

Institution: University of Greenwich
Unit of Assessment: 27 – English Language and Literature
<p>1. Unit context and structure, research and impact strategy</p> <p>a. Overview</p> <p>The English Language and Literature research environment at the University of Greenwich has transformed itself since 2014: we have recruited research-active staff and developed the research activity of others; strengthened research leadership with 8 promotions; created a new interdisciplinary Centre for Research & Enterprise in Language (CREL); made considerable investments in research support through University, Faculty and School research investment schemes; increased external research and enterprise income from £112k to over £250k (£500K from all sources); increased staff submitted to REF from 11 in 2014 (when Literature and Linguistics submitted separately) to 13.85 in 2021; and increased doctoral completions by 260%.</p> <p>We make a globally significant contribution to English Language and Literature research with particular strengths in the areas of i) creative writing; ii) drama; iii) nineteenth-century and post-1960 literary studies and iv) morpho-syntax, language acquisition and translation. This is indicated by prizes, research income, reviews, learned society leadership and collaborations with high-status institutions in the USA and Europe. In addition, we have very successfully mentored published research by our PhD students, and, through a new Faculty-wide Office for Undergraduate Research run from the same School, by undergraduates too.</p> <p>Our research effort has been reconfigured by the establishment of CREL to become the home of the previously separate research groups of Linguistics and of Literature & Creative Writing, as well as researchers from Psychology, Computing, and Education. CREL fosters both interdisciplinary collaboration and discipline-focussed research through seminar series, training and specialist resources.</p> <p>Our location in London allows us to key in easily to the many period- and topic-based research clusters, libraries and archives of the metropolis. This is hugely beneficial for small UoAs like ours: it enables us successfully not only to cover a wide spectrum of research questions and methodologies and to keep up to date, but also to make diversity and global exchange the core of what we do, features reflected in the biographies and outputs of our members and nurtured by the lively conversations across disciplines and cultures that our research strategy and practices promote.</p> <p>b. Research strategy</p> <p>Research in UoA27 is centred in the School of Humanities and Social Sciences (HSS) which also houses History, Social Sciences, and Drama and Performance.</p> <p>Belonging to one of the most diverse universities in the UK, we aim to ensure that our research reflects the varied interests of our student population and the local and international communities from which they and we come – an essential part of our aspiration for research-led teaching that is socially relevant. We are committed to the re-evaluation of marginalised knowledges and the coherence between what we do and what we are powers our contributions to UoA27.</p> <p>CREL was founded in 2019 to formalise and take advantage of this multi-disciplinary and diverse position. Collaboration with colleagues from Psychology, Computing, Mathematics and Education has opened new avenues of interdisciplinary research and relations with the community: quantitative research on the cognitive development of language has been enriched via collaboration with colleagues from Psychology and Mathematics; research on Literature and Creative Writing has integrated Linguistics, and research on Linguistics has established pathways to impact in Education. Collaboration across the disciplines within CREL contributes to</p>

our research outputs and is especially visible in our impact case studies (ICS): “Trading Places” uses quantitative linguistic analysis to measure impact while “Bridging the Gap” mixes linguistics and education research methods.

The UoA’s strategy 2019-2027, like that of CREL, was founded on the University mission: to transform lives through inspiring teaching and world-class research. It aims to:

1. Produce internationally excellent and world-leading interdisciplinary outputs with a focus on marginalised knowledges
2. Develop interdisciplinary grant submissions to seek funding from a wide range of sources
3. Create interdisciplinary PhD projects and develop a strategy to recruit high-quality students
4. Mentor those interested in embarking on research for the first time (or in resuming research) in a nurturing environment that promotes respect for diversity and exchange of knowledge across boundaries
5. Encourage a general research culture within the university by welcoming undergraduate students and recent graduates from all Faculties represented at the Centre
6. Promote the internationalisation of staff and students by establishing liaisons with institutions, research centres and academics overseas
7. Organise events to advance new insights, promote new collaborations and outputs, and inform debate about new developments in research priorities
8. Engage communities beyond academia in research findings and activities in order to generate social benefit

Research group structure

Before CREL, research on linguistics and applied linguistics took place in the Centre for Applied Research and Outreach in Language Education (CAROLE), while that around literature and creative writing was hosted by the Literature and Drama group (LAD). An increasing disposition towards interdisciplinary research in these two areas of the UoA motivated their natural integration into CREL.

Both interdisciplinary and discipline-focussed research is achieved in CREL through substructures called “pillars”.

- **Narrative** covers all aspects of the transformation of data into knowledge, with an especial focus on exploring the limits and mixtures of fictive and “literary” knowledges with the material world: how do they influence each other? This question, especially appertaining to marginalised knowledges, is answered by members both in terms of politicised print and theatre history (**Derbyshire, King, Morton, O’Thomas, Young**), religion (**Stenke**) and ecocritical studies (**Weston**), in terms of engaged creative writing (**Critchley, Pheby, Smyth, Solanke**) and embodied performance (**Ramos**), and in terms of language learning and use (**Arche, Liszka, Pettit**). Knowledge-exchange here is enabled through a series of regular public seminars led by an ECR and a more experienced academic (**Critchley, Stenke**); all sessions have been very well attended by participants from both within and beyond the university (35 average).
- The **Science Practice Hub** (SciPHub) is a CREL-led initiative . It is jointly run by **Arche** with Dr Jana Uher, Dr Anna Samara (Institute of Lifecourse Development from the Faculty of Education, Health and Human Sciences) and Dr Ana Paula Palacios (School of Computing and Mathematical Sciences). The hub has joined the International Open Science network ReproducibiliTEA to enhance open discussion about science practice. Like the Narrative series, all sessions enjoy a very good attendance rate (45 average).
- The **Linguistics** reading and training sub-group, which **Liszka** leads, covers both theoretical and applied linguistics and produces research on morpho-syntax and semantics, second language acquisition and processing and translation. Research on language processing has developed at the Neurolinguistics Lab, mainly employing eye-

tracking, to generate 3 PhD dissertations this cycle. This pillar oversees the training of research students in how to use the equipment.

Crucial to its sustainability and vitality is CREL's self-organisation by members guided by senior researchers who have time allocated within their workloads for research leadership responsibilities. CREL members collectively fulfil the UoA's aims by

- challenging orthodoxy through the exploration of real-world problems regarding marginalised social groups and knowledges both contemporary and historical (e.g. **Smyth** on forced migration; **Solanke** on Africans in Tudor England; **Derbyshire** on the polemical plays of debbie tucker green; **King** on the importance of trade periodicals and popular fiction; **Critchley** on women's poetic experiences; **Morton** on the "worst" poet laureate, Alfred Austin; **Ramos** on the dramatic rituals of dating). [*aims 1, 2*]
- creating a supportive environment with regular meetings to discuss members' work both informally and formally, between individuals and in groups, through in-room and on-line interaction [*aim 4*]
- ensuring research students at all levels have a network extending beyond their supervisors [*aims 3, 5*]
- developing research networks by arranging seminars and workshops with external researchers and bringing onto the board senior colleagues from other institutions with recognised academic and practitioner expertise. [*aims 6, 7*]
- building pathways to impact through our ICS and engaging external organisations such as the Royal Borough of Greenwich and the National Maritime Museum in the **Greenwich Book Festival**. [*aims 7, 8*]

CREL, like its predecessors LAD and CAROLE, currently receives core funding of £11,000 per annum which it is free to spend as it thinks most effective, within a range of authorised purposes. The funding is mainly spent on workshops, conferences, data collection and transcription, specialised training, funding research students to attend conferences, and employing research assistants. Additional funds for specific projects are available through application to the Faculty. In total, the UoA has received £287,040 in QR and HEIF funding over the REF period.

In a competitive bidding process, members were awarded 7.5 PhD Studentships by the Faculty over 2014-20. Having been formally trained in the interview processes and undergone equality, diversity and inclusion training, awardees arrange their own selection of students.

Governance of research activity

Research within the scope of UoA27 is governed by University-wide policies and procedures, which are overseen by the University and Faculty Research & Enterprise Committees.

In CREL, research activity is overseen by

- an Advisory Board which includes senior members of the university and external advisers from institutions in the community and the UK (local schools, industry, speech and language therapists, members of the British Academy and Cervantes Institute)
- an Executive Committee comprising both senior and early-career researchers from the main areas represented in CREL: **Arche** is CREL director and represents Linguistics; **King** represents Literature and Creative Writing, with Uher (Psychology), Saunders (ECR and Mathematics and Computing), and Palumbo (PhD students). The Executive Committee makes decisions on the allocation of funding, and reviews progress against strategic objectives. Resources are allocated so as to increase the vitality of the research environment, and to do so in a sustainable manner, especially by targeting funds to invest in ECRs with the objective of generating a long-term return. The Committee reports to the Faculty Research and Enterprise Committee.

Review of progress since REF 2014

In the period since REF 2014, research has been established as both a critical criterion in staff recruitment and as a standing item at School meetings, at annual subject reviews and at individual annual staff appraisals. The University has invested significantly in the Unit's research. Since 2014 over £150,000 has been invested in the Unit in direct funding, plus 7 x 12-week sabbaticals, and 7.5 Vice-Chancellor's PhD scholarships (whose total value is c. £360k plus fee waivers worth an additional £190k). We have increased external research and enterprise income from a very low base in 2014 to £250,954. Arts Council and personal grants from other external institutions amount to an additional £200,000 (as detailed below).

This growth has been founded on significant change in the staff base, with targeted recruitment of research active staff, especially ECRs, and 8 promotions. The University has sought to support researchers

- through a research career pathway, with clear criteria for promotion on the basis of research excellence and impact;
- by allocating specific time for research;
- by improving researcher training and development through two new university-wide structures, Research and Enterprise Training Institute (RETI) and Greenwich Research and Enterprise (GRE), in addition to our Faculty Research Office and research centres.

Strategic objectives 2021-27

From **Arche's** research into copulas across languages and **Pettit's** attention to the elision of language switching in dubbed films to **Stenke's** recovery of a once-dismissed eighteenth-century woman poet and **Solanke's** voicing of Black experience on stage, we want to show how it is the coherence between what we produce and what we are that provides the vital and sustainable energy which powers our contributions to UoA27.

Guided by the 8 aims described above, we plan to harness that energy to **increase by 27% the number of research-active staff** in CREL who regularly produce outputs of internationally excellent or world leading quality. Specifically, we aim by 2027 to increase the proportion of academic staff with significant responsibility for research (SRR) on the University's research career pathway from 13.85 (as in the present submission) to 18. The raised profile of members in this research period has already paid dividends in terms of attracting staff from internationally recognised universities. We will continue to support colleagues with SRR (through QR funding, PhD Studentships and allocated time) while, as explained above, also aiming to grow the critical mass of SRR staff in all areas. This will involve the continued recruitment of ECRs who will extend our research into marginalised knowledges, support for mid-career researchers, and selective recruitment of senior researchers to provide leadership (see below on staffing).

Further development will require external funding. We therefore aim to **increase the annual rate of external funding by 50%** by 2027. This will be achieved by targeted external bidding, staff training, providing mentors for less experienced staff, strengthening bidding infrastructure and intensifying our extant international networks while extending new ones.

As the number of SRR staff grows, we aim to increase the number of research students. With greater supervisory capacity and more projects suitable for research students, the target is to **increase the number of PhD completions to 23** by 2027, generating an increase per staff member from 0.87 at present to 1.33 while maintaining our rigorous admission standards. We aim to build on our experience in attracting external funding for research scholarships in partnership with other institutions such as we have already achieved with the double doctorate with the University of Gröningen.

Impact in REF2014 grew out of existing research strengths, just as it has in this submission. As explained below, we have sought to mature our approach to generating and tracking impact, so

that it becomes a core focus both of CREL and individual researchers. We have started to document it in the normal course of research activity and shall build future impact case studies from this information base. We aim to generate at least 4 Impact Case Studies of internationally excellent or world leading quality by 2027.

Enabling impact 2014-20 and lessons learned for 2021-27

Our maturing approach to impact has involved the following steps:

- **Taking account of contribution to research excellence and societal impact when selecting new staff.** Our selection processes explore contribution to impact, recognising that in the case of most ECRs this will amount to the potential for generating impact.
- **Educating staff and PhD students** as to what societal impact means, in particular distinguishing it from both academic impact within the discipline and public engagement. The education process has taken the form of experience-sharing sessions, formal training provided by RETI, multiple one-to-one conversations with researchers and mentoring within our ECR development programme. PhD students have been trained in gathering and shaping Impact data so that they are better prepared for both academic and “alt-ac” careers. These activities will continue with greater intensity.
- **Signalling to staff the importance of impact** and the value we place on it. This has been incorporated into the criteria for allocating time for research as well as into the promotion criteria on the university’s research career pathway. An Impact champion will be appointed to the Executive in CREL in 2021 and Impact will be a standing item at CREL meetings. Where appropriate, the objectives agreed in the annual appraisal round include contribution to impact.
- **Incorporating impact within the objectives of CREL.** The interdisciplinary nature of CREL has already helped with the procedures for impact generation and data gathering. CREL will invigorate its commitment by organising its own Impact training sessions which take into account the extremely diverse and international nature of our research. Good practice will be shared both internally and by speakers invited specially from external organisations like the Cervantes Institute and the British Council, as well as from the University and Schools sectors.
- **Advanced training and coaching for impact case study authors.** The Impact Case Studies prepared for REF 2021 have benefited from expert training provided by Vertigo Ventures and one-to-one coaching from the University’s Impact Manager. An additional benefit is that this process has created a cadre of researchers with impact experience who are able to coach and support other colleagues in future.
- **Dedicated funding to support the development of impact.** The University has made grants of up to £9,000 to researchers to develop their ICS which the Unit exploited to gather impact data by employing post-doctoral researchers who were, in turn, trained in impact, thus ensuring the spread and sustainability of the know-how and understanding of impact.

Interdisciplinary research

As explained above, CREL was set up precisely to provide a nurturing environment for inter-disciplinary and multiple-methods research. Its regular meetings provide a natural forum for interdisciplinary themes and projects to be discussed. We find this organic approach more effective than artificially prompting inter-disciplinary projects top-down, especially since interdisciplinary work was already being undertaken in its predecessor research groups.

O’Thomas, for example, has combined oral with theatre history and **Pettit** film and translation; **King** and **Morton**’s work on nineteenth-century periodicals draws on the disciplines of marketing, politics, economics, historical sociology and visual culture as well as more traditionally literary modes of reading. **Stenke**’s published and ongoing research coordinates traditional literary scholarship with religious history, visual and print culture and gender studies. More recently, and directly as a result of CREL, **King** has applied research methods to the study

of Victorian periodicals that stem from biology (<https://vimeo.com/468539510/18f883e3f7>).

Ramos's performance research is of its nature deeply interdisciplinary, combining theatre performance, marketing, the corporeal and the digital in innovative ways, as detailed in several places in this document.

Further developments in the immediate future include

- a) a new line of linguistics led by **Arche** awarded a Theme-group fellowship for 2021-22 by NIAS at the Dutch Royal Academy specialised in promoting interdisciplinary research
- b) the blend of sociology, literature, music, art and media history in a collection of essays with 9 collaborators that **King** is contracted to submit to Routledge in 2021 as *Living Work*.
- c) **Ramos** extending *Pick Me Up (and Hold Me Tight)*, an interactive artwork piloted in Leeds in January 2020 that responds to rising suicide rates, to all 34,000 public phone boxes in the UK ringing at once, scheduled to go national in 2021. £15k funding has already been secured.
- d) A collection of 12 essays encompassing literature studies, histories of print and material culture, reception studies, cultural and political history, and rhetoric and stylistics, co-edited by **Stenke**, contracted to Bucknell University Press for 2021.
- e) An anthology of contemporary British eco-writing, *House on Fire*, encompassing literary, visual, political and socio-philosophical responses, co-edited by **Critchley** due for submission to Faber in summer 2022.

Open research environment

The UoA follows the University's preference for the Green route for publications by depositing appropriate copies into a recognised OA repository (see https://docs.gre.ac.uk/_data/assets/pdf_file/0028/198145/UoG-Statement-on-Scholarly-Communication-UPDATED-202009.pdf), but goes further. It is as committed to open access (OA) as it is to diversity, international academic collaboration, and public engagement, seeing all four as mutually reinforcing. While for this period we have not published OA monographs, sessions delivered by OA publishers and authors are scheduled by CREL in 2021 to explain and promote this form of publication.

King founded and edits the OA online journal *Victorian Popular Fictions* with Mariaconcetta Costantini (Chieti-Pescara, Italy) under Creative Commons 4.0 and, since 2017, has generated with **Morton** a series of research-led YouTube videos ("Greenwich Detective Fiction") with 20,000+ views as of July 2020. **King** has also created and is still growing the OA Nineteenth-Century Business, Labour, Trade and Temperance Periodicals (BLT19) website, with its wealth of OA digitised primary and secondary materials. **Critchley** co-edited and introduced an OA edition of Chicago Review: *#MeToo: A Poetry Collective* (Summer, 2018) (<https://www.chicagoreview.org/metoo/>). **Ramos** was appointed to forward the open access agenda after his work such as *#RioFoneHack* in the Queen Elizabeth Olympic Park June to December 2015 engaged over 7,000 non-fee-paying visitors.

While the generation of measurable social benefit (Impact) by research is important, CREL also encourages members to continue with public engagement, as this not only brings benefits to wider audiences but also benefits their own work by garnering feedback, often from unexpected and energising angles. The ongoing Twilight lectures to school teachers (<https://www.gre.ac.uk/for-schools/activities/subject-talks>) are a regular part of this public interaction. They have been supplemented by activities detailed on the CREL website (<https://www.gre.ac.uk/las/research/crel>) of which the following is a selection:

- **Arche** has delivered lectures on linguistics in Spain and the UK to both general audiences and schools.
- The widely and well-reviewed creative writers **Critchley, Pheby, Smyth** and **Solanke** have been interviewed many times on BBC and *RTÉ radio and TV*, on podcasts and in

the press, in addition to many public readings of their work. **Critchley** has been translated into Finnish, Polish, Greek, Spanish, Catalan, Portuguese and Chinese in just this REF period.

- The theatre practitioner **Ramos** has generated a great deal of press. His work, such as *Pick Me Up (and Hold Me Tight)* (2020-) and *Binaural Dinner Date* (2017-), has been praised by Jude Kelly (director South Bank) and many others for questioning the separation of audience from actors, and of performed from authentic identities.
- **Derbyshire** continues his collaboration with Pam Schweitzer to activate the Reminiscence Theatre Archive, an ongoing project that preserves oral testimony and, through cataloguing, digitisation and workshopping, puts them to use for the benefit of students and the wider community through performances and interactions targeting neglected older age groups.

Finally, the **Greenwich Book Festival** is key to showcasing the research of the Unit and, like all of the activities above, has generated feedback useful for research directions as well as promoting members' profiles and research specialisms.

Research ethics and integrity

Research ethics and integrity are at the core of both the UoA and CREL, and members are acutely aware of their importance in their research and publishing practices. UoA members have served on the Faculty Ethics committee and **King** was responsible for the Victorian Popular Fiction Association's and its journal's first ethics policies and procedures.

UoA members both read and comment on each other's papers and funding bids informally, and present drafts for supportive comment to senior members. These open collegial interactions contribute to a research culture of high quality and integrity, reinforced by University codes of practice for integrity in research, by training courses on research integrity, data management and data protection and by the regulation of research projects by the Faculty and University Research Ethics Committees. The University produces an annual statement on Research Integrity that is published on its website, and delivers training to both staff and postgraduate research students. The university is a subscribing member to the UK Research Integrity Office.

The evidence for this policy's success lies in the complete absence of ethical and integrity breaches by members of this UoA.

2. People

Staff recruitment

The UoA celebrates diversity and the international as reflected in the extremely wide demographic and geographic origins of its members, many of whom, even when they were born in the UK, have benefitted from long periods overseas.

In this period we have prioritized recruitment of ECRs. Typically, appointments have recently completed their doctorate and have at least one high-quality published output indicative of research potential. While recruitment focuses primarily on ECRs, University investment has also allowed the appointment of more developed researchers to strengthen the critical mass of researchers. The success of the recruitment strategy is reflected in a tangible growth in the overall number of staff with significant responsibility for research.

We recognise that staff need stability in order to build research careers. The policy of the School is to make appointments on a permanent basis. As well as ethically correct, we feel this policy is a competitive advantage in recruiting high quality staff: staff previously employed on a succession of short-term contracts at other institutions have joined Greenwich and flourished because employment security allowed them both to make longer-term research decisions and manage family responsibilities.

We ensure that staff involved in the selection and recruitment process are themselves diverse and that all have had EDI training. This is intended to result in recruitment of a diverse set of new staff. Of the academic staff recruited since 1 January 2014, 50% have self-identified as female, and 13% have identified as being other than white, though these figures do not capture our members' vibrant diversity of class or international origins and experience.

We consider that the value of our approach to recruitment is borne out by how almost 50% of SRR staff included in the REF submission for UoA 27 have been recruited since 1 January 2014. Demonstrating the importance we are now laying on EDI in recruitment, in the UoA as a whole, 53% self-identify as women and 7% as BME.

Research career development

Career development for researchers takes place within the framework of the University's career development policies and processes. The heart of this is the Career Pathway framework.

All academic staff elect for one of three Career Pathways: Teaching and Scholarship; Research; or Enterprise. While all academic staff are expected to incorporate all three of these strands into their academic activity, the balance between the three varies between Pathways. All staff with significant responsibility for research are on the Research Career Pathway.

All staff have an annual appraisal where, with their appraiser, they review progress over the past year; agree objectives for the year ahead; identify development needs and agree ways in which those can be met.

Appraisals also provide an opportunity for discussion of longer-term career development, including promotion. There is an annual promotion round to Senior Lecturer, Associate Professor and Professor with clear published criteria for promotion to these levels for each of the three Career Pathways. Any staff member may apply for promotion. Applications are first considered by a Faculty-level panel; and then, if successful at that stage, by a University-level panel.

The University is a signatory to the Concordat to Support the Career Development of Researchers developed by *Vitae* and has created a comprehensive Researcher Development Framework (RDF). Furthermore, the University was given the HR Excellence in Research Award of the European Commission (<https://www.gre.ac.uk/research/governance-and-awards/concordat-to-support>). Signalling the centrality of diversity to the University, two Equality, Diversity & Inclusion Advisers have been appointed to work directly with the VC and HRD, while the HR directorate also has a Senior EDI Officer.

New academic staff are supported by a four-year Early Career Academic Development Plan, aligned with the *Vitae* RDF. This typically involves not only research output objectives but also engagement with colleagues in funded research projects and joining doctoral supervision teams. While RETI provides standardised training for new researchers and new doctoral supervisors, ECRs are individually mentored to meet their plans by senior members of CREL.

Specific researcher training and development needs are identified through the annual appraisal process. Common and ongoing needs are fed through to RETI, where they are incorporated into the central research development programme. Since 2018, RETI has chaired the University PGR-ECR Forum to provide a space for discussion and review of relevant matters, to feed a summary into the university Research and Enterprise Committee, and to share areas of best practise with Faculties.

In addition, the very lively Faculty ECR Faculty network, which reports to the Faculty Research and Enterprise Committee, organises a variety of activities from socials to dedicated training sessions on, for example, writing for journals and REF requirements. The Faculty ECR Network

also encourages its members to develop small-scale exploratory projects with specially targeted Faculty Research Development Grants of £5k.

Development programmes

RETI provides systematic training for researchers from early to established careers. Unit members have engaged extensively with regular RETI workshops on Undertaking and Managing Research; Recruitment and Selection of PGR students; Supervising PGR students; Developing and Demonstrating Research Impact; The Research Degree Examiner; Preparing to be Chair of an Examination Panel; Research Ethics; Research Integrity and so on. In this period, successful innovations in researcher development include a coaching network, and the Aurora programme designed to help all people who identify as a woman to think of themselves as leaders and strategists.

Workload allocation for research

We strive to ensure that staff have sufficient time for their research. All lecturing staff (whether or not on the Research pathway) automatically have 11% of their time reserved for what is termed "Research and Scholarly Activity" (RSA) in the employment contract used nationally in most post-1992 HEIs. Additional time for research is discussed and agreed with line managers. Between 2014-20, staff with SRR had at least 20% of their workload allocated to research and/or research leadership and usually more.

One of the key factors enabling the development of ECRs is the provision of sufficient time for their research: they are accordingly allocated substantially lighter teaching loads and minor administrative posts for the first 12 months of their appointment, resulting usually in more than 20% of their workload allocated to research.

In balancing research with other duties the School attempts to partition time cleanly, so that teaching and other duties are confined to specific days of the week or a particular term in a given year. The caring responsibilities of staff are also taken into account in this regard.

The University operates a sabbatical programme which enables staff to concentrate on particular research projects or to develop their research experience by working at other institutions. Sabbaticals of 6 or 12 weeks are not automatic but must align with both the strategic priorities of the University and the individual's career aspirations and development. 9 members of the UoA have been granted sabbaticals in this research cycle.

Finally, staff who generate external research funding are allocated time to carry it out, with the funding applied to free up time on a cost-reflective basis.

Academic conferences

Staff with SRR are supported and encouraged to engage with the leading international conferences and workshops in their field. We see this as a strategic use of time and cash resources, as it enables staff to present and get feedback on their research at a formative stage. It also enables them to build their research networks, open avenues to collaboration and influence their fields. This strategy has resulted in staff determining the direction of their fields:

- **Arche** is the leader of two biannual international conference series: Workshop of Aspect and Argument Structure of Adjectives & Participles (2014, 2016, 2018, 2020) and Tenselessness (2017, 2019) in collaboration with colleagues from Tromsø and CNRS-Lille. She has led several other workshops both for advanced researchers (Copulas Across Languages 2015; Persistent Issues in Language Analysis: the Individual/stage distinction 2019) and others which do special service to the PhD community in Linguistics across the UK (Syntax of Tense Day 2018, 2019). Arche is also a member of the

Committee-for-Linguistics-in-Education that produces the official responses to the UK government on educational developments on language.

- **King**, having served for some years on the Committee of the Research Society for Victorian Periodicals, has been President of the Victorian Popular Fiction Association since 2018, the year before he brought the Association's annual conferences to Greenwich and launched the Association's journal, *Victorian Popular Fictions*.
- **Liszka** sits on the committees for the annual conferences of the Boston University Conference on Language Development and of the European Second Language Association and the biannual Tense, Aspect and Modality in L2. She organised an Applied Linguistics Postgraduate Conferences in 2014 and co-organised it with the University of York in 2015. The following year she was the co-organiser of an international conference on generative second language acquisition and foreign language teaching at the University of Greenwich.
- **Young** is a member of the Institute of English Studies London Shakespeare Seminar organising committee that includes colleagues from King's, UCL, Roehampton and Shakespeare's Globe.

Staff exchanges

We encourage and enable staff to take up visiting positions at other institutions (**King** at Macerata, Italy, 2014; **Arche** at Gröningen, Netherlands, 2018; **Ramos** as Research Fellow at Concordia University, Montreal, 2019-2022; **Smyth** on an S.W. Brooks Fellowship at the University of Queensland, Australia, in 2019) and have welcomed numerous staff from industry and universities across the world not only to give research seminars and teach undergraduates and postgraduates, but also advise research students and train staff.

Reward and Recognition

The most tangible reward for research excellence is via the promotion system. The promotion criteria for staff on the Research pathway cover not only individual research achievements but also contribution to the research environment at Greenwich and contribution to the discipline nationally and internationally. Over the research period 2014-20, 8 staff have been promoted on the research pathway, equivalent to roughly 18 % of the overall academic staff in the School.

The progression of staff from the 2014 REF submission to positions at King's College London and Emerson College Boston indicate the unit's ability to support and develop academic careers.

Research students

Doctoral student completions have grown from 5 in REF2014 to 13 in this research period.

Our research students are either self-funded, in receipt of VC scholarships or funded by their workplaces. Selection is rigorous: we are very careful to focus on quality rather than quantity, while taking into account diversity issues, and this has resulted in our students' excellent publication records and destinations.

Applicants are required to develop a preliminary research proposal in dialogue with a potential supervisor. This is reviewed by the PhD Programme Director and, on their recommendation, applicants are invited for interview by a panel comprising the proposed Supervisor and the Programme Director. All panel members are required to undertake periodic Equality, Diversity and Inclusion training. 83% of completions were by women students.

Students enter the programme on a rolling basis. There is an active doctoral students' society in the Faculty, providing social opportunities for students to mix with their peers. Research students are supported by a supervisory team with at least three completions among them, typically one or two experienced supervisors and one junior.

Alongside regular supervision meetings, research students participate in and help organise seminars, meetings and workshops. They regularly present their work to their research group and to annual School and University poster competitions. CREL is careful to have postgraduate representation on its Executive Committee and provide mentoring for that role so that students can gain experience of research management very early in their careers.

In their first year of study, all research students undertake a common set of block courses provided by RETI, encompassing project and self-management skills, research design, research methods, teaching and software packages such as nVivo and SPSS. RETI courses are supplemented by provision within the School tailored to specialist topic areas, such as using periodicals and archives, Humanities academic and alt-ac job markets, publishing in journals, impactful research and writing a Humanities thesis. Students also audit advanced courses in research-intensive taught post-graduate programmes as needed.

Each student is funded to support presentation of their work at national or international conferences on three occasions during their studies. They also have opportunities to teach in order to broaden their academic skills and to undertake the University's HEA accredited PGCert in Learning and Teaching.

The Unit began an annual conference in 2014 especially so its PhD students could share their research and hone their methodological and presentation skills. This was subsequently expanded and is now run by the Faculty. Two more innovations have been:

1. an annual meeting of research students with a staff member outside their supervisory team so they can both be better integrated into the unit and learn to communicate their research with academics outside their immediate areas
2. specialist reading groups for linguistics and for literature research students.

Beyond the immediate support of the supervisory team, student progress is supported by the oversight of the Faculty Research Degrees Committee (FRDC). This reviews and provides feedback on research proposals after the first 2 months of joining the University. Students maintain an online reflective logbook of objectives set by supervision meetings and progress towards this, which is reviewed annually by the FRDC. Should difficulties in progress arise, the FRDC typically requests the Faculty Director of Research to meet with the students and supervisors to determine a remedial plan of action. The FRDC also considers requests to interrupt study and for exceptional extensions to registration. Between 6 and 18 months after registration, work to date is assessed in an internal examination to ensure the student is ready for doctoral-level work. The final, external examination follows before the end of the fifth year. The results of both examinations are reviewed by the FRDC before any recommendation of award to the University Research and Enterprise Committee and the University Academic Committee.

Our research students in this period have published in international peer-reviewed journals, essay collections, and blogs and vlogs of learned societies. Several in this research period have held positions in learned societies and institutions such as the Research Society for Victorian Periodicals and the Institute for Historical Research, and have won academic prizes. They have contributed to catalogues and publications of the University's Stephen Lawrence Gallery and, in order to train them up in the relevant procedures, to the ICS "Trading Places" (and its underlying website BLT19.co.uk) and to "Bridging the Gap" (both submitted to REF2021). This contribution to the wider academic community and to the sustainability of the discipline is testament to the success of the postgraduate processes that the Unit set up and sustains.

We support our completing PhD students to gain roles in professional research occupations and in higher education institutions. Since 2014 our PhD graduates have, for example, taken up positions at SOAS, the British Library, the British and Irish Legal Information Institute, the Great Diary Project, and been promoted to head of a section in a secondary school. 6 hold or have held positions at Greenwich as research assistants and teaching staff.

Equality and Diversity

The UoA, like the University as a whole, staunchly promotes equality and diversity in all decisions relating to research leadership, staff appointment and promotion, and resource allocation. The University is a member of the Stonewall Diversity Champion programme, a signatory to the Time to Change Pledge (mental health), and a recognised Disability Confident Employer. It has set up a clear system for declaration of personal circumstances in alignment with REF requirements.

Though the UoA is not requesting any reduction in outputs, it has embraced the principles behind the acknowledgement of personal circumstances by giving a total of 17.5 months maternity leave to 2 UoA members (plus 0.5 months paternity leave to 1 member) over this REF period, and by supporting colleagues in other ways, from the arrangement of teaching timetables to help those with caring responsibilities to the appointment of mental health champions for the excellent University staff wellbeing services (<https://www.gre.ac.uk/hr/occupational-health-and-wellbeing>) and periodic reminders of the University's free Legal Advice Centre (<https://www.gre.ac.uk/legal-advice-centre>).

In terms of staff selection and appointment:

- As stated previously, all selection panels are diverse and all members are required to have had EDI training.
- All posts are made available to applicants who would require a Tier 2 visa if appointed, thus ensuring no indirect discrimination against applicants without a current right to work in the UK
- Virtually all posts advertised are permanent rather than fixed term.

Since 2014, 8 staff in the UoA have been promoted, 3 to Senior Lecturer and 5 to Associate Professor. Of these 8, 3 have been women and 1 BME. One of the two ICS is authored by a woman. The Unit's central organising body, CREL, is led by a woman, as are each of its "pillars," and 52% of the UoA self-identify as female.

3. Income, infrastructure and facilities

In addition to the £250,954 research and enterprise income (£62,093 in HESA returns; the enterprise data is available on request), members of the UoA have won over £200,000 of the kind described in paragraph 357 of the *Guidance on Submission*.

- **Arche** won €58,648 as lead applicant to sustain the other 50% of a University of Greenwich PhD Scholarship with the University of Gröningen; she also participated as a Work Package Leader of *Grammar Tools and Perspective Taking* in the 7-institution project *Grasping Meaning across Languages and Learners* worth €54,000 (2014-2017) by the Dutch Research Council (NWO);
- **King** won competitive funding from the University of Macerata (2014, visiting professorship, €5,000 + 12 weeks accommodation costs) and from a fellowship to the Harry Ransom Centre in 2016 (\$1700) for his outputs on publishing history; 2 x \$666 as a third of the Colby Prizes (see section 4 below);
- **Morton** \$2000 Visiting Scholarship at St Thomas University, USA in 2017, for his work on *Researching the Nineteenth-Century Periodical Press*; 2 x \$666 as a third of the Colby Prizes;
- **Pheby** \$1250 + accommodation from the Winnipeg International Writers festival (2018) for work towards *Lucia*; £3,500 split between publisher and author for 2019 Republic of Consciousness Prize (see section 4 below);
- **Smyth** £18,000 through ACE and ACNI awards for the Irish tour of the performance version of *Famished* in 2018;

- **Solanke** £42,000 Arts Council funding, and funding from the Royal Victoria Hall Awards and Unity Theatre Trust for her play *East End Boys, West End Girls* (2015).

Greenwich Borough Council contributed £55,000 towards the annual **Greenwich Book Festival** that the Unit, with assistance from the Faculty, ran 2015-19 (interrupted in 2020 by the COVID-19 pandemic) and in which members played key roles every year.

Infrastructure supporting research and impact

Operational support for research and impact centres on the University's Greenwich Research and Enterprise (GRE) department and its Research and Enterprise Training Institute (RETI). Specific to the Faculty is one FTE Faculty Head of Research & Enterprise who manages 2.5 FTE School R&E Officers, 2.6 FTE Faculty Officers and 1 FTE PGR Officer. These in turn are responsible for supporting research group activities, externally funded projects, and PGR students and supervisors.

An Impact Framework Manager trains in impact development, assisting researchers consider potential impact at the early stages of research project development and how evidence of impact can be documented. For this REF submission, the postholder has had numerous discussions both with colleagues at large and, more intensively, with the ICS authors, providing feedback, advice and guidance.

RETI trains staff in external fundraising, while, within CREL, senior researchers discuss and review bids before formal review by the University's peer review college. Reviewers pay particular attention to equality, diversity and inclusion in both fundraising training activity and the composition of project teams; this is supported by an annual EDI review by the School.

Bid development, post-award contracting and reporting are supported by specialist staff in GRE, whose processes and structures are detailed in the University Research Environment document.

The £76 million Stockwell Street library (shortlisted for the RIBA Stirling prize) opened in 2014. It includes dedicated office space and meeting rooms for PGR students. The School librarian provides training in the use of electronic databases for staff and PGR students, calls attention to new research and manages the budget. The library spend in the area of English Language and Literature (£97,000 2014-2019) has ensured the Unit's researchers keep up to date with secondary sources otherwise not available to them. The unit's record of published outputs, including the full texts of journal papers and many other kinds of outputs, are maintained in the University's digital archive, GALA.

UoA staff have offices in one wing of the King William Building on the UNESCO World Heritage Greenwich Maritime campus. Across a courtyard is the £30 million refurbished Dreadnought Building. It opened in 2018 and offers meeting rooms, gym and catering facilities that CREL members regularly use.

The Greenwich campus is very well connected by public transport to central London, a geographic aspect of infrastructure extremely beneficial for small Units like ours as it empowers us to participate easily in external networks and brings externals to us. This in turn enables us to cover the wide range of research and teaching interests and needs of our very diverse student body in a manner that both remains abreast of the latest developments in our fields, and that drives those fields forward by lively participation in and generation of relevant collaborations and networking activities.

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

CREL's research strategy, echoing that of its predecessors in this regard, is founded on the development of international and interdisciplinary collaborations so as to give voice to knowledges marginalised by time and/ or social hierarchy. Members' extant interests and

activities fed into the strategy which is why we now play a leading role in energising and sustaining national and international research networks.

The details of our many **Research collaborations, networks, partnerships** and other activities relevant for this section are listed on the CREL website (<https://www.gre.ac.uk/for-schools/activities/subject-talks>) and on staff pages (<https://www.gre.ac.uk/people/our-staff>; data 2014-20 available on application). Here we offer a numerical summary 2014-2020 with some illustrative highlights.

- 42% of UoA members play leading roles on the **boards of 8 learned societies**
- 29% are on the **editorial boards of 8 learned journals**

We have organised 11 conferences both in Greenwich and externally, along with numerous workshops (see section 2 above) and have contributed many critical, scholarly and theoretical papers beyond those submitted to the REF. We have given plenary addresses and lectures at the universities of Victoria (Canada), Freiburg (Germany), Madrid (Spain), Lille (France), Pescara and Macerata (Italy), St Paul's (USA), East Anglia, Loughborough, Kingston, Warwick, London and at the Open University. We have contributed articles to encyclopaedias, published Oxford Bibliographies and numerous journal articles and essays in edited collections.

We have **won and been shortlisted for 5 prizes**. Most notably, **King** and **Morton** won the Colby prize (for the book that most advances our knowledge of the nineteenth-century press) for an unprecedented two years in a row (2017 and 2018) for the *Routledge Handbook to Nineteenth-Century Periodicals and Newspapers* and *Researching the Nineteenth-Century Periodical Press*, while **Pheby's** novel *Lucia* was joint winner of the 2019 Republic of Consciousness Prize for the best fiction published by small presses.

We believe **collaborative research** with colleagues both inside and outside the University brings enormous benefits in terms of generating and disseminating the latest thinking. **Arche** (with Gröningen) established the University-wide model for double doctorates. While we have edited **5 collections of essays with international contributors and co-editors**, and published jointly-written work, we also collaborate with external institutions and industry in other ways, from the external examining of undergraduate and MA programmes and PhDs, participation in national and international promotions panels and grant applications to partnership with industry. In the latter regard, besides the annual **Greenwich Book Festival**, particularly striking is **Ramos's** co-founding and directorship of the internationally acclaimed ZU-UK, a theatre and digital arts company based in London and Rio de Janeiro, whose performances have taken place in four continents and whose collaboration with venues, public and private bodies and with audiences themselves constitute a new art form (see <https://zu-uk.com/>).

Rigorously maintaining and interrogating standards is key to the UoA's strategy to ensure the vitality and sustainability both of our individual research and of our disciplines at large. We believe **participating on the panels of funding bodies and reading for learned journals and publishers** is essential to achieve this. In this REF cycle we have read for 26 journals and 10 publishers, including CUP, EUP and OUP, and have reviewed funding applications to the Spanish Research Agency and the Dutch NWO as well as the AHRC.

The wide experience of external collaboration and contribution summarised here means that the guidance we are able to give to ECRs and PhD students, even beyond our immediate research areas, is precise, detailed and focussed. The collegial discussions that CREL has fostered enables us to induct colleagues and PhD students into the ways of learned societies, journals, publishers and funders so that they learn international standards and come to appreciate the diversity of procedure and criteria across contexts and disciplines. Our many close collaborations and active participation in networks and partnerships with Language and Literature colleagues across the globe are not in this sense only expressions of but themselves sustain the vitality of the research environment of the Unit itself.