

<b>Institution: University of Derby</b>
<b>Unit of Assessment: 34- Communication, Cultural and Media Studies, Library and Information Management</b>
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b>1.1 Context and background</b></p> <p>This Unit of Assessment (UoA) brings together colleagues in the School of Humanities and Journalism most of whom are located within the College of Arts, Humanities and Education. The interdisciplinary UoA includes colleagues in English Literature, English Language, Journalism, Media Studies, Publishing, History, American Studies, Creative Writing and Postcolonial Studies. The UoA's Research Strategy has been determined by the imperative to build on interdisciplinary strengths and expertise around overarching Research Themes of <b>Identity, Culture and Representation</b> in response to increasingly complex societal challenges around objectives such as the need to foster development and re-invigorate civic cultures reflecting UoD's <b>civic agenda</b> and the Strategic Framework.</p> <p>To optimise our research achievements, underscore our international focus and reflect the vibrant multicultural, multi-ethnic and globally interconnected character of modern Derby we have adopted a <b>Derbyshire: Local to Global</b> Strategy of nurturing concentrations of expertise to take maximum advantage of our socio-cultural, civic and economic milieu in a national and global context and serve as a stimulus and resource for pursuing research focussed upon identities, cultures and representations. This milieu includes our proximity to the <b>Derwent Valley Mills World Heritage Site (DVMWHS)</b>, access to the rich resources of City and County museums and archives including the internationally-renowned <b>Joseph Wright Collection and Study Centre</b> and <b>World Collection Gallery at Derby Museum, Derby Theatre</b> (acquired by UoD in 2009), <b>Derby Arboretum</b> (1840) the first Victorian urban public park, and the <b>National Forest</b> in Derbyshire, Leicestershire and Staffordshire developed since the 1980s around ancient woodlands and new planting to foster regional economic regeneration. We also have a concentration of major country houses and historic estates nearby such as <b>Chatsworth, Kedleston Hall</b> and the <b>Peak District National Park</b> (1951), the first British national park to be established. Moreover, Derby's striking industrial and manufacturing development is evident from the Silk Mill and Derwent Valley mills which helped drive the Industrial Revolution and the oldest continuously operational railway works in the world, <b>Rolls Royce</b>, in Derby since the Edwardian period, <b>Royal Crown Derby China</b> dating back to c1750, <b>Toyota</b> and <b>Bombardier</b>. In fact, Derby is one of the few British cities whose economy still substantially depends upon manufacturing industries and associated technologies. These opportunities have helped attract immigrants to the vicinity, especially from the 1950s, and Derby has thriving Irish, Eastern-European, Asian, Middle Eastern and Afro-Caribbean communities.</p> <p>Following the establishment of the College of Arts, Humanities and Education in 2017, a Research Strategy for the School of Humanities and Journalism and a major research investment plan was devised by <b>Elliott</b>, (Research Lead from 2016) in coordination with colleagues in Arts and Education supported by PVC Dean <b>McLay</b>, the Head of School, <b>Hodge</b> and colleagues, which saw sustained investment in research capability between 2018 and 2020.</p> <p>Inspired by the substantial economic, cultural and social opportunities afforded by our locality, region and international and interdisciplinary research interests, the Plan focused upon providing support for colleagues to undertake academic investigations and produce high-quality outputs. The Investment Plan made a series of appointments to optimise research culture including a Research Impact Officer for Arts and Humanities (<b>Barker</b>), three post-doctoral researchers with Enlightenment expertise in English, Publishing and History and a Research Administrator for the School (<b>Selden</b>).</p> <p>The success of the Strategy and earlier initiatives is evident from the number and variety of high-quality research publications produced by the UoA such as monographs, the range and depth of</p>

community impacts as evidenced by our three Impact Case Studies on **Enlightenment, Irish Diasporas and Urban Parks and Tree Places** (REF3), the close and fruitful interdependency of research and teaching, the number of doctoral degrees awarded between 2014 and 2020 (12) and research income obtained in the period (£287,000), all of which has helped build a sustainable future. The number of colleagues entered in the UoA for REF increased from 24 in 2014 to 32 in 2020 (27.6 FTE). The proportion of Humanities and Journalism staff who hold SRR is now 43% which is above the University's strategic aim for 30% of staff to be active by 2020.

Major research projects undertaken by UoA members have included interdisciplinary, international studies of gender and society such as the AHRC-funded 'The Birth Shock' Project (2013-18) led by **Hogan**, Professor of Arts and Health, which employed films and arts-based methods to change understanding and behaviours surrounding pregnancy and the transition to motherhood and to produce academic publications and training resources such as a suite of films. International studies of identities and social cultures in the UoA have included analyses of Jewish, Irish and Indian diasporas by **Heywood, McCrory, McMahon, Godsmark** and **Allwork** whilst, **Williams** has researched language and identities in Australian English using sociolinguists and discourse analysis. Equally, colleagues such as **Holloway, Campbell, King** and **Philo** in American Studies have examined the relationship between identity formation, literature, culture and landscapes in North America culminating in studies such as **Campbell's** monograph on critical regionality (2016).

The UoA's interdisciplinary international approach to research is also evident from **Elliott** and **Hudson's** collaboration with colleagues in history, geography, English and psychology at Nottingham, Nottingham Trent, Goldsmiths, University of London, Manchester Metropolitan and Oxford Brookes universities to develop the **AHRC funded Centre for Hidden Histories of the First World War** (2014-17) based at Nottingham University which investigated subjects including the British army's multi-national, multicultural character and the long-term impact of the War upon diasporic communities.

Research monographs published by UoA colleagues include **Godsmark's** book on Indian citizenship, community and democracy (2018), **Allwork's** study of holocaust remembrance (2015), **King's** study of Cormac McCarthy's literary evolution (2016), **Whickman's** book on Shelley, blasphemy, politics and creativity (2020) and **Kasule's** collaborative study *East African Theatre and Performances* (2021, COVID-19 delayed). The rich range of other outputs produced by UoA members includes books of poetry such as **Clegg's** *Cazique* (2018) and **Buckner's** *Downshifting* (2017), broadcast media like **McMahon's** radio programmes, exhibitions such as **Cheeseman's** collaborative productions for Bloc Projects Studios and Gallery, Sheffield (2017-18) and performances and theatrical works like **Kasule's** *Walukagga Omuweesi* (2017) commissioned by Bakayimbira Dramactors, a Ugandan performance group.

Thematically, the School and UoA's Research and Impact Strategy is aligned with the University's strategic plans as summarised in REF5a, especially the imperative to enrich civic society, the locality and region, and increasingly, international spheres by increasing the proportion of world-leading and internationally excellent research by embedding research engaged practice and informed teaching to create a high-quality learning environment; Developing professional and academic partnerships to provide solutions to social and industrial challenges by delivering academic expertise, knowledge and innovation; Providing a supportive, encouraging and sustainable research culture through structures and leadership. The School's research and impact strategies have been supported by the University's Research, Knowledge and Exchange Office (URKEO) constituted following the REF2014 submission (REF5a, 2.1), with additional capacity to enable researcher development, facilitate external funding applications and support research project management.

We firmly believe that integrating interdisciplinary research with teaching and engagement beyond the academy brings major and lasting rewards for all involved. The focus upon our overarching research themes of **identity, culture and representation** and our **Derbyshire: Local to Global strategy** has helped foster local, regional and national partnerships with community, cultural and governmental organisations such as **Derby and Derbyshire Museums, Derby Local Studies**

**Library, Derby and Nottingham City Councils** and the **DVMWHS** resulting in co-produced original research and richer public engagement with academic research evidenced by our three Impact Case Studies and the examples provided below. Underpinning our Research Strategy is the conviction that enthusiastic engagement in high quality research and external engagement gives academics authority as intellectual experts, inspires students and colleagues and is integral to successful academic life and teaching, enhancing the UoD's reputation and helping to forge and deepen links with external partners and businesses. We passionately believe that research stimulated by our focus upon Identity, Culture and Representation and the Derbyshire: Local to Global strategy has contributed to a thriving academic culture which reaffirms an inspiring vision of intellectual investigation as a motor of social improvement that makes a difference, offers rich opportunities for collaboration, engages the public, enriches the student learning journey and transforms lives.

## 1.2 Unit structure

To coordinate and support research focussed upon the three key themes summarised in Table 1 below, the Unit is arranged around one Research Centre: '**Identity, Culture and Representation**' (**ICR**) with an **Eighteenth-Century Research Group** and a recently instituted **Journalism Research Group** within it which operate by planned and responsive approaches to the development of key areas of expertise amongst colleagues. This coherent and sustainable pooling of research interests enhances the thematic strands, energising the development of the research environment, and nurturing collaborative work. Our organisational structures provide intellectual foci to facilitate disciplinary and interdisciplinary strengths, while supporting staff, managing the structured coordination of relevant research-related events such as regular seminars, symposia and conferences, and distributing funding to targeted projects for specific outcomes.

Chaired by **Hudson** until 2018 and subsequently by **Whickman**, the **ICR** Research Centre reflects the focus of much of our research upon critical analyses of identities, including civic and diaspora identities and our work upon the role and status of different forms of culture and how these are represented in literature and the arts. It has members from across the College and the University, including PGR students and Early Career Researchers (ECR), whose research overlaps and coheres around our key themes. Chaired by **Elliott**, the Eighteenth-Century Research Group examines many aspects of culture and society between c1660 and 1830 taking advantage of opportunities presented by our Derbyshire: Local to Global strategy such as the rich resources available in local libraries, archives and museums (see Section 1.1). Critical discussions at meetings have enabled members to improve the quality of their publications and respond to the peer-reviewing process. In 2018 and 2019 for instance, there were presentations by **Whickman** (Shelley and religion), **Harley** (material culture and the 18thc labouring population), **Gowrley** (Horace Walpole and the Strawberry Hill collections) and **Lafford** (poetry and health of John Clare).

To strengthen research cultures in Journalism, which recruits well for undergraduate and postgraduate students but only had one academic colleague with a doctorate **Ebel**, the REF-Investment Plan funded a Graduate Teaching Assistantship in Journalism with doctoral bursary (**Wood**, appointed 2018) and a **Professor of Journalism** was appointed in September 2020 (**Steel**), whilst **Perch**, Head of Discipline and other colleagues are working to achieve our MRes qualification (see Section 2.2 below). Led by **Steel**, **Ebel** and **Wood**, the Journalism Research Group investigates the media dimensions of ethics and regulation, censorship, political communication and trauma and news work. Other key themes being explored are regional news and sustainability, historical analyses of the press, digital platforms and audiences and finally, pedagogy and journalism.

The School's research is guided by the University's Research Ethics Policy and Code of Practice and supported at College level by an infrastructure providing the ethics and management processes. Regular meetings between Heads of Discipline and Research Leads identify issues that feed up to the College Research Committee (CRC) and College Research Ethics Committee (CREC) as required which report to the PVC Dean and University Research Committee (URC).

Encouragement and support for research in the college is also provided by the University Professorial Council (UPC).

All research activity in the School is aligned to the three overarching **ICR themes** with associated sub-topics led by the ICR Research Centre:

**Table 1: Identity, Culture and Representation sub-topics and researchers**

	Sub-topics	Researchers
Identity	Gender, power, bodies, Enlightenment	Larsen, Hogan, Gowrley, Marsden
	Conflict, memorialisation	Allwork, McLay, Hudson, Elliott
	Colonialism, postcolonialism, language, communities	McCrary, McMahon, Kasule, Neuhaus, Godsmark, Allwork, Buckner, Clegg, Heywood, Hudson, MacMahon, Penry Williams
Culture	Print, publishing cultures	Feely, Harley, Watkins, Marsden, Cheeseman
	Material, economic cultures, Enlightenment	Harley, McIlvenna, Larsen, Marsden
	Heritage collections, interpretation	Larsen, McIlvenna, Feely, Allwork
	Science, health, medicine, Enlightenment	Elliott, Larsen, Lafford, Gowerly
Representation	Landscapes, environment, literary, artistic cultures, place-making, music history and cultures	Campbell, Elliott, Barker, Hudson, Holloway, Lafford, King, Penry Williams, Callow, Watkins, Philo, Tullett, Whickman

Our three ICR themes, which develop from the range of UoA research across the disciplines, provide intellectual foci and enable staff support, the structured coordination of relevant research-related events (seminars, symposia and conferences), and distribution of funding to targeted projects for specific outcomes.

### 1.3 Research and impact strategies

UoA and School Research and Impact Strategy and vision has been determined by the University's strategic aims, the requirements of our society, local and regional communities, the needs of students and our expertise concentrations. Staff research stimulates learning by demonstrating how enquiry leads to new knowledge and understanding which has shaped our impact strategy and brought economic, social and cultural benefits to Derby, the East Midlands, nationally and internationally. In coordination with the Research Leads (**Elliott** and **Whickman**) and academic colleagues, the Research Impact Officer (**Barker**) works across the School to gather evidence of impact and support research culture whilst **Allwork** (URKEO) and has played a major role with **Barker** in helping to develop our three impact case studies and maximise impacts.

The **UoD Innovation and Research Strategic Priorities (2020-2026)** (REF5a, 2.3) sets targets for research engagement and scholarship and expects all staff to produce specific outputs monitored through their Development and Performance Review (DPR). Our UoA research and teaching objectives articulated at School level align with the UoD's Learning and Teaching Strategy based upon three core pillars: (1) student employability, (2) teaching quality and (3) research in the curriculum which ensure that students undertake activities including formal practice placements, real-world learning and work-based projects. Key actions against each of the strategic areas targeted by the UoA's Research Plan are summarised below:



**1. Fully integrating research and teaching:**

The Research Leads for the UoA have overall responsibility within the School for embedding research into the teaching portfolio supported by **Hodge**, the Discipline Leads for Humanities and Journalism: **Neuhaus** and **Perch**, professorial colleagues and senior researchers. Our pedagogical Research Strategy capitalises upon the diverse socio-economic community of UoD students, typical of post-1992 universities, including a relatively high proportion of mature and part-time students with current or previous careers. Most come from the Region and already have strong links with its social and cultural life and are therefore a less transient body than at universities with wider national intakes.

Our focus on student-centred research and engagement has enhanced impact opportunities, fostered pedagogical innovation and enabled students and academics in partnership to take advantage of rich regional archival, material and industrial archaeological resources in partnership with community and heritage organisations. One example of our research-led teaching approach is the leading role we have played supporting the **East Midlands Centre for History Teaching and Learning**. **Larsen**, for example, was Centre convener (2017-2019) when it was hosted by UoD. Another is the annual **Public History Conference** organised by **Larsen** and **Whitehead** in which undergraduate history students have organised, promoted and led annual themed conferences since 2008. Pedagogical impacts have included publication of an essay collection on the First World War written by students based upon conference presentations edited by **Larsen** and **Whitehead**, *Popular Experience and Cultural Representation of the Great War, 1914-1918* (Newcastle, 2017).

The pedagogical Research Strategy's effectiveness is equally evident from the development of our MA in Public History and Heritage led by **Feely** and **Mclivenna** in partnership with **Derby Museums** and **Derbyshire County Record Office** (who co-designed and co-assess the modules), in which students undertake research projects and dissertations in partnership with varied cultural and heritage organisations. Likewise, the number of undergraduate students who have published their research or disseminated it to public audiences and proceeded to doctoral study at UoD and elsewhere including **Tonks**, **Schoppler**, **Knight**, **Pyne**, **Banks** and **Roe**. **Banks** for instance, was winner of the **Royal Historical Society/ History Today Undergraduate Dissertation Prize** (2015) for her research on First World War British military service tribunals which drew upon local archive materials. Her essay was published in *History Today* (2016) and she is completing a doctorate at UoD on the subject. Likewise, after pursuing her degree and masters at UoD, **Tonks** is completing a doctorate at Birmingham University on ancient Egyptian iconography and British material culture, c1830-1930.

**2. Fostering collaboration and building partnerships**

The UoA's positive and meaningful relationships with professional and external academic partners has made a striking contribution to the UoD's strategic intention that research, knowledge creation and innovation be focused on making practical, positive differences to people's lives – regionally, nationally and globally. Particular UoA and School strengths are our wide-ranging relationships and collaborative partnerships with key research users, beneficiaries and audiences.

The range of UoA professional and academic partnerships with colleagues in other universities are a particular boon, which feeds strongly into teaching, research and staff development. For example, **Mclivenna** has collaborated with King's College, London and Kingston University to develop a Wellcome Trust-funded project on professional health in the Victorian Post Office. Likewise, **Cheeseman** works closely with colleagues at Sheffield University where he is an Honorary Senior Research Fellow in the School of English. **Kasule's** book on African performance and theatre was co-authored with Okagbue of Goldsmiths, University of London whilst **Hudson**, an authority on Balkan history, is a long-standing member of international academic research networks including the **European Non-Territorial Autonomies Network** and the **Annual International Conference on European Integration Committee** hosted by University American College Skopje, North Macedonia. **Whickman** and **Lafford** collaborated with colleagues at universities across the region and beyond to re-launch the **Midlands Romantic Seminar** as a forum for interdisciplinary research into Romantic studies.

Partnerships with organisations associated with the **DVMWHS** have been sustained between 2014 and 2020. History team members including **Elliott** and **Feely** serve on the **DVMWHS Research and Publications Committee** which engages in historical, heritage and industrial archaeological activities that further academic study, support public engagement with the region's history, promote international engagement with other **United Nations World Heritage Sites**, and publishes studies which further these objectives through its **Educational Trust**.

Led by **Knight** of Trent and Peak Archaeology, the **DVMWHS** prepared a Research Framework document supported by **English Heritage** to guide the production, direction and funding of future research. **Elliott** was invited to serve on the **Research Framework Steering Group** which included representatives from community groups, professionals, heritage bodies (eg. the Arkwright Society), businesses, local government organisations and other stakeholders and oversaw consultation meetings at UoD and other regional locations which informed production of the Framework. **Larsen** and **Elliott** authored and co-authored five of the articles in the publication (D. Knight ed., *Derwent Valley Mills: World Heritage Site Research Framework*, 2016).

The civic dimensions of research-based partnerships supported by UoA members are equally evident from UoA colleagues holding board membership positions at City and regional level including **Derby Theatre** and **Derby Museums and Galleries Trust** (**McLay**, 2018 – present). Likewise, **Derby Irish Centre** were partners in **McMahon's** 'Voices of the Irish Diaspora' oral history film which received funding from the Irish Government and contributed to the Impact Case Study on **Irish Diasporas** co-authored with **McCroory** (REF3, 34-3). To highlight the UoD's partnership with the annual **Buxton International Festival**, **Larsen** was invited by Festival organisers to present her research on 'Women and politics in Georgian England' at the Buxton Pavilion Arts Centre (2019).

The success of the UoA's pedagogical and Derbyshire: Local to Global research strategies combined with its collaborative public engagement is evident from the formation of **Peregrine Press** at the UoD led by **Hodge**, drawing upon his extensive experience as Managing Director of leading non-fiction publishers Carnegie Publishing Ltd. Peregrine Press was created to provide opportunities for direct professional experience for undergraduate and postgraduate students in Publishing and to further UoD, UoA and School research, civic and public engagement objectives. In 2020 for instance, Peregrine Press published *Nottingham's Victorian Green Spaces* co-edited by Beckett and **Elliott** based upon the results of an **AHRC** funded community history project (REF3 34-1: **Urban Parks and Heritage**). In 2017, Peregrine Press published *The Derby Yearbook* which was produced and edited by **Brown** and other publishing students commemorating the fortieth anniversary of Derby gaining city status in 1977. The Book features chapters on the city's history and culture from local, national and international perspectives (eg. on the Hindu and Sikh diaspora communities) written by students, **Hodge**, **Elliott** and authors from local organisations and businesses including Derby Cathedral, Derbyshire Federation of Women's Institutes, Derby Book Festival, Royal Crown Derby, Derbyshire Wildlife Trust, Derby Multi-Faith Centre, Déda (Derby Dance Centre), Artsbeat, the Scottish Battlefields Trust, Derby Festé, Quad Arts Centre and City Council.

Another example of the fruitfulness of our long-term research-based partnerships and collaborations is our contributions to the **British Academy** funded **Being Human Festivals** in 2019 and 2020. In partnership with **Derby Local Studies Library** and **Derby Museums** and led by **Elliott**, **Barker** and **Whickman**, the School received a grant of £1,000 from the British Academy to undertake a programme of Being Human events in November 2019 including a public exhibition co-curated by **Barker** and **Elliott** with Henchliffe and Young from Derby Local Studies Library entitled the 'Moonstruck Philosophers' based upon **Elliott's** *Derby Philosophers* book (2009) and a series of guided walks.

Led by **Feely**, building upon this, the School received a further £5,000 from the British Academy to be a **Being Human Hub** in October and November 2020 in partnership with **Derby Museums**, **Derby Local Studies Library** and **Derbyshire County Record Office**. The Hub celebrated the humanities by exploring the Festival theme of 'New Worlds' and Derbyshire's rich global heritage

was brought to life by a programme of events exploring how 'new worlds' have been drawn, described, mapped and collected, informed by UoA team expertise. Through digital illustrated talks, draw-alongs, public performances and museum takeovers, the festival celebrated the map, the museum and the archive. Events included a series of podcasts: 'Global Derbyshire in 10 Objects' in which researchers including **Feely, Allwork, Godsmark, Larsen, Gowrley and Elliott** with archivists, curators and participants collaborated to explore the global connections of collection items. There were online creative workshops on mapping, collage, journaling and performance and a flash fiction competition, whilst a digital archive of Derby and Derbyshire was created and augmented during the Festival. With partners including Young of Derby Local Studies Library, the team recorded interviews on 'Postcolonial Derby' for **BBC Radio Three's Freethinking programme** presented by **Shahidha Bari**, first broadcast on 12 November 2020.

### 3. Maintaining momentum and planning for the future

To maintain research momentum in the School and UoA, the team have identified six key Strategic Research Priorities going forward inspired by the UoD's Innovation and Strategic Priorities for Research (2020-2026) (REF5a, 2.3); our three overarching ICR research themes and the Derbyshire: Local to Global imperative.

The first priority is to continue expanding our capability to create knowledge and deliver innovation by targeting specific areas of research potential and growth (such as Journalism), increasing the number and diversity of professors and associate professors and recruiting new colleagues with strong track records in research outputs and research income generation.

The second research priority moving forward is to continue growing innovation by advancing our knowledge through public, private and third sector partnerships to enable innovation and create impact, building upon the successes of the ICR Research Centre and Eighteenth-Century and Journalism research groups, increasing our public visibility and deepening our achievements in research informed pedagogical innovation.

The School and UoA's third research priority is to achieve even greater regional impact by working with partners and stakeholders to tackle social, environmental and economic challenges, taking advantage of our socio-economic milieu, continuing to develop our research on the history and cultures of civic life and identities. This will help arrest the decline in trust in civic institutions and associated disengagement from civic life and contribute to future research directions. To achieve this, we are employing interdisciplinary research to explore civic cultures in contemporary societies and historically via methodologically varied, innovative and transformative approaches, addressing questions of civic agency and identity, the legitimacy and accountability of civic institutions, contested civic norms and the negotiation of civic spaces (see Sections 1.1 and 1.3).

The fourth strategic research priority is to continue empowering graduates and enabling our students to engage in impact driven research and knowledge exchange by increasing the number of doctoral researchers and proportion of academic colleagues with doctorates and creating new 'PGR Discipline' roles to aid supervision processes and facilitate recruitment.

Our fifth research priority going forward is to continue nurturing ecosystems for the UoD and partners to commercialise their ideas, for example, by increasing external research funding applications.

The sixth priority is to continue improving performance, efficiency and effectiveness of the processes and management of research risk to provide more opportunities for protected time for research, writing, support and peer review and funding applications. This is being achieved by continuing to develop new and existing successful collaborative partnerships to generate and lead funded research opportunities, increasing the significance of research events and conferences, increasing the number of visiting speakers, fellows and professors to raise our profile and fostering staff expertise and skills in impact and research funding applications.

## 2. People

### 2.1 Staffing strategy

To further the research and impact plans summarised above, major investments have been made in staff and staff support in the School of Humanities and Journalism and the UoA. Within the UoA there are 27.6 FTE / headcount 32 staff with significant responsibility for research, 24 of whom have PhDs and 6 of whom are ECR. Taken together these measures at University and College level have helped us increase the number of staff submitted for the UoA long term from 14 in 2008 to 24 in 2014 and 32 in 2020 (27.6 FTE). In total, 43% of Humanities and Journalism staff are determined as having SRR, exceeding the UoD's REF2021 staff submission of 30%.

The UoA is led by **Elliott** (2008-present) and ICR Chair, **Whickman** (2013-present). Other Key staff co-ordinating School research include: **McLay**, PVC Dean, **Hodge**, **Selden**, Research Administrator and the Professoriate. **Hogan** is Professorial Fellow, Institute of Mental Health, Nottingham, a member of the International Advisory Board for the International Health Humanities Network and a Senior Fellow, Royal Society of Public Health; **Hudson** (1994-2020, now **Professor Emeritus**); **Kasule** (1993-present); **Campbell** (FT, 1992-2015, PT, 2015-present). Research leadership and support is also provided by **Cheeseman**, promoted to Associate Professor in January 2018 and **Allwork**, a historian (URKEO). **Ebel**, **Wood** and **Steel (Professor in Journalism)** are building research momentum in the discipline (see Section 1.2).

Our Post-Doctoral Researchers: **Lafford** (Aug 2018 – present), **Harley** (July 2018 – present), **Gowrley** (June 2019 – present) and **Barker** (July 2018-April 2020) have been instrumental in nurturing a thriving research culture through their enthusiasm, publications, presentations, teaching, mentoring of doctoral researchers, research-funding applications and other activities such as Social Media Engagement. Likewise, the late **Belsey**, our Visiting Professor in English and Professor Emeritus, University of Swansea, provided enthusiastic support and encouragement to research culture and teaching provision in Humanities. Best known for her work on Shakespeare and critical theory, **Belsey's** book *Criticism* (2016) was dedicated to students of English at Derby, thereby acknowledging the stimulation she received from UoD students in preparing her book, *Tales of the Troubled Dead: Ghost Stories in Cultural History* (2019). Her work and ideas have had a major impact upon the English undergraduate and postgraduate curricula and the relationship between **Belsey** and Humanities at Derby is underscored by the bi-annual lectures she gave to English students and her ICR presentations on ghosts and 'Shakespeare and the Real'.

Engagement in research and scholarship is supported by DPRs, Workload Planning and Monitoring processes implemented by the Discipline Leads **Neuhaus** and **Perch**. Programme Leaders sustain the centrality of research in teaching and learning across their programmes, and funds are provided annually on a competitive basis to support research activities and enable teaching buyout to make time available (see Section 2.2 below). These colleagues contribute to the College and School's strategic direction supported by the ICR Research Centre and undertake important leadership and/or management roles, helping to facilitate external collaborations with public and private partners, research funders and organisations such as government agencies. All staff are encouraged to take part in the development opportunities summarised in Section 2.2 including ECR mentoring, teaching buyout and **Fellowship Development Schemes**. These measures underscore our commitment to supporting the development, retention and career progression of talented researchers. The mixture of senior, mid-career and ECR colleagues within the UoA and opportunities and encouragement for career progression through mentoring helps build capacity supported by structures such as the Enlightenment and Journalism research groups.

### 2.2 Staff Development

The School, ICR Research Centre and UoD are fully committed to equality and diversity which is reflected in research development and REF planning. The University has invested decisively to support research and encourage those from under-represented groups and ECRs to achieve its Athena SWAN and Equality and Diversity ambitions. Research Strategy helps implement the



University's Equality and Diversity policies to support greater gender equality and encourage more BAME colleagues to apply for promotion through mentoring programmes, the Gender Equality Network and other initiatives (REF5a, 3.1).

All colleagues are strongly encouraged to embrace research opportunities through the University's DPR, regardless of their degree of previous engagement with academic research. **Elliott**, as Research Lead works closely with staff in URKEO to ensure a robust and enriched framework of support for research-active or research-interested staff and students.

**URKEO** activities include a programme of researcher development (REF5a, 3.4.3), an **ECR Forum**, annual staff research and PGR conferences, monthly 'research cafes' for staff and PGR students, and support and guidance for external funding applications. Training programmes include writing workshops and retreats, introductions and advanced classes on research methods, masterclasses on impact, grant-finder and grant-writing workshops, and training sessions on employing social media for research.

The University supports ECR development through the ECR Forum and associated funding (£25,000 in 2018/19). **Barker** for example, was awarded £1,908 in 2019 to support research output development. Monthly lunchtime **Research Cafés** provide a relaxed space to encourage networking and share research findings, stories and approaches on how to overcome common challenges and access further help. New colleagues are often invited to share details of their research, to introduce them to other university researchers and facilitate internal cross-disciplinary interactions and collaborations. The Cafés have regular attendances of over 30 people and over 170 different researchers attended these sessions in 2018-19. In March 2019 for example from our UoA, post-doc **Harley** presented on domestic production and the Industrial Revolution whilst in May 2020, **Allwork** presented on her experiences co-editing *The Jews, the Holocaust and the Public: The Legacies of David Cesarani* for Palgrave Macmillan.

UoA colleagues have collaborated with colleagues in other disciplines and colleges to support research including contributing teaching and research expertise to the cross-University research training scheme, the MRes in Social Sciences and Humanities led by **Nunn** and **Cayli** in the Social Sciences, which includes modules taught by Humanities and Journalism staff. This course provides support for more experienced staff and a route into research for those without previous experience. Students who have progressed satisfactorily can transfer from this onto the second year of the doctoral programme if they choose. The UoD's **Centre for Excellence in Learning and Teaching** co-ordinates the DELTA: Pathfinder scheme, which provides support for colleagues to gain professional recognition for teaching and learning skills by gaining Associate Fellowship, Fellowship or Senior Fellowship of Advance HE.

The School of Humanities and Journalism promotes sustainability and continuity of staff and a rich research environment by maintaining a healthy balance of ECRs, mid-career and experienced colleagues by supporting and investing in staff colleagues at all career stages, retaining close connections with former colleagues and fostering a community of visiting and emeritus professors. Of the 32 colleagues (27.6 FTE) being entered in our UoA, 11 (34%) are women and 21 (66%) are men and we are aiming to bring this closer to parity for future REF submissions and to encourage more women into senior research positions. Our internal REF audit panels consisted of two men and one woman whilst the external membership of these was equally divided between men and women. Likewise, three (60%) of the five post-doctoral appointments made under the 2017 UoA Research-investment plan were women: **Lafford**, **Gowrley** and **Barker** and 38% of internal research-funding awards were given to women in the academic year 2018-19 and 50% in 2019-20.

As a post-1992 institution with a large professional teaching element, especially in the College, in Journalism and Publishing, staff are encouraged to develop and strengthen their research profiles, study for the MRes and gain their PhD. Journalism successes include **Ebel's** research on (Re)presenting cover girls in the media in collaboration with Bittelbrun of Santa Catarina University in Brazil, sponsored by the Association of Journalism Education and the British Academy's Newton

Fund, which was subject of a UK public lecture tour in 2019/2020 that included presentations at University of the Arts London and De Montfort, Leicester, Newcastle, West of Scotland, Paisley and Edinburgh Napier universities (publication forthcoming).

Increasing opportunities for ECRs was a major element of the 2017 Research Investment plan and the UoA has increased the number of ECRs long-term from 2 in 2008 to 4 in 2014 and 6 in 2020, which is 16% of the current UoA submission. Most appointments made were ECRs including **Tullett, Harley, Gowrley, Lafford** and **Barker**. They have all benefited from UoA research funding and support provided by colleagues through ICR and the Enlightenment and Journalism research groups. These colleagues and other ECRs in our UoA are also members of UoD's interdisciplinary ECR Forum which uses workshops, lectures and mentoring to facilitate shared learning and provides opportunities for ECRs to encourage collaboration on projects and provide additional financial support.

**Table 2: Support and development activity available to staff, ECRs and PGR students**

	PGR	ECR	Staff
Module buy out for fieldwork or writing up		X	X
Research seed funding	X	X	X
Staff development activity in conjunction with URKEO		X	X
Conference and professional event expenses	X	X	X
In house events focused on research and networking	X	X	X
Scoping and development of support plan and expected academic outputs for next five years	X	X	X
Encouragement and support to update staff web pages		X	X
Funding for research and dissemination through publications and conferences	X	X	X
ECR Forum		X	

All staff are encouraged to embrace these opportunities and to engage fully in ICR research culture and our guiding themes. For example, as part of the annual DPR process, in discussion with line managers and senior research colleagues, colleagues are required to indicate research outputs and objectives, which are then monitored at the year end. Within this process, staff are encouraged to seek specific internal or external funding support to enable these outcomes to be achievable or other appropriate training, such as on PhD supervision. Across the School of Humanities and Journalism, there are biannual opportunities for funding to facilitate research and collaborative work. This has supported partnership projects with external organisations such as **Kasule's** research on performing and storytelling traditions and conference presentations in Africa in 2017.

At College level there are additional opportunities for funded staff development and research activities, advertised on an open-call basis. Applications for funding can cover:

- new research projects that lead to high quality outputs and impact and/or successful future grant applications.
- external research development events or programmes.
- travel, accommodation, or subsistence for presenting papers or posters at international conferences.
- specialist events to be hosted within the College.

The UoA has used funds to buy out teaching time to support research, conference participation and networking and the REF. For example, **Heywood** received time to support his research into Jewish diasporic cultures. This collaborative, developmental strategy has helped increase research capacity, encourage quality outputs, and develop international activities. New staff are guided by line managers and mentored by experienced staff in supervision and on research projects. Regular ICR research seminars chaired by **Whickman** encourage staff and students to engage with each other's work and that of guest speakers and provide opportunities for peer review. Likewise, **Harley, Whickman, Lafford, Gowrley, Larsen** and **Elliott** have all presented

material in Eighteenth-Century Research Group meetings which has subsequently become part of journal articles or books.

### 2.3 Postgraduate research community

Increasing the number of **PGR students** has been a key priority for the College of Arts, Humanities and Education and the School of Humanities and Journalism. There are currently 21 PGR students supported by supervision teams and colleagues, **Elliott** and the ICR Research Centre. The School has benefitted from centrally funded doctoral bursary students some of which were obtained as part of the Research-Investment plan (2017) which was intended to support PGR provision across the REF cycle. The School was awarded a full doctoral research bursary focussed on **History, Heritage and Community in the Derwent Valley** by UoD after a competition which is currently in progress. UoA colleagues have also increased their doctoral supervision experience by supervising and examining students in other universities. For example, **McIlvenna** co-supervises a doctoral research student based at King's College, London as part of a Wellcome Trust funded collaborative project working with the Postal Museum, London: 'Addressing Health: Morbidity, Mortality and Occupational Health in the Victorian and Edwardian Post Office' in partnership with Kingston University and University College, London. Likewise, colleagues are doctoral examiners at other institutions (see Section 4.1).

Our increasing academic research profile supported by media engagement and other activities, number of outputs and growing research income has helped attract PGR applications and the PGR community currently has 21 PhD students in Humanities and Journalism. During the REF assessment period there were 17 completions of which 5 were PhD by publication and distance-learning students. The other 12 completions included theses on Japanese gardens in Edwardian Britain (**Schoppler**), Victorian elite women's correspondence (**Flint**), horses in the First World War (**Flynn**), conflict in the Niger Delta and corporate social responsibility (**Nwankwo**) and faith brands in the religious development of East Midlands churches (**Hodder**). Additionally, the School has increased taught postgraduate provision through a general MA in Humanities and separate masters courses in Publishing, History and Heritage and other subjects, which facilitate interface between staff, PGR and undergraduate research, fostering a thriving research culture and encouraging progression to doctoral study.

The School has a range of support mechanisms for the training and supervision of **PGR students**, overseen by **Elliott** and **Whickman** supported by the College Research Committee and following University processes as detailed in REF5a, 3.4.5. A dedicated online management system, PhD Manager tracks and supports student progress, facilitating interface between students, supervision teams and the Postgraduate Research Office, with specified time allocations for supervision meetings. PGR supervision follows clear processes defined in the University's PGR handbook. Our PhD Manager system tracks and manages procedures at each stage, recording meetings from both student and supervisor perspectives and facilitating communication between all three. PGR Framework Supervision is conducted centrally by research-qualified and experienced staff, with advisors on supervision teams mentoring and training colleagues, supported by peer evaluation.

School PGR students have dedicated hot-desk study rooms and regular opportunities to participate in professional exhibitions and academic conferences, presenting at ICR seminars and engaging in UoD research cafes. One PGR student **Knight** for example, gave an ICR seminar presentation about his research on the history of the National Forest in 2019 whilst **Singh**, another PGR student, formed a **Decolonisation Network** supported by the UoD and organised a project 'Journey from Home' which facilitated significant community engagement. Table 2 above outlines the range of shared support opportunities provided for PGR students and staff, to encourage a collegiate research culture across School and College.

PGR students engage in an MRes programme launched in 2018 (see Section 2.2 above) which provides access to many masterclasses in research methods. Additionally, a series of regular workshops are provided for PGR students in the College by experienced doctoral supervisors including **Campbell**, **Elliott** and **McLay** which offer support for research methods, thesis writing,

viva preparation and dissemination. The UoD's revised Post-Graduate Research Framework (2019) governs procedures for induction, training, ethics, recording and auditing of doctoral supervision whilst the College Research Committee (CRC), which includes PGR representatives supports and monitors PGR progress. Students present work at the annual PGR Conference and actively participate in the **East Midlands Doctoral Network** and **3MT competition**, and UoD student, **Singh** was runner up in the regional inter-university competition finals.

### 3. Income, infrastructure and facilities

#### 3.1 Income

Members of the UoA have obtained a total of £287,000 in external research funding. For example, **Hogan** has a strong track record of grant capture and was Co-I in the *Creative Practice as Mutual Recovery: Connecting Communities for Mental Health & Well-Being* (AHRC Communities, Cultures, Health & Wellbeing Research Grants, Cross-council Programme) consortia bid of £1,203,200.00, with a grant of £213,000 for UoD during the assessment period as co-investigator and stream lead, The Birth Project, (2013-18) (AHRC grant ref. AH/K003364/1).

Other examples of income generation include: **McIlvenna** as Co-I on the Wellcome Trust funded collaborative three-year £759,145 project in partnership with the Postal Museum, London: 'Addressing Health: Morbidity, Mortality and Occupational Health in the Victorian and Edwardian Post Office' in partnership with King's College, London, Kingston University and University College, London, who obtained £25,825 (1/10/2019-30/9/2022). **Elliott's** collaborative work with Professor John Beckett and the University of Nottingham, secured £77,191 from the AHRC in 2013-14 and £92,467 (£6,154 to UoD) in follow-on funding from AHRC in 2016. This work developed from an AHRC Community Heritage Project Challenge Fund scheme and community history project in partnership with a range of government and community associations including Nottingham City Council and friends of parks organisations. **Elliott** was a Co-I and **Hudson** was a member of the supporting **Academic Network** for the **AHRC** funded collaborative **Centre for the Hidden Histories of the First World War** in partnership with the universities of Nottingham, Nottingham Trent, UCL, Manchester Metropolitan, Oxford Brookes and Goldsmiths, which obtained £499,702.26 and a supplementary award of £148,898 (£9,945 to UoD). Before her role at UoD, **Allwork** was employed as Impact Officer for the Centre at Nottingham. On her move to Derby, she obtained £4,000 for a FWW project on trauma.

A range of smaller research grants have also been secured by UoA members and methods are used to leverage the money received to have greatest impact. For instance, **Whickman** secured £1,410 from AHRC/White Rose College of Arts and Humanities and the British Association of Romantic Studies in 2017. This supported public engagement activities and a John Thelwall conference leading to additional research engagement with international academics and local archives. **Feely** obtained £1,000 from the Institute of Historical Research in 2014 as part of the Scouloudi Historical Award. **Harley's** work on material cultures of the poor secured £1,520 from the Royal Historical Society, the Economic History Society and Past & Present in 2019, to organise a UoD conference on domestic work. **Gowrley** has been very successful at winning externally funded research fellowships and grants from a range of institutions including Folger Shakespeare Library, USA, the Library Company of Philadelphia & Historical Society of Pennsylvania, Winterthur Museum, Garden and Library and The Wolfsonian Museum, Florida International University, USA. Finally, **Elliott** and **Barker** with help from **Whickman** and **Larsen** obtained £1,000 from the British Academy to lead Being Human events at Derby in 2019, whilst **Feely** obtained £5,000 from the British Academy to lead a Being Human Festival Hub at the University in 2020.

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

#### 4.1 Collaboration and contribution to the research base

UoA research contributions and peer-recognition of these is evident from the range of fellowships and external academic positions held by members, including **Cheeseman**: honorary senior research fellow University of Sheffield (2018- present), Folklore Society Council (2013- present),



American Folklore Society (2018- present); **Elliott**: honorary research fellow, University of Nottingham (2008- present), member of AHRC Peer-Review College (2017-), reviewer for Wellcome Trust; **Feely**: Research Committee of Royal Historical Society (2014-16); **Williams**: honorary research Fellow at La Trobe University, Australia; **Watkins**: Chair of the Early English Drama and Performance Network, which hosts annual symposium for ECRs working in medieval and early modern drama and theatre; Visiting Fellow, Centre for Medieval and Renaissance Culture, University of Southampton; **Hogan**: Professorial Fellow, Institute of Mental Health, Nottingham; member of the MARCH Network Disciplinary Expert Group; member of UK Research & Innovation funded mental-health network (2018); International Advisory Board for International Health Humanities Network (2018-). **Hogan** gave evidence to the All-Party Parliamentary Group on Arts, Health and Wellbeing, Research in Arts, Health and Wellbeing Roundtable Meeting, led by Lord Howarth (2016).

Colleagues are regularly invited to **present keynote, plenary and guest lectures**, for example: **Campbell**: University of Bergamo (2014, 2016, 2019), University of the Basque Country (2016, 2018), University of Catabria (2020), University of Texas (2015), University of Toulouse (2014), University of Turin (2019), University of Venice (2020); **Cheeseman**: Arts and Humanities Research Council (AHRC), Society for Research in Higher Education (SRHE), British Sociological Association (BSA), University of Zurich, University of Tartu, Birmingham City University, Wylsington Arts and Birkbeck, University of London; **Hogan**: University of Nottingham (2019), Universidad Autónoma de Madrid (2018), The Royal Society for Public Health, Health & Wellbeing (2018), Paris-Sorbonne University (2016), University of Sevilla, Spain (2016), Keele University (2016), University of Sheffield (2015); **Holloway**: international Cormac McCarthy conferences at University of Warwick (2015), Western Sydney University, Australia (2014) and Free University of Berlin (2016), 'Paradigms of Power' conference, Qatar Community College, Doha (2015); **Whickman**: Newark Book Festival (2017, 2018), The Erasmus Darwin House Museum, Lichfield (2019); **Elliott**: the Garden History Museum, Lambeth, Royal Geographical Society: Institute of British Geographers, Derby Museum, the Buxton Crescent Development Trust (2015-19); **Lafford**: University of York (2019).

Members of the UoA are external PhD examiners: **Campbell**: Universities of Manchester (2012), Nottingham (2013), Kent (2015), the Basque Country (2017); **Cheeseman**: University of Sunshine Coast, Australia (2020); **Elliott**: Nottingham (2014), Edinburgh (2018); **Hogan**: Universidad Autónoma de Madrid (2018), King's College, London (2017), Loughborough University (2015), University of Chester (2015), University of Aberdeen (2015), School of Art Institute of Chicago (2015); **Hudson** (University American College, Skopje (2017-18). **Kasule** was External Examiner for the MA in African Literature, School of Oriental and African Studies, University of London (2014 – 2017).

**Editorial board roles, editorships and guest editorships** include: **Campbell**: *Western American Literature*, and 'The American Literary West' series, Portal Editions, Spain, series editor *Place, Memory, Affect* book series (Rowman Littlefield International), manuscript reviewer for University of Nebraska Press and Routledge; **Larsen**: *Midland History*; **Elliott**: *History: West Midlands* (2014-16), *East Midland History* (2017-); **Kasule**: *World Scenography*, reviewer Peter Lang Publishers, reviews editor, *African Performance Review*; **Godsmark**: reviewer for Routledge Asian Studies; **Hogan**: Series Editor for Global Health Humanities (Emerald Press) (2018-), *Art Therapy* (2017-), *Journal of the American Art Therapy Association*.

**Journal Reviewers** include: *Mariners Mirror* and *War in History* (**McLay**); *Language and Literature* (**MacMahon**); *Australian Journal of Linguistics* (**Williams**); *Urban History* (**Harley**); *British Journal for the History of Science*, *Urban History Review*, *The Eighteenth Century*, *Urban History* (**Elliott**); *Journal of British Studies*, *Publishing History*, *Contemporary British History* (**Feely**); *Journal of American Studies*, *Western American Literature*, *Mosaic*, *Modern Fiction Studies*, *Interventions: Journal of Postcolonial Studies* (**Campbell**). **Sims** contributes an annual essay on 'Theory on theory' to the OUP journal *The Year's Work in Cultural and Critical Theory*.

Peer recognition for research is also evident from the number of academic prizes awarded to UoA colleagues, their membership of judging panels and society committees. For instance, **Campbell** received the first REWEST Federico Eguluz Award for Distinguished Achievement in Western American Literature and Culture (University of the Basque Country, 2018); **Kasule**: President, African Theatre Association (July 2012-present) and panel judge for Wole Soyinka Prize for Literature in Africa; **Buckner**: adjudicator Ver Open Poetry Competition (2018); **Hudson**: Vice-Chair of the European Non-Territorial Autonomies Network (2019–present); **Lafford**: John Clare Society, board member. UoA contributors such as **Elliott, McLay and Feely** have published comment pieces and feature articles informed by their research expertise in the regional press and broadcast media. **Elliott** has been interviewed by the *Independent* (29/8/2015) *Daily Telegraph* (3/10/2015) and *Guardian* (27/10/2020) newspapers, BBC Radio Derby and BBC Radio Three about the topics of Enlightenment, gardens, public parks and tree places. Likewise, **Feely** has been interviewed by BBC Radio Derby and BBC Radio Three in relation to the history of libraries and political history.

#### 4.2 Public engagement and profile activities

Much of our research impact has been structured around the Identity, Culture, and Representation themes. Here are some examples:

##### *Identity*

Public facing work on social identities, postcolonialism and diasporas (including creative outputs) has included **Kasule's** research on African performance and creative outputs, **Allwork's** projects on the Holocaust and Jewish diasporas; **Cheeseman's** research with museums, galleries and **Heywood's** investigations of Jewish folk and story-telling traditions. **Heywood** has investigated the Marks-Khymberg tradition of Jewish storytelling - a corpus of 3-4,000 narratives preserved orally by surviving female members of an Anglo-Dutch Jewish family murdered in the Holocaust. The research has had wide social impact through public performance, workshops and teaching activities, including seasons of weekend performances and short courses run through House of the West Wind, a knowledge exchange partnership with UoD. **Heywood** has presented his work at the George Ewart Evans Centre for Storytelling, University of Glamorgan, University of South Wales (7/3/2014) and at the Folklore Society, Warburg Institute, University of London (17/9/2014).

##### *Culture*

Further examples of UoA staff applying their research expertise to public projects focussed upon culture and heritage include Heritage Lottery funded community history work (**Harley**, 2015 present) and Arts Council funded evaluation work (**Barker**, 2014-April 2020). **Allwork** is a member of the Peer Researcher Team for study of the impact of COVID-19 on public engagement professionals and the engagement work of universities launched by the **National Coordinating Centre for Public Engagement**; **Cheeseman** is trustee of Bloc Projects, an arts organisation and gallery. **Allwork** was invited to be a member of the Steering Group for an **Imperial War Museums** project funded by the **Museums Association Esme Fairbairn Collections Fund**: 'Connecting, Sharing and Learning – sustaining relationships between collections and older communities during COVID-19' which explored ways to bring the Imperial War Museums Battle of Britain collections to older people living in care homes during the pandemic.

As noted above, **Larsen, Feely, Whickman** and **Elliott** work closely on public engagement with the **DVMWHS** and other county organisations including **Derby and Derbyshire museums, Derbyshire County Record Office** and **Derby Local Studies Library**. For instance, **Elliott** and **Barker** organised a public conference on 'Humanities, Heritage and Public Policy' (July 2018) hosted by Derby Museum which included contributors from Derby, Chester, Kent and Dalhousie (Canada) universities, Derbyshire County Council and the DVMWHS. **Whickman** and **Elliott** co-organised the John Thelwall at UoD conference in 2017; **Whickman** and **Lafford** have led a re-launch of the **Midlands Romantic Seminar** (2019-present) and **Feely** and **Whitehead** co-organised the Pentrich Rebellion Anniversary conference (2017).

**Representation**

Examples of the public impact of UoA research into representations and experiences of place include **Feely's** contributions to the Arts Council-funded Great Places scheme for the Derwent Valley and the Friends of Friar Gate Bridge (2018 – present); the Urban Parks and Tree Places impact case study led by **Elliott** (REF3, 3-1); talks about gardens and walking by **Larsen** at Derbyshire National Trust properties and public walks around parks, gardens and other green spaces such as an Elvaston Castle tour for **Derby Walking Festival** in 2019 led by **Barker**, **Elliott** and **Buckner** with public readings of **Buckner's** poetry themed around trees and experience of green places.