of national testing standards such as the IELTS. This will be achieved through the targeted use of the Institute's resources, liaison with external partners such as the British Council and external funding applications.

Section 2. People

2.1 STAFFING STRATEGY AND STAFF DEVELOPMENT

Our staffing strategy aims to sustain and develop our distinctive areas of excellence by maintaining an appropriate balance between established scholars and next-generation researchers capable of injecting fresh energy and new priorities into the discipline. We identify and support emerging talent and provide strong research leadership to enable that talent to flourish. This strategy is supported by the University's development of the VC2020 and Future Research Leaders schemes (both outlined in REF 5a). Since 2012, English at DMU has benefited from three VC2020 appointments: **Blackwell**, whose combination of expertise in early modern drama and 21st-century consumption, including fan culture and the nature of celebrity in the internet age, contributes to and helps to redefine the work of both the CfA and the CTS; Alice **Wood**, who continues the legacy of Julia Briggs in the CTS through her work on the textual evolution of Virginia Woolf's novels; and Alison **Hall**, who strengthens our linguistics cluster with her work on pragmatics and semantics. Our strength in adaptation studies has been enhanced by further appointments in this area in the census period including Bethany **Layne** (as Senior Lecturer). Two members of the English Institute have also been accepted onto the Future Research Leaders scheme during the period (see REF 5a).

The LCCW has been identified as vital to our future research and impact strategies, and we have augmented the scope, activity and sustainability of the Centre since 2014 with six new appointments at various career stages, including one Associate Professor, to strengthen leadership in the area (**Barnard**), and a number of experienced practitioners as lecturers: Joanne **Dixon**, Anthony **Joseph**, **Maude**, **Logan** and Maria **Taylor**. **Joseph's** expertise in Caribbean literature and postcolonial approaches, **Maude's** successful career as a novelist in the areas of steampunk and fantasy writing, and the achievements of both **Taylor** and **Dixon** as contemporary poets add considerably to the vitality and impact potential of the centre, while **Barnard's** research on forms and practices in digital creativity creates a bridge between Creative Writing and the work of the CTS in digital textual analysis. Dixon and Logan have been identified as researchers-in-training (RIT) by the University's Research and Innovation Allowance (RIA) process for identifying and supporting research-active staff (see REF 5a). The public attending the LCCW's events and its research students alike have benefited during the census period from the active engagement of Visiting Professor of Creative Writing, Benjamin Zephaniah.

As well as benefiting from university-wide systems in place to support their development, ECRs in the Institute have access to competitive research funds and a research mentor who oversees progress towards the research aims agreed in their RIA or RIT application, provides practical assistance with applications for internal and external funding, and offers advice on publication, dissemination and impact strategies. The University's commitment to the creation of an inclusive and transparent research environment geared towards the career development of ECRs is mirrored in the Institute. ECRs are prioritised in the competitive allocation of Institute funding to support research activities, and actively encouraged to take on administrative roles such as Institute Head of Research Students. (Thus the current Institute Head of Research Students is ECR **Blackwell**.) Senior research staff support ECRs through the RIA process (described in REF 5a), contacting them individually to provide guidance and feedback on their applications. Staff employed on externally funded projects also benefit from ring-fenced time for post holders to advance their own careers and the use of the appraisal process to set and monitor targets for independent research and professional development activities.

Research support needs are assessed in the annual appraisal of all staff, and senior researchers from within the subject are appointed to work with individual researchers, where coaching for specific abilities is called for, or else are drawn from outside the subject where developmental concerns favour a mentoring rather than a coaching approach. The efficacy of this coaching and mentoring is measured in the annual appraisal in relation to targets agreed between members of staff and the appraiser. These targets bring in consideration of staff members' career progression ambitions and the agreed constraints arising from considerations of work/life balance and the right of employees to manage their external commitments in caring for dependents. Staff training in research is provided by the University in areas of relevance across all disciplines, including the use of databases as sources of research data and as the

repositories for working data and outcomes of a project, the management of complex legacy materials (including print, manuscript and other archival matter), and on topics such as research ethics and managing research assistants and postdoctoral researchers. Training on matters specific to English research, including the creation of digital resources, palaeography, textual criticism, the use of specialist archives (including film and theatre materials) and practice research methodology, is provided within the three research centres (Adaptations, Textual Studies and Creative Writing), in concert with the University Libraries and Archives team.

DMU's criteria for promotion are designed to encourage and reward research excellence, and several staff in the Institute have achieved significant promotion during the census period. Deborah **Mutch** was promoted from Senior Lecturer to Reader in recognition of her work in rediscovering Socialist periodical fiction of the late nineteenth century, while **Keenan** and **Perril** were both promoted from Reader to Professor. Members of staff with senior leadership responsibility are encouraged to remain research-active members of the Institute: Jackie **Labbe** combines her postgraduate teaching and research for us with the role of Pro Vice-Chancellor (Academic), **Cartmell** continues her research in adaptations while in the role of Associate Pro Vice-Chancellor (Research) and **Keenan** is the Faculty's Associate Dean (Research and Innovation).

English staff can apply for research leave to undertake research projects, complete outputs or develop impact activities, through university, faculty and unit-level schemes. The University's Research Leave Scheme (described in REF 5a), enables staff to spend a term working on a research project or engaging in impact-related activities; during the census period **Fulford**, **Mutch** and **Phelan** have benefited from it. Additionally, Faculty research leave enabled **Hall** to begin a project on speaker commitment, insincerity and pragmatics, **Keenan** to finish a monograph on the theatrical aspects of King Charles I's travelling court in the early seventeenth century, and **Wood** to write 30,000 words to complete her monograph *Modernism and Modernity in British Women's Magazines* (Routledge, 2020), a 6,000-word book chapter on 'Late Woolf' for the *Oxford Handbook of Virginia Woolf* (expected 2021) and three conference papers. **Egan** used his Faculty-funded leave to start co-writing with a colleague in Newcastle University in Australia a new book on the computational analysis of the early editions of Shakespeare, which will be completed in 2022; our planning stretches well into the next REF cycle. **Shachar** was an ECR at the time of her award which helped her to complete her second monograph. In total, over the census period, 8 staff in English have had research leave. These awards are supplemented by strategic and targeted use of the Institute's own resources for teaching relief to help staff complete outputs, develop impact or plan funding bids. All decisions on research leave are taken by committees whose members have undergone mandatory training (provided by Human Resources) on Equality and Diversity and Unconscious Bias. English has benefited from DMU's leave policy (see REF 5a); **Wood** received parental leave in the census period and on return was awarded Faculty leave in order to complete a research project.

Research time for staff is guaranteed through the RIA scheme (see REF 5a), an independent process overseen by the PVC Research and Enterprise, in which staff requests are considered by a trained panel selected to ensure gender balance and adequate representation of ECRs. The total RIA allocation for staff in the Institute is currently 7,040 hours, an average of 402 hours per person (equivalent to about 1½ days a week).

2.2 RESEARCH STUDENTS

There has been a substantial increase in PhD completions during the census period; 24 doctorates were awarded in English, up from 8 in REF 2014. This has been achieved by: (1) generous funding for studentships (4 full and 2 fees-only) by the University; (2) a well-defined and academically supported pathway for internal postgraduate students to make the transition to research projects of their own via development of an MA English and an MA Creative Writing; (3) enhanced training for academic staff to become excellent research student supervisors, provided by the University's Doctoral College; and (4) close and supportive monitoring of research-student progress via monthly, six-monthly and annual reporting with flexible procedures for recovering from set-backs. Research student recruitment and development have also been enhanced by our membership of the AHRC Midlands 4 Cities (M4C) consortium enabling us to pool resources, supervisory expertise and student selection procedures with our consortium partners

at the universities of Leicester, Nottingham, Nottingham Trent, Birmingham, Birmingham City, Coventry and Warwick. Five students in English have been awarded full fees plus subsistence PhD scholarships under this scheme. By efficient resource-pooling and funding for cohort development, M4C is a sector-leading programme of training finely tuned to the future needs of our discipline. Our M4C Site Directors liaise with their opposites at the other universities in the consortium, evaluate applications and ensure the smooth operation of the scheme. **Phelan** and **Perril** have acted as DMU Site Directors during the census period.

The University's Doctoral College manages the enrolment and supervision of research students, ensuring that their progression is monitored and that timely evaluations are produced. The Doctoral College trains research supervisors with refresher courses to keep them up-to-date about regulations and best practices. The Doctoral College gives research students mandatory training in research skills, linked to periodic evaluations of their training needs. Funding for research students, including DMU's bursaries, is managed by the Doctoral College, as are examination processes.

All PhD students' training needs are formally identified in the first six months of enrolment and reviewed at the end of each year. Since REF 2014, English has developed a Doctoral Training Programme that complements the University's generic provision. The Training Programme equips new researchers with the digital skills that are increasingly important in our field, supplementing the sessions taught by Institute staff with visiting lecturer sessions that have included specialists from Arizona State University and the universities of Glasgow, Leeds, Sussex, Birmingham, Leicester and Strathclyde. Research students are supervised by a team of at least two experts in their field with monthly meetings (for those researching full-time) and are guided to adhere to deadlines for the production of monthly, bi-annual and annual progress reports. Some 90% of the REF-returned staff are currently supervising research students.

Our training equips PhD students with skills and experience that will help them find work after their studies. A graduate conference attendance fund (up to £500 per student) gives research students opportunities for professional development and networking, and they are strongly encouraged to attend and participate in the Institute's own research seminar series. There are also opportunities for graduate students to gain teaching experience. We support our PhD students beyond their enrolment period to help them achieve their career aspirations, recognising that these often will lie outside academia. Some 64% of our graduates were found by a Destinations Survey, conducted during the census period, to be in academic positions and another 18% in related fields of work such as archives, publishing and information technology. Those in academic positions include: a University Lecturer, Faculty of English, University of Cambridge; an Associate Professor of English in Bosnia and Herzegovina; an Assistant Professor of Global Modernisms, University of Central Florida; a Senior Lecturer (Initial Teacher Training), University of Northampton; a Lecturer in Georgia, USA; a Dean of the Faculty of Languages and Literature in Indonesia; a Lecturer in Film, Television and Adaptation Studies in Australia; a Lecturer in English Literature at the University of Evansville Illinois; and a research facilitator at Cambridge University. Non-academic destinations include a Senior Technologist at an educational supply company and an independent publisher. Four former research students have become academic staff members at DMU. Over the census period, PGR students have been encouraged to publish their work while completing their PhDs; and they have contributed articles and reviews to journals such as *The Library*, *Adaptation*, *Shakespeare*, *The Journal of Adaptation in Film and Performance*, *Borrowers and Lenders* and *Literature/Film Quarterly*. PGR students' articles feature in edited collections (published by Palgrave, Routledge and Blackwell) and students have published poetry and fiction (including with Tigershark and Red Lane Press); they also include a winner of the Magma Judges Prize for poetry, second prize in the Ledbury Festival Poetry Competition and second prize in *Reflex Fiction*, as well as a winner of the *Adaptation* journal essay prize.

2.3 EQUALITY AND DIVERSITY

Equality and diversity considerations are deeply embedded in the culture of DMU and reflected in everything we do, as marked by multiple achievements including the award of a Race Equality Charter; these institution-wide initiatives are set out in REF 5a. During the census period our

staffing profile has changed in ways that reflect these institutional priorities. The proportion of BAME staff submitted to the REF in this Unit has increased from 7% in REF 2014 to 21% in REF 2021, and the proportion of female staff has increased from 43% in REF 2014 to 68% in REF 2021. Submitted outputs are now evenly split between male and female staff, and just over a quarter have been produced by staff appointed since 2014.

Staff returning to work following a career break are offered research mentoring to help them resume their research activities, while project staff benefit from our commitment to the Concordat to Support the Career Development of Researchers. The same principles govern our treatment of part-time, temporary and hourly-paid staff. All staff are equally entitled to apply for funding for conference attendance and research activity through the Institute. We are also helping the next generation of researchers to ensure that equality and diversity help to shape the research agenda; for example, Creative Writing PhD students are in consultation with the University's Steven Lawrence Research Centre to develop a project exploring mixed ethnicity.

Section 3. Income, infrastructure and facilities

3.1 INCOME

Grant income in the current assessment period is £466,993. This is lower than the income reported in REF 2014, potentially due to a research strategy that has focused on appointing new rather than established researchers in this census period. A new iteration of peer reviewing is in place (2019) that utilises experienced reviewers to mentor ECRs throughout the entire process of applying for funding.

Selective external awards

- £249,609 from the AHRC for **Egan** to develop computational methods for analysing and comparing the early editions of Shakespeare as part of his General Editorship of the *New Oxford Shakespeare*, and £23,000 from the MHRA to develop a new XML-based workflow with Oxford University Press for that edition.
- Senior Research Fellowships from the British Academy (£38,000), and Leverhulme Trust (£42,300) for **Fulford** to complete his edition of the letters of Humphry Davy, and £25,000 from MHRA for a postdoctoral research assistant for his edition of the letters of Thomas Beddoes.
- British Academy Small Research Grants awarded to **Mutch** (£1,173) to complete an edition of John Law's (Margaret Harkness's) novel *A City Girl*, to **Keenan** (£715) for a Malone Society edition of *The Twice-Chang'd Friar* and to **Phelan** (£3,496) to visit archives in connection with volume 5 of the Longman *Poems of Robert Browning*.
- **Phelan** was awarded Visiting Fellowships at the Beinecke Library, Yale and the Armstrong Browning Library, Baylor in connection with the same project.
- **Keenan** received a Scouloudi Historical Award to complete her monograph on the royal progresses of Charles I and recently received the Society for Theatre Research's Antony Denning grant for work on her next project: a biography of the first actor of Shakespeare's major roles, Richard Burbage.

In addition to such research grants, colleagues have enjoyed success in attracting funding for their research from bodies such as the British Council.

- **Liu** received a British Council award of £25,055 to undertake research on how candidates prepare for the International English Language Test, and has just been awarded £7,611 by the British Council for an international project on the incorporation of critical thinking into pre-service teacher education in China.

3.2 INFRASTRUCTURE AND FACILITIES

The activities of the Institute are supported by DMU in several ways: the RIA process (see Section 2) identifies and supports individual staff research activity; funds are devolved to the Institute Director; and a central Research Services Directorate provides support for research training and Continuing Professional Development in such areas as external grant capture and management and research student supervision. Specialist faculty liaison officers in the Research

Services Directorate assist with scheme selection and budget planning for external funding applications, organise internal peer reviews, monitor grant spending and ensure that reports are submitted to funding bodies in a timely manner. Within the Faculty a dedicated Research and Innovation Office provides administrative support to Research Institutes. In allocating devolved funds, due regard is always given to the requirements of equality and diversity; the panel assessing applications is always balanced in terms of gender, and a portion of the budget is ring-fenced for applications from ECRs and emerging research areas and specialisms.

Other forms of investment in research come from internal funding competitions. Early Career Fellows and VC2020 lecturers are able to apply to the VC2020 fund, which provides additional funding for conference attendance and research visits. Participants in the Future Research Leaders scheme (see REF 5a) are given access to a budget of £1,500 for development activities. The Revolving Investment Fund provided seed-funding for networking activities and research bids.

In line with the sector-leading approach to identifying and promoting the impact and public benefit of its research outlined in REF 5a, DMU has devoted considerable resources to the development of infrastructure to promote impact during the census period, and the Institute has benefited from these. The Research Services Directorate employs REF Impact Officers who liaise directly with faculties and advise on impact strategy and priorities. The cataloguing and analysis of evidence of impact has been enhanced by the use of Vertigo Ventures (VV) Impact Tracker software. DMU's acquisition of the Figshare online open access repository software enables English to manage its large datasets and evidence files relating to impact. Members of the Institute attempting to develop Impact Case Studies can apply to a central fund for assistance in gathering evidence, and training sessions are provided for the use of impact-tracking software. Within the Faculty, a bespoke Research and Enterprise fund was established with surpluses from commercial research activities to help provide support for impact-related activities: both **Egan** and **Fulford** secured awards from this fund during the census period.

In addition to the centrally funded research facilities described in REF 5a, each of the three English research centres has access to dedicated spaces and resources in the Clephan building amounting to 116 square metres in total. Specialist equipment worth £23,155 has been purchased via a series of internal funding schemes for capital investment in research facilities. The **Minimal Computing Lab**, hosted by the CTS, introduces Humanities research students to the essentials of Information Theory by means of specialist historical equipment. Research students create digital texts in tangible material forms – for example as punched paper tape and cards – learning thereby the principles of the fundamental logical operations that underlie the procedures for transforming manuscript and printed writings into digital text. Research training in the Lab is delivered as part of our Doctoral Training Programme. Part of **Egan's** AHRC award was used to help build a national research infrastructure in the area of digital methods for textual analysis by taking a Travelling Roadshow around the country to give talks about these techniques and provide practical demonstrations of them. Events took place at the universities of Oxford, Liverpool, Leeds, Strathclyde and Bath Spa between February and May 2018. In preparation for these events, residential training at DMU in the methods in question was given to representatives from each of these institutions, culminating in a week of all-day training in the Minimal Computing Lab and a 48-hour 'hackathon' to put the skills acquired into practice.

The University Library has invested £402,000 in English studies during the census period. Over £26,000 per annum has been allocated to the provision of print and online resources for English, and our share of the DMU-wide overheads in providing Library services is £31,500. Researchers in English have on- and off-campus access to all the major print and online resources in their field – reference databases, online books and journals, and so on – supplemented by dedicated funding for trips to research libraries. The Library also maintains two special collections belonging to English: the Andrew Davies Archive (CfA) and the Briggs-Blake-Zurbrugg memorial collection. The Andrew Davies archive consists of 18.5 linear metres (19 boxes) of screenplays, annotated scripts, correspondence and working agreements with the BBC and other film companies. Journalists, DMU doctoral students and visiting scholars, including a co-supervised PhD student from the University of Lisbon, have used this archive, which has been catalogued and digitised. The Briggs-Blake-Zurbrugg collection consists of donations from the libraries of

three of the most distinguished former members of the DMU English department: Julia Briggs, Norman Blake and Nicholas Zurbrugg. Reflecting their varied interests, it consists of specialist materials in medieval literature, Virginia Woolf studies and Modernism, and the 20th-century avant-garde. The collection has attracted Visiting Fellows from Brazil, Spain, Portugal, Poland, Turkey and China to make use of its holdings. In addition, **Perril** has organised Concrete Poetry public-facing events using elements of the collection in collaboration with the Chief Print Technician in DMU's Faculty of Arts, Design and Humanities and the University's Art Collections Officer.

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

The Institute's Research Centres have played a leading role in creating research collaborations and disseminating knowledge during the census period. This contribution has taken place through traditional forms of dissemination, such as conferences, and also through innovative, practice-based and collaborative activities designed to maximise the reach and impact of our research both nationally and internationally.

4.1 EXAMPLE RESEARCH COLLABORATIONS

- DMU's Centre for Adaptations is the international hub of the Association of Adaptation Studies which has membership across the world and trustees from the University of Amsterdam, the University of Delaware, University of Lancaster, TU Braunschweig, University of Baltimore and Le Moyne College, Syracuse.
- **Egan's** collaboration with three researchers from the Moore School of Electrical Engineering of the University of Pennsylvania culminated in the invention of an entirely new computational method of authorship attribution using Word Adjacency Networks, the first application of which confirmed Christopher Marlowe's hand in all three of Shakespeare's *Henry VI* plays.
- **Fulford's** digital edition of the letters of Robert Southey was made in collaboration with Dr Carol Bolton at Loughborough University, Prof. Lynda Pratt at University of Nottingham, and Dr Ian Packer at University of Lincoln, and his edition of the collected writings of Robert Bloomfield was made in collaboration with Prof. John Goodridge at Nottingham Trent University. Both editions were made in TEI-compliant XML and published online by the Romantic Circles project led by the Maryland Institute for Technology in the Humanities (now relocated to the University of Colorado Boulder).
- **Phelan** worked with colleagues at the universities of Bristol and Sheffield on his edition of Browning's Poetry, and with the Armstrong Browning Library of Baylor University, Texas, on the Brownings' Correspondence project. He collaborated with colleagues at the Fondazione Michel de Montaigne in Italy on projects related to Anglo-Italian literary and cultural interactions during the 19th century.

4.2 CONTRIBUTIONS TO THE RESEARCH BASE

Conferences and research events

- The **Centre for Adaptations** staged ten international conferences and events at DMU and other institutions since 2014, including 'Returns: Association of Adaptation Studies' (DMU, September 2017), 'Adaptation and History' (St Anne's College, Oxford, September 2016), 'Adapting Medieval and Early Modern Cultures' (DMU, February 2016), and 'Biopic Adaptations' (DMU, February 2015). In all, these conferences brought to DMU around 600 scholars from across the world, including the USA, Europe, China, Australia and Africa.
- The **Centre for Textual Studies** ran five international conferences during the census period, including 'Computational Methods for Literary-Historical Textual Scholarship' (DMU, July 2018), 'Users of Scholarly Editions: Editorial Anticipations of Reading, Studying and Consulting' as the annual meeting of the European Society for Textual Scholarship (DMU, November 2015) and 'Richard III: Transformations, Histories, Afterlives' (DMU, March 2015). These brought 375 delegates from around the world – including the USA, Canada, Australia, Germany, Holland, Finland, Spain, Lithuania, Portugal, Belgium, Italy, Switzerland and Ireland – with the international scholars Elaine Treharne (Stanford), David L. Hoover (New York), and Gary Taylor (Florida State) among those making keynote addresses.

- The **Leicester Centre for Creative Writing's** annual *States of Independence* publishing festival, organised in collaboration with industry partners Five Leaves Press and Dahlia Publishing, saw around 30 publishers take part each year, and around 350–450 members of the public attending discussions, readings, workshops, talks and interviews.

Awards

- **Cartmell** was awarded the Jim Welsh Prize of Adaptation Studies (2016).
- **Fulford** won the Robert Penn Warren-Cleanth Brooks Award for literary Scholarship and criticism (2019).
- **Joseph** obtained the Jerwood Compton Poetry Fellowship (2019) and a Paul Hamlyn Foundation Composers Award (2020).
- **Logan** won second prize in the 'Leicester Writes' Short Story competition (2017), and was shortlisted and commended in the *Prole Poetry Pamphlet Competition* (December 2020).
- **Maude** won the Norman King Novel Award twice (2014, 2019) and was shortlisted for the Philip K. Dick Award (2014).
- **Taylor** was commended by the Forward Poetry Prize (December 2020), and a work from her latest collection featured as 'poem of the week' in *The Guardian* (December 2020).
- **Valentine** was shortlisted for the UEA/Little Brown Crime Writing Prize (October 2018) and the Reading Desk Book of the Month (September 2019).

Contributions to national research infrastructure

- Service to the AHRC: Advisory Board (**Labbe**), Peer Review College (**Cartmell, Egan, Mutch, Phelan**), Strategic Reviewers (**Cartmell, Egan, Phelan**), International Reviewer (**Cartmell**), Technical Assessor (**Egan**). In 2020, Cartmell, Egan and Phelan were commended to the VC by the AHRC for their service.
- Service to Jisc: **Egan** is Chair of the Jisc Historical Text (JHT) Advisory Board and served on its E-Books Working Group and Open Access Publishing in European Networks steering group. Under Egan's leadership, Jisc has invested £10,400,000 in developing JHT that provides the Early English Books Online (EEBO) and Eighteenth Century Collections Online (ECCO) images and transcriptions to UK universities at a fraction of the cost of subscribing to the same services from ProQuest and Gale Cengage. Egan's coordination of improvements to JHT, especially in its provision of advanced searching and data-mining services, has led to its adoption by 92% of UK HEIs, generating an annual six-figure revenue stream that Jisc reinvests in improvements to the service.

Trusteeships and professional association service

- Association of Adaptation Studies: **Cartmell** (Founder, Trustee, former Chair) and **Blackwell** (Trustee and Treasurer).
- British Shakespeare Association: **Cartmell** (founding member) and **Egan** (Trustee).
- English Association: **Phelan, Cartmell** and **Egan** (Fellows).
- Friends of Coleridge: **Fulford** (Board Member and Director of its biennial conference).
- Malone Society: **Keenan** (Council Member).
- University English: **Phelan** (Treasurer and Executive Committee member).

External PhD examining

- Colleagues in UOA27 have examined over 20 PhDs nationally and internationally at the universities of Aberystwyth, Birkbeck, Birmingham, Bristol, Cambridge, Christ Church, Canterbury, East Anglia, King's College London, Open University, Oxford, Portsmouth, Reading, Salford, Sheffield, Surrey, Warwick and York, and at the universities of Colorado, George Washington, Lausanne and Utrecht.

Journal editing

- The Association for Adaptation Studies and its journal *Adaptation* were founded at DMU by **Cartmell**. Visits to the online version of *Adaptation* have increased yearly, most prominently since 2014 from 20,000 to over 40,000 downloads in 2018, and there are significant readerships in China, Indonesia and India, as well as in Europe and the Anglophone world.
- The journal *Shakespeare* (the organ of the British Shakespeare Association) is founded and edited by **Cartmell** and **Egan**, with just over half its readership from outside of Europe. Article downloads have increased from 16,044 (2014) to 33,333 (2020).

- *Theatre Notebook* is the journal of the Society for Theatre Research and co-edited by **Egan**; three-quarters of the readership is outside the UK.

Editorial boards

- **Cartmell**: *Literature Compass*.
- **Fulford**: *Romanticism, European Romantic Review, The Wordsworth Circle, Romanticism on the Net* and *Essays in Romanticism*.
- **Labbe**: *Women's Writing*.
- **Mutch**: *Key Words: A Journal of Cultural Materialism*.
- **Keenan**: *Shakespeare*.
- **Wood**: *Woolf Studies Annual*.

Book editorships

- **Cartmell** is series editor for Bloomsbury's *Adaptations Histories*.
- **Egan** is a general editor of *The New Oxford Shakespeare* and Digital Advisor to its newly contracted *Oxford Marlowe: Collected Works* edition.
- **Fulford** is series editor for Liverpool University Press's *Romantic Reconfigurations* series.

Peer review

- English researchers have read and advised on proposed book manuscripts for publishers including Oxford University Press, Cambridge University Press, The Arden Shakespeare, University of Chicago Press, Manchester University Press, Routledge, Iter Academic Press, the Arizona Center for Medieval and Renaissance Studies, Palgrave Macmillan, University of Virginia Press, Edinburgh University Press and Bloomsbury.
- English researchers have read and advised on journal submissions for *Review of English Studies*, *Shakespeare Quarterly*, *The Library*, *Renaissance Quarterly*, *Digital Scholarship in the Humanities*, *Notes and Queries*, *Memoires du livre / Studies in Book Culture*, *Modern Language Review*, *Participations: International Journal of Audience Research*, *Early Modern Literary Studies*, *Shakespeare Bulletin*, *Mind & Language*, *Inquiry*, *Synthese*, *Erkenntnis*, *The Australasian Journal of Philosophy*, *Glossa*, *Journal of British and Irish Innovative Poetry*, *Shakespeare*, *Adaptation* and *Topoi*.

Keynotes

- Of the 138 lectures in the UK and abroad given by members of the Institute during the census period, 33 have been invited keynote addresses. **Blackwell** gave a plenary address at the British Graduate Shakespeare Conference (2020) and has spoken as a keynote at the University of Rome (2020); **Cartmell** has spoken at the universities of São Paulo and Cyprus, at the National Library of the Netherlands, at Jagiellonian University Poland, at Aristotle University Greece, and at several Indian universities, including Adamas University, Bankura Christian College and University of Gour Banga; **Egan** has spoken at Johannes Gutenberg-Universität, Mainz; **Fulford** has given plenary addresses at Eötvös Loránd University Budapest and at the Centre for the Study of Romantic Literature, Kolkata, India; **Hall** at the University of Warsaw; **Keenan** has spoken at the Alexandra Ioan Cuza University of Iasi, Romania; **Labbe** at the University of Bologna; and **Shachar** at the British Film Institute, Southbank, London.

4.3 CONTRIBUTIONS TO SOCIETY, THE ECONOMY AND PUBLIC-FACING ENGAGEMENTS

- **Barnard** has provided digital upskilling to five members of staff at charities and NGOs that work with diverse digitally excluded citizens (benefiting those citizens directly during the Spring 2020 Covid lockdown); and gained via interviews and evaluation sheets empirical data on how barriers to digital upskilling were exacerbated and added to during the lockdown. As well as benefiting participants directly by providing digital upskilling, this work provided evidence to the House of Lords Covid-19 Committee (co-authored with Prof. Leela Damodaran) and will form the basis of future research. The charities/NGOs represented, which are based in Bristol, London and Leeds, work with a range of digitally excluded citizens including NEET (Not in Education, Employment, or Training) young people, older people, unemployed citizens and citizens with English as a second language.
- In 2017, **Logan** and **Maude** set up 'The Writer's Shed' as a writer development organisation, providing workshops, masterclasses and free online resources. Members have collaborated

with the National Association of Writers in Education (NAWE), hosted workshops at the British Library, run residencies for Writing East Midlands (**Logan**), given talks on publishing for BBC Radio Leicester, and collaborated with the European Space Agency and Leicester Astronomical Society (**Logan**).

- LCCW members have also run a 'Summer Book Launch' public reading series showcasing the work of six authors in June 2018, organised a public-facing research seminar series in 2019, and offered an annual National Poetry Day event. The Centre's members organise events for Leicester's annual Everybody's Reading festivals, collaborating with Leicester Central Library and Writers' Showcase. They also organise public-facing events for DMU's annual Cultural eXchanges arts festival. During the first lockdown in 2020, LCCW hosted an online event for National Writing Day that reached an international audience (as mentioned in Section 1.3).
- **Layne**'s expertise in adaptations and Henry James led to an invitation to contribute an essay to *The Conversation* (12 October 2020) exploring why Henry James's eerie tale *The Haunting of Bly Manor* still inspires so many adaptations. This was later republished by the Metro and the print edition of the *I* newspaper. It was also shared by 10 regional newspapers online in the Reach PLC group, achieving a potential audience of 23,690,289 readers.
- **Shachar** gave an invited public talk and pre-show Q&A session on '*Jane Eyre* on Stage and Screen' at the National Theatre, London (2015) and has been a keynote speaker at public-facing events such as the Brontë Society's Bicentenary Conference (York, 2018) and a one-day conference on Anne Lister and the Brontës hosted by Bankfield Museum, Halifax (2019).

The research collaborations and contributions detailed here are the product of an institutional research environment which encourages the challenging of traditional disciplinary boundaries and the widest possible dissemination of research findings. The Institute's research centres are inherently interdisciplinary and public facing in nature, enabling us to develop new areas of study and find new ways of addressing scholarly questions.