

Institution: University of Leeds
Unit of Assessment: 27
<p>1. Unit context and structure, research and impact strategy</p> <p>UoA 27 at the University of Leeds is constituted by the School of English, one of the largest English departments in the UK. The School makes a significant contribution to the scope and diversity of the discipline, and has an international reputation for research excellence. Its researchers produce a wide range of outputs from major scholarly editions, digital resources, and national and international research networks to more traditional forms of individual scholarship such as monographs and articles. The School also sustains a vibrant community of creative writers and practitioners, whose work intersects with and complements that of its other researchers. It achieves impact locally, nationally, and internationally, and it maintains collaborations with partners across the world.</p> <p>Over this REF cycle the School has continued to lead the way in areas of long-term strength such as Postcolonial Literatures, American Literature, and key historical periods including Medieval, Renaissance, Eighteenth-century, Victorian, and Modern literature. It has consolidated its investment in what were called the New Humanities in REF 2014, winning major awards and building research capacity in both Environmental and Medical Humanities. It has also invested substantially in Creative Writing, building on what was already an area of excellence. The key principles guiding the School's research strategy within the current REF cycle are a) to sustain and promote excellence in all areas and at all levels while maintaining clear pathways that allow researchers to develop larger and more ambitious research projects; b) To maximize the opportunities for research impact and public engagement, building sustainable relationships with project partners and audiences; c) To foster interdisciplinarity, both within the university and beyond; d) to maintain an open and inclusive research environment; and e) to internationalise our research, researchers, and research collaborations. Beyond REF 2021, the School's ambition is to extend our capacity to meet these core principles.</p> <p>Strategy and policy are directed by the School Management Team (SMT), which is led by the Head of School (currently Acting HoS, Andrew Warnes) and reports to the School's Board of Studies (BoS). Research strategy is led by the School's Director of Research and Innovation (DoRI, Hamilton Carroll), who chairs the Research and Innovation Committee (RIC) and sits on SMT. RIC strategy is regularly discussed at BoS. The School sits within the Faculty of Arts, Humanities and Cultures (AHC). Through the Faculty RIC and with the Pro-Dean for Research and Innovation, the DoRI manages School research strategy in the context of Faculty and University planning. Also on RIC are the School's Director of Impact (DoI, Graham Huggan), who ensures impact and engagement are central to the work of the committee; the Director of Postgraduate Research (DPGR, Nicholas Ray), who embeds Faculty and University strategy at School level; and the Director for International Activities, who helps situate the School's research in an international context (Whale).</p> <p>The research environment provides structures through which researchers can achieve excellence. The School organises its research and teaching through three main disciplinary groupings – English Literatures, English Language, and Workshop Theatre – but additional mechanisms foster collaboration, interdisciplinarity, and innovative research. We discuss each of these mechanisms in detail below, but to summarise they are, firstly, the School's named <i>research groups</i>. Dynamic and responsive, these allow researchers to come together and focus</p>

on areas of mutual interest. Secondly, there are larger, overarching *research centres* that enable collaboration across the Faculty and University and better visibility beyond. Finally, in areas not covered by the formal research groups and centres, a number of regular *seminar series* and symposia regularly bring researchers to the School and enable scholarly exchange.

Researchers are affiliated to multiple groupings within this environment, situating themselves in order to explore ideas, come together in research projects, or develop their individual fields.

Following REF 2014, the School undertook an extensive review of the function and identities of its designated research groups. In 2015 the School replaced ten traditional period-based research groups with six groups organized around broader research themes or fields, chosen for their capacity for strategic development. Initially formed for five years, the groups foster collaboration across period and disciplinary boundaries and build intellectual community between researchers. The current groups are: *American Studies*; *Critical Life*; *Environmental Humanities*; *Medical Humanities*; *Postcolonial Studies*; and *Textual Histories*. These groups, which involve an inclusive mix of postgraduate researchers (PGRs), early career researchers (ECRs), and established researchers, carry out a range of activity that, in turn, drives the research environment. They organise events such as the Leeds Conference on Textual Studies, 2017-18 (Textual Histories); *After Empire: The Contested History of Decolonization, Migration and Race in Modern Britain*, 2018 (Postcolonial); *Medical Humanities Futures*, 2018 (Medical Humanities); and the annual *Environmental Humanities Study Day* (Environmental Humanities). They collaborate to develop a number of large-scale projects that have been successful in attracting external funding such as *Land Lines: Modern British Nature Writing* (Environmental Humanities); *Home, Crisis and the Imagination* (American Studies); and *Imagining Technologies for Disability Futures* (Medical Humanities). They carry out impact and engagement activities, for instance by running the Leeds Refugee Bibliotherapy Hub (Postcolonial and Critical Life) and engaging rural communities in Cumbria on issues of climate change (Environmental Humanities). And finally they build communities of scholars through networks like *New Voices in Postcolonial Studies*; the *Northern Theory Network* (Critical Life); the *White Rose-funded Extinction Network* (Environmental Humanities, with the Universities of Sheffield and York); and the *Wellcome Trust-funded Northern Network for Medical Humanities* (in collaboration with Durham University).

The four cross-disciplinary research centres hosted by the School act as foci for areas of longstanding interest, affording greater opportunities for collaboration at an institutional level. These are the *University of Leeds Poetry Centre*, *Centre for the Comparative History of Print* (Centre CHoP), *Institute for Colonial and Postcolonial Studies* (ICPS), and the *Leeds Centre for Medical Humanities* (LCMH). Two of these Centres, the ICPS and LCMH, also double as School-based research groups, enabling the cross-fertilization of individual and collective research interests. Both have been able to leverage this dual position to win major funding awards: *Arctic Encounters: Travel Writing in the European High North* (2013-16), funded by the EU HERA scheme (€986,183, Huggan, Director of the ICPS); and *Imagining Technologies for Disability Futures* (2017-25), funded by a Wellcome Trust Collaborative Award (£1,509,208, Stuart Murray, Director of LCMH and Amelia DeFalco). Centre CHoP and the Leeds Poetry Centre are both sustained by the School's material resources: the University Print Room and the major archive holdings of the Brotherton Library Special Collections (see section 3 below).

The School's established seminar series and reading groups include: the Postgraduate Seminar; Medieval and Early Modern Seminar; Eighteenth Century and Romantic Seminar; Victorian Research Seminar; and the *Finnegan's Wake* reading group. These provide a space for

researchers at all levels, including PGRs, to present and discuss their work, as well as hosting a wide range of visiting speakers.

Aligned with the key principles stated above, the School's strategic objectives are:

a. To provide a sustainable environment that produces research excellence

To meet this goal the School invests in areas of existing strength as well as identifying and enabling new areas of research. The Textual Histories research group, for instance, was formed on the basis of the School's longstanding expertise in textual scholarship. Members of the group are currently engaged in two major externally-funded editing projects - The Complete Works of John Marston (£715,621, Martin Butler) and The Political Work of Richard Brinsley Sheridan (£272,621, Robert Jones) – while others have completed smaller-scale scholarly editions of Medieval (Catherine Batt and Alaric Hall), nineteenth-century (Julia Reid and Richard Salmon), and twentieth-century (Michael Brennan) texts. The School has secured investment in this area through the University Academic Fellows (UAF) scheme, which has provided two UAFs in Textual and Digital Editing with five years of dedicated research support (Brett Greatley-Hirsch and Alison Searle). Further investment has also expanded the scale of innovative work in Medical Humanities and Environmental Humanities. Evidence of the former can be seen in the recruitment of another UAF (DeFalco) who has contributed to a series of successful funding applications, including: Augmenting the Body: Disability, Care and the Posthuman (£28,922, Murray and DeFalco); Robot Care: Critical Perspectives on Ethics and Design (£44,898, DeFalco); and culminating in Imagining Technologies for Disability Futures (Murray and DeFalco). Clare Barker's Wellcome Trust Fellowship for Genetics and Biocolonialism in Contemporary Literature and Film (£109,220) also enhances the research environment in this field. The expanded range of work in Environmental Humanities can be seen in projects such as the recent award of a Leverhulme Doctoral Scholarship Programme in Extinction Studies (£1.35 million, Huggan); the Innovative Training Network (ITN) Environmental Humanities for a Concerned Europe (ENHANCE, €3.1 million, Huggan); and several major AHRC-funded projects: Land Lines: Modern British Nature Writing (£230,595, Huggan and David Higgins); British Romantic Writing and Environmental Catastrophe (£211,417, Higgins); and Experiments in Land and Society, 1793–1833 (£202,418, Jeremy Davies).

The School supports researchers from all areas to achieve excellence by assisting them to complete major published outputs and identify funding strategies appropriate for their research goals. The effectiveness of this support can be seen in the publication of world-leading monographs across a wide range of historical periods and disciplines and in our record of grant capture at all levels, from large externally-funded projects (as detailed above and in section 3) to a range of smaller foundational grants, such as: Representations of Transnational Human Trafficking in Present-Day News Media, True Crime, and Fiction (£81,491, Christiana Gregoriou) and Home, Crisis and the Imagination (£26,338, Bridget Bennett and Carroll). Examples of large projects that have received follow-on funding are The Political Work of Richard Brinsley Sheridan, which won an additional £25,000 from the MHRA (Jones) and Land Lines, which won two further grants from the AHRC of £94,636 and £98,460 (Huggan). By creating a mixed economy in which research excellence can be achieved through a range of different forms and levels, the School can respond quickly and effectively to changes in the funding landscape while continuing to support the core work of the discipline. This environment also allows the School to think through its research strategically, enabling it to take the lead in emerging areas of research.

The School, in alignment with the Faculty, has a number of policies for nurturing research excellence. The DoRI offers bespoke advice to colleagues at all career stages who are initiating projects or funding applications, and both the School and Faculty provide peer review prior to submission. Further support is available from the Leeds Arts and Humanities Research Institute (LAHRI), which offers training tailored to particular funding schemes, assistance with grant writing and costs, and provides space to host exploratory research and sandpit events. The School also provides a formative peer review process that enables researchers to receive constructive feedback on work prior to publication. The School provides financial resources too. All staff, full and part-time, can access a Personal Research Fund (£1000) and the opportunity to apply to the Publication Fund (up to £500) to offset publishing costs. The School's RIC oversees the work of the research groups, which each receive an annual budget of £500, and also provides a Supplemental Research Fund (£1000) intended to enable strategic and collaborative activity that lies outside these formal groupings. Finally, the School provides advice and guidance through the University's Staff Review and Development Scheme (SRDS) and Annual Academic Meetings (AAM). It has also developed a revised mentoring scheme led by the Tutor for Staff Training, Development and Well Being (Bennett, see section 2 below).

b. To achieve impact at local, national and international levels.

Impact and engagement are an integral strand of the School's research strategy and are supported throughout its activity. The DoI provides leadership and is assisted by an Impact Support Officer (Ceri Pitches), who works closely with researchers to gather information and maximise the potential of planned events. All researchers have access to the School Impact Fund (applications up to £1500) and there is an equivalent fund for PGRs (£500). There is an annual Impact workshop, designed mainly for PGRs and ECRs, and an online portfolio is currently in development to help researchers keep abreast of opportunities and track activity. In 2019 the School was awarded an additional University fund for Enhancing Impact in English (£28,000) with a view to developing the longer term Impact potential of major research projects.

As our designated Impact Case Studies demonstrate, major external funding remains a crucial resource through which our research achieves impact. This is regional (Higgins's collaboration with the Wordsworth Trust, funded by his AHRC Leadership Fellowship), national (Fiona Douglas's work on dialect as living heritage, funded by the National Lottery) and international (Jane Plastow's work with disadvantaged communities in East Africa funded by various AHRC grants; Huggan's work on tourism in the Arctic funded by the EU).

School strategy is aligned with that of the Faculty and University, and researchers benefit from their support. For instance, the University's Cultural Institute fosters collaborations with creative partners, and its IGNITE scheme has provided 'seedcorn' funding for a range of School projects. John Whale's award allowed the Leeds Poetry Centre to work on an archiving project with the Leeds-based publisher of Black and Afro-Caribbean writing Peepal Tree Press, and DeFalco's Touch: Sensing, Feeling, Knowing funded a range of activities by sensory theatre companies and educators of the blind for an audience that included the sighted, blind, and vision-impaired.

The School also invests directly in impact and engagement to embed an outward-looking and collaborative research culture. In 2014 the School founded the award-winning Writing Back project, led by Impact Fellow Georgina Binnie. By facilitating the exchange of letters to address loneliness and social isolation, this project has established lasting cross-generational friendships between University of Leeds students and older members of the local community. In addition, the School supports the annual Ilkley Literature Festival. The University is an official partner: the

School is the venue for its annual British Academy/LAHRI public lecture and has hosted a number of events featuring its members, including Simon Armitage, Rachel Bower, Butler, Higgins, McLeod, Mullin, Mussell, Rickard, Whale. Our PGRs have access to training and funds to develop the impact of their own projects, as well as other opportunities: for instance, PGRs run biweekly reading groups across Leeds for the Refugee Bibliotherapy Hub, running events in Refugee Week in conjunction with Leeds Central Library and Refugee Forum, and giving invited talks in other cities about the model of bibliotherapy pioneered by Sam Durrant's 2014 Impact Case Study.

c. To continue to foster interdisciplinarity

As detailed above, the School changed its research group structure following REF 2014 to enhance its capacity to shape and respond to developments within broader interdisciplinary fields. These groups have become important sites of collaboration both within and beyond the School. For instance, PGRs from the Environmental Humanities group run the Leeds Animal Studies Network, which has brought together scholars from a disciplines including anthropology, ecology, environmental history, and cultural geography. The group runs study days and conferences such as the interdisciplinary Mediating Climate Change in 2017. The Postcolonial research group meanwhile works closely not only with the ICPS but also with the Leeds University Centre for African Studies (LUCAS, Acting Director Brendon Nicholls) and the Leeds Centre for World Literatures (CWL), both themselves cross-disciplinary bodies.

The School's research centres are also designed to promote interdisciplinary approaches. Centre CHoP brings together researchers from English, History, Fine art, History of Science, and the Brotherton Library and incorporates approaches from bibliography and the history of the book with practice-led research. Mussell's AHRC Research Network Letterpress Printing: Past, Present, and Future (£29,529, 2017-18) led the Centre's engagement with scholars from three other institutions across the UK and Ireland. The Leeds Centre for Medical Humanities has hosted a number of interdisciplinary projects looking at disability and care. Engineering the Imagination: Disability, Prostheses and the Body (Murray, £23,956, 2017), for instance, was funded by an APEX award from the British Academy, the Royal Academy of Engineering, the Royal Society and the Leverhulme Trust to support excellence in cross-disciplinary research and involved researchers from the School of Mechanical Engineering. DeFalco's research into robot care involves collaboration with robot engineers, ethicists (the co-director of the Foundation for Responsible Robotics), and cognitive neuroscientists. Murray and DeFalco have broadened the interdisciplinary scope of their work by collaborating on Imagining Technologies for Disability Futures with Robotics@Leeds, Mechanical Engineering (the Institute of Design, Robotics and Optimisation), and the Leeds Institute for Data Analytics (Centre for Immersive Technologies).

Researchers in the School have taken advantage of LAHRI's Sadler Seminar Series to build interdisciplinary collaborations with colleagues in arts and humanities, social sciences, and STEM. The scheme funds a year-long programme of seminars and workshops and is linked to further funding and support. Projects involving the School include Cultures of the Book (Mussell), 2015; Flow: Supermarkets and the Movement of Food and People (Warnes), 2015; Augmenting the Body: Disability, Bodily Extensions and the Posthuman (Murray), 2016; Ssh: Encounters in the Unquiet Library (Bennett), 2017; The Archive after Cecil Roth: Jewish Studies, Cultural Histories and the Cecil Roth Collection (Jay Prosser), 2018; The War Veteran in Culture and Society (Carroll), 2018; Animist Engagements: Creativity, Ecology and Indigeneity (Durrant) 2019. Several of these series led to successful external funding bids: for example, Mussell's AHRC Network and Bennett's Leverhulme Major Research Fellowship for The Dissenting

Atlantic: Archives and Unquiet Libraries, 1776–1865 (£107,972). Researchers also lead on collaborations with other University groupings: Alaric Hall is the current Director of the University's long-established interdisciplinary Institute for Medieval Studies (IMS), based in the School of History and home to the world-renowned annual Medieval Congress, while Julia Snell has recently established the group Language in Society, which brings together colleagues from the Schools of English, Education, and Languages, Cultures, and Societies (LCS).

Through its resources and structures, the School also allows individuals to pursue extended interdisciplinary projects of their own. Plastow's participatory arts projects in Kenya, Malawi, and Uganda, for instance, have employed theatre and film but are situated within approaches that combine development studies with politics, history, literary and cultural studies (funding as PI amounts to £488,432). Mark Taylor-Batty's major AHRC-funded research project, Harold Pinter: Histories and Legacies (£813,326) focuses on the production of Pinter's plays but also takes in film, television and radio, drawing upon methods from literary, theatre, media and film studies. Tony Crowley was awarded a Major Research Fellowship by the Leverhulme Trust to support his well-established digital project mapping Political Wall Murals in Northern Ireland (£109,944). This important, public-facing project brings together digital work with history, cultural studies, and visual studies.

At PGR level, the School has benefited from the University's Cross-Disciplinary Scholarships, which allow students to work with supervisors across the Faculty or University, and members of the School are working with the University's recently appointed Dean for Interdisciplinary Research (Stuart Taberner) to develop further opportunities, for instance with the Frontiers Institute and NEXUS, the University's hub that connects researchers with business.

d. To foster and maintain an open research environment and ensure the integrity of its research

RIC ensures that the School complies with the University's Open Access policy (see REF5a) and, through the Publication Fund, supplements funding available elsewhere for author processing charges or subventions for the publication of open-access monographs. The White Rose Repository, developed and managed in collaboration with the Universities of Sheffield and York, provides access to research, whether final accepted manuscripts or published work, and the School has opted in to the Repository's 'request a copy' service to provide a further level of access. Since 2013, 396 publications have been deposited in the Repository and there have been over 90,000 downloads from researchers all over the world. In addition, several members of the School have actively promoted Open Access in their respective fields (Greatley-Hirsch, Hall, Mussell) and others are placing the Concordat on Open Research Data at the heart of their projects (Murray).

Research integrity is maintained through University procedures such as SRDS and AAMs, while applications for Research Leave are assessed by RIC before awards are made and final reports evaluated once the period of leave is complete. All research is carried out in line with the University Research Ethics Policy. Ethical review is overseen by the Faculty Research Ethics Committee, which is currently chaired by a member of the School (Jones). In 2018, the School constituted an Equality and Inclusion Committee (EIC), which consults on all areas of its activity, including research (see section 2).

e. To extend the international reach of its research and continue to internationalise the research environment.

Within the School, the Director of International Activities (Whale) ensures School strategy is aligned with that of the Faculty and University. For the University, International strategy is led by the Deputy Vice Chancellor: International and for the Faculty, by the Pro Dean for International. The Faculty has developed links with key institutions in Singapore and China, amongst others, and members of the School have served as representatives, forging relationships, developing programmes of exchange, and establishing shared teaching that will produce PGRs.

The School exploits Faculty and University strategy as part of its wider goal to develop ambitious, interdisciplinary research that shape the research conversation on the international stage. Huggan's ENHANCE project, for instance, placed Leeds at the centre of a European network established to train the next generation of researchers in the Environmental Humanities. Murray and DeFalco's Imagining Technologies for Disability Futures, places Leeds at the head of a project that includes researchers from Japan, the United States, Sweden, and the Netherlands. Butler's Marston Project involves scholars from the United States, Canada, and Italy. Furthermore, our researchers participate in research projects hosted overseas: Hall was Co-I on Gullskinna: Postmedieval Transmission and Reception of a Lost Medieval Parchment-Codex based at Stofnun Árna Magnússonar in Iceland; Higgins was a researcher on The Formation of Environmental Aesthetics funded by the Japanese government; and Mussell held a Mercator Fellowship in 2017 as part of a €2 million German project based at Marburg, Bochum, and Cologne. Many other researchers have held visiting professorships or fellowships at overseas institutions during the census period, including Catherine Batt (Taiwanese Science Council Fellowship, 2014), Richard Brown (China Foreign Affairs University in Beijing, 2017), Kimberley Campanello (Chinese University Hong Kong Faculty Mobility Scheme, 2019), John McLeod (Transatlantic Forum Scholar, Washington University St. Louis, 2014; Nanyang Technological University, Singapore, 2019), Brett Greatley-Hirsch (Bibliographical Society of America-Pforzheimer Fellowship in Bibliography, Harry Ransom Center, University of Texas at Austin, 2018; S. Ernest Sprott Fellowship, University of Melbourne, 2017), Pippa Marland (Moore Institute Visiting Fellowship, NUI Galway, 2019), Reid (National Humanities Center, North Carolina, 2015-6), Rickard (Huntingdon Library Fellow, California, 2016), Salmon (Université Paul Valéry, Montpellier, 2018), Searle (Humanities Research Centre, Australian National University, 2019), Snell (VIA University College, Aarhus, Denmark, 2013-15), and Warnes (Museum of American History, Smithsonian Institute, Washington DC, 2016).

The School has been able to build upon its existing reputation for the diversity and international scope of its research. A pioneer in the study of Commonwealth literature and postcolonial studies, the School has developed this expertise into areas such as the intersection between postcolonial studies and environmental humanities (Huggan); postcolonial and transcultural adoption (McLeod); refugee narratives (Durrant); African literature and theatre (Nicholls and Plastow); and Canadian literature (DeFalco). Our creative work is also international. The journal *Moving Worlds* is co-edited between Leeds and Nanyang Technological University, Singapore, and the Poetry Centre recently co-organised Poetry: China and the UK with the Leeds Centre for New Chinese Writing and the Confucius Institute that featured poets from China. Recent visiting international scholars have included Daniel Jernigan from Nanyang Technological University (2016); the Indian novelist and critic Tabish Khair (Leverhulme Visiting Professor in 2017); Lily Yuan from Shanghai Normal University (2018); and Kiofumi Suguira from Chugyo University in Japan (2019).

This reputation allows the School to use University's structures to support internationalisation at PGR level too. Mobility is enabled through the Faculty Graduate School, which provides grants

to attend conferences, and through the White Rose College of the Arts and Humanities (WRoCAH), its AHRC-funded consortium. International PGRs can apply for the scholarships offered by the University and the School's Bonamy Dobrée Scholarship (see section 2). Currently, the school's postgraduate community includes students from India, Kenya, Malaysia, Pakistan, Saudi Arabia, South Africa, Thailand, and the United States.

2. People

The School of English at the University of Leeds is one of the largest of its kind in the UK and its size brings both benefits and challenges. The most obvious benefit is that the School can provide a wider range of research than most of its peers; the most obvious challenge is that its size might create administrative hurdles for individual researchers or lead to certain research areas being marginalized. To offset these possible challenges, the School has set up a series of robust structures that encourage freedom of movement while maintaining the integrity of distinct research areas. These structures are also designed to maintain the basic principles of equality and inclusiveness that are integral to the UK higher education system, and to enhance the diversity of our research.

Staffing Strategy and development

The School recognises the value of research and impact and ensures staff can successfully carry out both. All staff have a designated weekly research day, workload is adjusted for those who hold grants, manage projects, or carry out administrative duties, and the School offers mentoring and workload adjustments to support those applying for funding. All full-time and part-time academic staff, upon the completion of three years of teaching, are eligible to apply for a semester of research leave which they use to develop major research outputs, major funding applications, or impact-driven work. Academic staff as well as PGRs have access to a Personal Research Fund and can apply to the School's Impact Fund. Achievements in research are formally recognized and communicated in the HoS's monthly newsletter, and the School also holds a Research Celebration event every summer.

As indicated in section 1, since 2014 the School has taken advantage of the UAF scheme to attract the best international researchers and build research strength in key areas. In addition to the appointments of Greatley-Hirsch and Searle in textual editing and early-modern literature and DeFalco in Medical Humanities, a fourth UAF (Matthew Boswell) was appointed in the field of contemporary literature and Holocaust memory. Three of the Fellows, Boswell, DeFalco, and Searle, were promoted to Associate Professor during the census period.

Direct investment has been made in the field of creative writing with the appointment of Simon Armitage as the School's first Professor of Poetry (2017) and Kimberley Campanello as lecturer (2018). The School has a rich history of supporting creative writing, hosting the international poetry magazine *Stand* (1952-), continuing to publish *Poetry and Audience* (1953-, one of the longest-running poetry magazines in the UK), and programming activity through the Leeds Poetry Centre (2009-), but these posts consolidate recent efforts to position creative writing as an integral part of our research culture. In 2014 Helen Mort was appointed as the first Douglas Caster Cultural Fellow (2014-16). Established as part of the University of Leeds Academy of Cultural Fellows and administered by the Cultural Institute, these Fellowships provide funding for a poet to pursue their creative work in the School for a period of up to two years. The Fellowships have attracted diverse and high-profile award-winning poets: Malika Booker (2015-17), Vahni Capildeo (2017-19), and Zaffar Kunial (2019-21). More recently, Armitage's

appointment as the Poet Laureate has brought an unprecedented degree of visibility to creative writing and the Leeds Poetry Centre. Creative ECR funding, such as the Leverhulme Early Career Fellows Karl O'Hanlan and Rachel Bower, have been an important feature of these growing strengths.

The University is a signatory of the Researcher Development Concordat, and staffing strategy and development in the School occur in the context of its policy on the Appointment of Researchers and. Staff development takes place through SRDS, in which individual colleagues and reviewers discuss and agree developmental objectives that they report to the HoS, and AAMs, in which individual colleagues discuss their overall individual contribution to School strategy with HoS, DoRI, and Director of Student Education (DSE) to. A dedicated advisor provides support for staff considering promotion (Jones).

The success of these schemes can be seen in the advancement of researchers across the School. In this REF period promotional Chairs have been awarded to Becket, Carroll, Jones, Salmon, and Warnes. Barker, Davies, DeRitter, Nicholls, Orozco, and Searle have all won promotion to Associate Professor, and Campanello was promoted from grade seven to grade eight. Short-term appointments often support colleagues heavily involved in administration, carrying out funded research, or on extended leave. Increased funding from the School's success in supporting major research projects has allowed it to create substantial fixed-term posts. David Wylot, for instance, was appointed to a School-funded one-year Lectureship in contemporary literature (2019) but has since begun a further two-year post funded by another colleague's successful Leverhulme award (Bennett).

New members of staff (predominantly ECRs) are appointed in line with the University's policies regarding equality and inclusion (see below) and have access to the same forms of funding and other support as other researchers in the School (detailed above). Probation Advisors support them through the University's induction and probation processes, providing bespoke guidance.

The School has also been successful in assigning mentors to established researchers among its staff. For instance, Huggan provided mentorship for Higgins in his successful bid for the AHRC Leadership Fellowship that funded British Romantic Writing and Environmental Catastrophe (one of the School's Impact Case Studies). Higgins, in turn, mentored Tess Somervell, the PDRA on the project, as she applied for and won a British Academy Postdoctoral Fellowship in the School. Those appointed to fellowships or research positions on funded projects are always assigned mentors, ensuring ECRs receive appropriate advice and support and are integrated into the wider research culture of the School. These arrangements have had demonstrable success: in addition to Somervell, both Pippa Marland and José Pérez Díez were recruited as PDRAs on funded research projects (Land Lines and the Marston Project) and subsequently rejoined the School as Leverhulme Early Career Fellows (Pérez Díez after the census period). The School recently disseminated these examples of good practice while further formalizing its mentoring procedures.

Alongside the School's research leave scheme, full-time and part-time staff are also eligible for Faculty Research Leave. English has been successful in this competition and since 2014 Carroll, DeFalco, Flannery, Higgins, Mussell, Prosser, and Snell have received tailored teaching relief or a second consecutive semester of leave. Such leave has enabled colleagues to make valuable progress with individual research projects, undertake Impact work, and broaden associative networks.

Research Students

The School has continued to recruit strongly at PGR level with 93 current graduate researchers, 8 of whom are EU and 29 international. The number of doctoral degrees awarded has increased from 58 in the last REF census period to 111 (as reported in REF 4a). The School is part of the White Rose College of the Arts and Humanities (WRoCAH) and has secured 20 AHRC doctoral awards through this scheme. Externally-funded projects also provide excellent opportunities for doctoral students. For example, Huggan recently led the University's successful application for a Leverhulme Doctoral Scholarship in Extinction Studies; in addition, his ENHANCE ITN (2015-2019) funded twelve PGRs at four different institutions in three countries. Further PGRs have been recruited through the Transnational Holocaust Memory project (Co-I Boswell), based in the School of Languages, Cultures, and Societies (two PGRs in English) and Higgins's AHRC Leadership Fellowship (one PGR). The School has won scholarships through the University's various schemes, including three Leeds Doctoral Scholarships, eleven Leeds Anniversary Research Scholarships (full UK/EU fees plus maintenance at UKRI rate), three Leeds International Doctoral Scholarships, and one China Scholarship (full International fees plus maintenance at UKRI rate). Over the cycle it has also attracted several endowed scholarships: four Gatenby doctoral scholarships (full UK/EU fees plus £15,009–£15,705 maintenance p/a); four Patricia Jones Scholarships (one full UK/EU fees plus maintenance, one full international fees plus maintenance, one full UK/EU fees only, and one UK/EU full fees plus maintenance for Masters by Research); and one Joseph Wright Scholarship, one Crockatt & Roston Scholarship, and one Frank Parkinson Scholarship (all at full UK/EU fees plus £12,000 maintenance p/a for three years). There has also been a School of English designated Endowed International Scholarship, the Dorothy Hewlett (full international fees and £12,000 maintenance p/a for three years, 2014). In addition the School offers several of its own scholarships on an ongoing basis: UK/EU students are eligible for the Douglas Jefferson award, the John Barnard award and the Inga Stina Ewbank award (all full fees plus maintenance at standard UKRI rate). For students outside the EU, the School offers the Bonamy Dobrée Scholarship (full international fees plus maintenance at £12,000 p/a for three years). An Alumni Bursary (10% of the fee) is available to successful Leeds BA and MA graduates, supporting our best homegrown students to progress to doctoral studies

All School of English PGRs are also admitted to the Faculty's Graduate School and the Leeds Doctoral College. In the School, the Director of Postgraduate Research (Ray) supports the PGR cohort while ensuring alignment with the Graduate School and Doctoral College. Formal supervision and mentoring are delivered within the framework set out by the College. PGRs are allocated two supervisors where possible and meet for supervision at least ten times per session (six times for part-time). Overseen by the Graduate School, the Annual Progress Review (APR) ensures ongoing progress, while the School operates a rigorous upgrading exercise approximately 9 months after the start of all new doctoral degrees. For such upgrades, students submit a sample of work, detailed synopsis, and schedule for completion, which are then assessed by two independent readers at a viva. At subsequent end-of-year APRs students and supervisors assess the project's progress, training needs, and the schedule of work for completion. Ensuring institutional consistency and quality, the University's online Graduate Record of Achievement and Development (GRAD) holds details not just of the upgrade but all supervisions and APRs among other relevant paperwork.

GRAD also provides a record for all training and skills development. In their first supervision, all PGRs complete an audit of skills and training needs with their supervisor. The School helps PGRs meet these needs through a compulsory Research Skills module and a series of

Professional Development Workshops. Recent workshops have been on applying for academic jobs; postdoctoral positions; book proposals; and wellbeing and self-care. PGRs take advantage of such opportunities: as of June 2020, 365 PGRs had attended 851 distinct training events. The School allocates funding for training and language skills integral to PGR projects, while separate Research (£750) and Impact Funds (£500) allow students to visit libraries and archives, attend conferences, and develop projects and collaborations. Examples include Sophia Nicolov's 2019 exhibition on whales at Hull Maritime Museum, based on her doctoral research, and Emily Timms's co-leadership of the New Voices in Postcolonial Studies network. Further resources are available through LAHRI, which supports PGRs in writing grant applications, and the Graduate School and Doctoral College. The Graduate School provides mobility grants for research visits and conferences and professionalization seminars; the Doctoral College opportunities for PGRs to network with others across campus, including prize competitions ('three-minute thesis'; research posters; research images) and a dedicated commercialisation team. PGR students awarded WRoCAH's scholarships have access to its systems of support, including a structured training programme which focuses on managing the transition to doctoral research, building a positive professional presence in academia and beyond, and enhancing impact through collaboration and exchange. It also provides additional funding to support training needs, research visits, conference attendance, internationalization, employability placements with partner organizations, and knowledge exchange projects. All Leeds doctoral students are eligible to apply for short-term postdoctoral positions with LAHRI designed to enable them to take the next steps in their research careers. These positions are non-stipendary, but provide office space, access to library resources, and access to a £500 research fund. In response to the coronavirus pandemic, the Graduate School has offered all recently completed PGRs Academic Visitor status, allowing them continued access to institutional support.

Regardless of how they are funded, the School incorporates PGR students fully into its research environment. PGRs are members of all of the school's research groups but a dedicated Postgraduate Seminar helps students build community. There are other, well-established series run or co-convened by PGRs that are open to all such as the critical/cultural theory seminar Quilting Points. There are also publications run by PGRs or that actively involve PGRs: Carl White is on the board of the *WRoCAH Journal*; Timms is editorial assistant on *Moving Worlds*; and former PGRs Emma Trott and Hannah Copley are editorial assistants on *Stand*. Two PGRs sit on RIC and attend Board of Studies, ensuring the perspectives of PGRs are appropriately represented within the School's broader administrative structures.

PGR students have won awards to continue their studies overseas, including a Fulbright scholarship (Macklin to study at Cornell) and an International Placement Scheme fellowship (White to study at the Harry Ransome Center); others have obtained funded postdocs, whether funded by the Wellcome, Leverhulme, and British Academy, offered by universities, or on funded research projects. Our PGRs speak at conferences around the world and publish widely, their work recognised through essay prizes such as the British Association for American Studies postgraduate essay award (Victoria Addis, Macklin) and British Association for Contemporary Literary Studies postgraduate essay prize (Addis). PGRs have gone on to become academic researchers at a range of institutions including the University of Mosul (Iraq); Ain Shams University (Egypt); Umm Al-Qura University (Saudi Arabia); Leiden University, University of Groningen (Netherlands); Gazientep University (Turkey); Nanyang Technological University (Singapore); Malawi Univeristy (Malawi); University of Cape Coast (Ghana); American University (Dubai); FLAME University, University of the Punjab (India); Government University, Lahore College for Women University (Pakistan); Universiti Sultan Zainal (Malaysia); Pontifical Catholic University of Chile (Chile); University of Hong Kong (Hong Kong); CUNY, UCLA, University of

Pennsylvania, Western Oregon University (United States); St Mary's University (Canada); as well as a number of UK institutions (Worcester, Queen Mary, Westminster, York, Keele, Bristol, Leeds).

Equality and Diversity

Led by its Equality and Inclusion Committee (EIC, chaired by Prosser), School practice is based on strategy developed from the University's Equality and Inclusion Framework via the Faculty Equality and Inclusion Committee. Research matters, like staff wellbeing and PGR development, are part of EIC's regular business. The School's Staff Handbook sets out the University's approach to Equality and Inclusion as well as researchers' responsibilities. It directs researchers to the Policy on Dignity and Mutual Respect and reminds them that they must complete the mandatory university training, An Introduction to Equality and Inclusion.

The School takes a flexible approach to individual staff needs but through EIC also works to incorporate best practice into its strategies and structures. For instance, all staff whose appointment includes research are eligible for study leave and EIC works to ensure that distribution is equitable and regular. Following recent updates, application and report forms include equality and inclusion concerns, enabling the School to support those with caring responsibilities, disabilities, or health issues. Flexible organisation of leave periods, such as splitting a period of leave over two semesters, promotes an inclusive research culture, while software, equipment and other resources support those with disabilities or ill health. The School reviews all funding applications to ensure they meet these agreed expectations for equality and inclusion.

Reporting to HoS and the EIC, the School's Promotions Officer (Jones) is available to all staff and instigates promotions meetings dependent on their grade or number of years in post. The underrepresentation of women in research-leadership roles has been flagged at EIC and is being addressed in the School through existing University schemes, such as Women of Achievement programme and Leeds Female Leaders, as well as mentoring and responsive workload balancing. The School's policy is to hold research events within working hours wherever possible and to take into account religious holidays when planning.

The School also works with the broader University to ensure equality and inclusion guide its estates refurbishment and the acquisition of new equipment. Access has been improved by installing a lift across all floors, a disabled entrance, and disabled and gender-neutral toilets. The School's policy is to diversify representation of staff on all panels, committees, and research events. In terms of gender inclusion, the School does not support panels of three or more speakers on which all speakers are male unless no alternative exists. Staff with protected characteristics are supported via staff networks and role models (for instance the LGBT+ Allies, Leeds11 (BME), Muslim Staff, Staff Mental Health and Disability, Women at Leeds) and dedicated celebrations (Black History Month, LGBT+ Pride).

Wellbeing is also central to the School's work. An Officer for Wellbeing sits on EIC whose brief is to support staff wellbeing in dialogue with mentoring and workload concerns. The workload grid for all staff is reviewed annually, holistically in the School and in individual AAMs, in order to ensure equity and manageability. School guidelines encourage timely, succinct communication inside working hours. Curriculum review and assessment revisions have been made with consideration of research demands. The School hosts in-house wellbeing workshops for staff and PGRs with guidance from Staff Counselling and Psychological Support services. Wellbeing

lunchtime walks/'brown bag' lunches have enabled staff and PGRs to address and improve wellbeing in an informal and collegial context, strengthening the wider research community. During Covid-19, these have been replaced by a regular online coffee morning, providing a point of continuity and ensuring everyone can remain involved.

The School has always supported requests for flexible working and accommodates remote working in research. The University supplies remote desktop software to enable access to its systems and assistive technologies are available for staff with disabilities to support remote working. With the outbreak of Covid-19, nearly all research became remote and the School provided funds for the provision of additional equipment.

The School also takes a flexible and responsive approach to facilitate travel for those with caring responsibilities, disabilities, or ill health. Carers Leeds offers access to carer benefits, allowances, transport and sitting services, including for conference attendance. Promotion measures recognise that staff may have difficulty in travelling for research and include alternative criteria for promotion. The School also enables staggered return to work after periods of leave as a result of ill health, compassionate leave, or caring responsibilities. The School is breastfeeding friendly and staff with unforeseen childcare responsibilities may bring children to work.

3. Income, infrastructure and facilities

As described above, the School's research strategy is designed to foster excellent research at every level. Its success is evident in the dramatic increase in grant capture over the current REF cycle. The total income from external grants was £1,400,000 in REF 2014; the total reported in REF 4b is £4,739,025; and our internal records, as of October 2020, total £6,941,074. A measure of this increase can be seen in our annual research income: in 2013 this was £250,476, but from 2014 to 2020 it increased to an average of £697,232 per year. We attract funding from a range of funders including the AHRC, British Academy, ESRC, EU, Leverhulme Trust, National Lottery Heritage Fund, and Wellcome Trust. Of our research income, 61% derives from UK research councils and other funders of academic research and 21% from EU research funders. Of the remainder, 14% is from UK charities and industry and 4.3% from EU charities and industry. The School has had considerable success in funding for larger, more ambitious projects. Both the ENHANCE research network and Imagining Technologies for Disability Futures were awarded well over a million pounds each; Arctic Encounters, Harold Pinter: Histories and Legacies, The Complete Works of John Marston, and Dialect and Heritage: The State of the Nation (Fiona Douglas) each received over £500,000. The School encourages researchers to realise the potential of their projects, translating small or medium-sized projects into larger ones with more impact. The Wellcome Trust Collaborative Award for Imagining Technologies for Disability Futures, for instance, was built on four previous smaller grants, as detailed above. Similarly, for her project Dialect and Heritage, Douglas converted her success at stage one of the National Lottery Heritage fund (£65,600) to success at stage two (£500,000).

Many funded projects are collaborative and interdisciplinary in nature, with strong national or international connections. The Political Works of Richard Brinsley Sheridan (Jones) is a national collaboration between literature and history scholars at Leeds and the University of Aberystwyth, while Salmon's The Society of Authors 1884-1914: Professional Association and Literary Property involves literature scholars and scholars of copyright law at Leeds and the University of London. Internationally, the ENHANCE network, funded by the EU Marie Skłodowska Curie scheme, was a collaboration between four research institutions (University of Leeds, Ludwig-

Maximilians-Universität, Munich, the Deutsches Museum, Munich, and the Royal Institute of Technology, Stockholm) in three European countries; and Plastow's research networks in Kenya (University of Nairobi), Uganda (Makerere University; Mbarara University of Science and Technology; International Health Sciences University), and Malawi (University of Malawi) have led to a series of collaborative projects: Promoting Sexual and Reproductive Health Education among Adolescents through Creative and Youth-led Practice in India, Malawi and Uganda, AHRC, £174,590; Performing Living Knowledge: Developing a Replicable Model for Arts-Based Empowerment of Marginalised Urban Communities in Uganda and Malawi, AHRC, £80,626; and (as Co-I) Intergenerational Justice, Consumption and Sustainability in Comparative Perspective, AHRC, £867,356).

As outlined in section 1, the School has made strategic investments in particular research areas which have generated substantial income growth. Newly established at REF 2014, the Centre for Medical Humanities has secured Imagining Technologies for Disability Futures among other significant grants. The Centre has also been integral to the University's success in winning funding from the Wellcome Trust's Institutional Strategic Support Fund (ISSF) in every year since the scheme was launched in 2014. These awards have allowed eight postdoctoral researchers to join the School as Wellcome ISSF Fellows. Investment in Environmental Humanities since 2014 has led to the award of four major grants for three researchers totalling £3.3 million pounds (excluding the HERA-funded Arctic Encounters which ran from 2013-16). Finally, the School's success in the University UAF scheme has resulted in grants in different fields. Searle (UAF Textual and Digital Editing) was awarded an AHRC Leadership Fellowship for Pastoral Care, Literary Cure and Religious Dissent: Zones of Freedom in the British Atlantic (c1630-1720) (£196,366) and Boswell (UAF Contemporary Literature) won a series of grants from the AHRC exploring Holocaust Memory (Mobilising Multidirectional Memory to Build More Resilient Communities in South Africa, 2016-2018, £80,929 (CoI); Virtual Holocaust Memory: from Testimony to Holography, 2015-2016, £93,048 (PI); Virtual Holocaust Memoryscapes: Scoping the Creation of Immersive, Spatial Archives of the Bergen-Belsen and Neuengamme Memorial Sites, 2018, £60,276 (PI)).

In terms of research infrastructure, the School has two research assets. Firstly, the world-renowned Workshop Theatre, whose most famous alumnus is the Nobel Prize-winning Nigerian playwright Wole Soyinka. Under the stewardship of a dedicated theatre technician its facilities comprise two fully-equipped theatre spaces and smaller rehearsal studios. The Workshop Theatre supports Plastow's research on theatre and development in East Africa, Taylor-Batty's project on Pinter, and Lourdes Orozco's Donut Pilot Project (described in section 4). Secondly, the School has a working print room with several historic printing presses. Since REF 2014, and under the auspices of Centre CHoP, the Print Room has been renovated and returned to use now providing a venue for print workshops, public events (Ilkley Literature Festival, Heritage Open Days), and a basis for funding bids (AHRC Network on Letterpress Printing).

As part of the renewal of its estate, including its commitment to a net-zero carbon footprint by 2030, the University is currently investing in the School, and plans to renovate all buildings in a way that will enhance teaching and office space as well as communal areas. While it is paused due to Covid-19, the University remains committed to this project and its wider goals towards sustainability.

Researchers in the School benefit from LAHRI, a Faculty resource that provides organisational support and encourages networking and collaboration. Its facilities include a workspace for ECRs, offices and support staff for visiting scholars, and venues for symposia and conferences.

Working closely with the University's Research and Innovation Service, LAHRI staff foster collaboration between Schools and support the development of external funding applications and. The School of English plays a full role in LAHRI's activities, its members having served as Director (Brennan) and Deputy-Director (Higgins). As noted above, researchers in the School have had considerable success applying for LAHRI's Sadler Seminar Series, allowing them to build interdisciplinary collaborations that frequently lead to further funded research and high-quality outputs. The School has also taken advantage of LAHRI's accommodation for visiting scholars, including for medical humanities researchers recruited under the Wellcome ISSF.

Many other university resources, and particularly its library services, support research in the School. The Brotherton Library, one of the preeminent UK academic research libraries, and a member of Research Libraries UK, holds 3 million print and 500,000 online volumes and more than 37,000 print and online journals. Its internationally significant strengths in English literature include manuscript and printed poetry, 1600-1750; nineteenth-century author collections, notably for the Brontës, Elizabeth Gaskell, and A.C. Swinburne; for the earlier twentieth century, outstanding UK collections of Graham Greene, Evelyn Waugh, and John Betjeman; and the manuscript archives of many later twentieth-century writers. As part of our strategic engagement with the region's literary identity, the School has worked with librarians to develop archives of authors connected to Leeds, Yorkshire, and the North. Recent acquisitions include comprehensive literary archives of Simon Armitage, Melvyn Bragg, Tony Harrison, Geoffrey Hill, Jon Silkin, and Ken Smith.

The work of the Leeds Poetry Centre, which was established in collaboration with the Brotherton Special Collections, aims to exploit the wealth of its holdings and secure further archival acquisitions. For example, Becket and Trott recently curated Poetry By Design, an exhibition focused on the look of the page that drew upon the collections. Similarly, Douglas's Dialect and Heritage project is digitising the Leeds Archive of Vernacular Culture, a nationally significant collection held by Special Collections that contains all the materials from the world-famous Survey of English Dialects (1946-1978) and the archives of the former Leeds Institute of Dialect and Folk Life Studies (1964-1983). Finally, on the basis of his Sadler Seminar Series, Prosser received £64,000 from the Rothschild Foundation Hanadiv Europe in 2019-20 to research, organize and disseminate the Brotherton's Cecil Roth Archive.

Researchers benefit from other libraries in the region too. Leeds Central Library has several important collections while the School has particularly close partnerships with The Leeds Library, the oldest private subscription library in the country. Researchers have used the latter's rich nineteenth-century collections as the basis for funded research (Bennett's Sadler Seminar series and Leverhulme Major Research Fellowship on the Unquiet Library) and played a central role in the Library's 250th anniversary celebrations in 2018 (Mussell). The nearby British Library at Boston Spa also provides a valuable resource for all researchers.

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

The School sustains research collaborations that generate wider impact for a range of beneficiaries through a number of pathways. Advice and mentorship from DoRI, DoI, and other experienced researchers, as well as strategic investment in research groups and stand-alone research and impact funds, help to develop externally-funded projects that support collaborations with partners locally, nationally, and internationally. The provision of research days, research leave, and other resources in the School enables researchers to continue working with collaborators between funded projects while helping them identify new activities

that might attract further funding. For instance, the School's Impact Fund can enable initial meetings with partners that might lead to a bid to the Cultural Institute's IGNITE fund for engagement work and the preparation of a larger funding application.

a) Researchers in the School foster academic partnerships in the region. The School played a significant role in the development of the Northern Theory Network and the Northern Network for Medical Humanities. Its members also contribute to the Leeds Centre for Victorian Studies (based at Leeds Trinity University) and Nineteenth-Century Americanists in the North. The School also maintains longstanding partnerships with established cultural institutions in the region, such as Opera North, West Yorkshire Playhouse, Thackray Medical Museum, and the Brontë Parsonage Museum. Armitage, for example, was commissioned to curate an exhibition, including specially written poems, at the Brontë Museum in Haworth on the bicentenary of Branwell Brontë's birth in 2017, while Centre CHoP has collaborated with the Leeds Industrial Museum in Armley on public events on industrial print heritage. Through such relationships, research in the School enriches the cultural life of Leeds and the region. For example, the Donut Pilot Project, led by Orozco in collaboration with the Schools of Geography and Performance and Cultural Industries, and funded by Leeds City Council and the University, worked with fourteen small-scale arts organisations located outside the thriving city centre to study their role in communities which have been generally perceived to have low cultural engagement. The Leeds Poetry Centre has a longstanding partnership with Peepal Tree Press, hosting readings for its writers, organising a symposium for its thirty year celebration (2018), and working on a project to research its archive (Whale). For their Wellcome Trust Seed Award, Augmenting the Body, Murray and DeFalco worked with the Prosthetics & Orthotics Unit at Seacroft Hospital.

b) At the national level, researchers from the School have made valuable contributions to public policy development. For example, Christiana Gregoriou's Transnational Human Trafficking project produced a policy document and hosted a symposium involving the police, civil servants, key charities, filmmakers and writers, as well as academics from different disciplines. Julia Snell's longstanding interest in dialogic teaching resulted in her book, *Better than Best Practice: Developing Teaching and Learning through Dialogue*, being given to over 100 primary school teachers in 2015 as part of a research intervention funded by the Educational Endowment foundation. Snell's research was incorporated into IRIS Connect's e-module on Classroom Talk and Effective Feedback, which has been used by over 16,000 teachers to date, and her evidence to the Oracy All-Party-Parliamentary Group *Speak for Change* was cited in their report. Other significant national cultural contributions include Taylor-Batty's collaborations with the British Film Institute on their retrospective of Pinter films and with the Jamie Lloyd theatre company on their Pinter at the Pinter Season. Central to the Land Lines project (Huggan and Higgins), a national competition to find the UK's favourite nature book was launched on the BBC's Autumnwatch, and brought scholars, writers, and representatives of wildlife organisations, together on its selection panel.

c) Thirdly, the School has established a number of important international collaborations with academic and non-academic partners. Since 2015, Plastow has worked with numerous arts and community groups in Kenya, Uganda, and Malawi, helping them to set up sustainable projects addressing issues of sexual health and environmental concerns that will persist beyond periods of funding including: the development of a biofuel briquette-making project; a film unit; and community campaigns for municipal reform (see Impact Case Study). The ENHANCE project supported PGR research and training in a network that included both local institutions in the UK (Yorkshire Water, Yorkshire Wildlife Trust) and European partners in Germany (Stiftung Bundnis Mensch & Tier), Italy (Capennori Research Centre for Zero Waste) and Sweden (Dagens

Nyheter); and Arctic Encounters worked with the Leeds International Film Festival and a Yorkshire-based tour operator (InnTravel) specializing in tours to the Arctic, as well as Visit Greenland, the national tourism agency, and partners in Norway and Denmark (see Impact Case Study) .

We have developed projects that make sustained interventions in topics of broad public interest such as cultural history and politics (Political Wall Murals of Northern Ireland) and the environment (Land Lines; Arctic Encounters). The School's researchers have worked with patient groups, care providers, and public health bodies (Murray; Plastow); commercial companies such as tour operators (Huggan); teachers and education providers (Snell); and arts and heritage groups (Orozco; Douglas; Whale). They also engage frequently with local and national media. Bennett and Mullin, for example, have appeared on BBC Radio 4's *In Our Time*, Bennett twice to discuss Melville and Wharton, Mullin to discuss Joyce. Denis Flannery appeared on BBC Radio 6 to discuss David Bowie. Douglas appeared on BBC 1 Breakfast and other news programmes to discuss Dialect and Heritage. Finally, the School also hosts regular public engagement activities, from annual public lectures (British Academy Lecture; C.L. Oakley Lecture in Medical Humanities; Arthur Ravenscroft Lecture in Postcolonial Studies; English Language Public Lecture) to the many readings and events organised by the Leeds Poetry Centre.

Moreover, the School continues to make major contributions to the sustainability of the discipline and the wider research base, as detailed below.

The following academic and literary journals are currently edited from the School: *James Joyce Broadsheet* (Brown), *International Journal of Speech, Language and the Law* (Alison May); *Moving Worlds: A Journal of Transcultural Writings* (Murray); *Performing Ethos: An International Journal of Ethics in Theatre and Performance* (Orozco); *Poetry and Audience*; *The Seventeenth Century* (Hammond, Associate Editor); *Shakespeare* [Routledge] (Greatley-Hirsch); and *Stand Magazine* (Whale). Special issues of academic journals edited during the census period include: Literature, Medicine, Health, *Moving Worlds*, 19.2 (2019) (Barker); Language and Socialism, *Keywords: A Journal of Cultural Materialism*, Autumn 2016 (Crowley); Digital Shakespeares: Innovations, Interventions, Mediations, *The Shakespearean International Yearbook* 14 (2014) (Greatley-Hirsch); Environmental Humanities Approaches to Climate Change, *Humanities*, 8/9, 2019-20 (Higgins and Somervell); Environmental Humanities, *Green Letters: Studies in Ecocriticism* (23.4 [2019]) (Huggan); One Green Field, *Critical Survey* 29.1, March 2017 (Marland); Down on the Farm: agriculture and environment, *Green Letters*, Autumn 2020 (Marland and Somervell); New Diasporas, New Directions, *Etudes anglaises: revue du monde anglophone*, 70 (1), 2017 (McLeod); Fictions of Speculation, *Journal of American Studies*, 49.4, 2015 (Carroll); and Ottoman Transcultural Memories, *Memory Studies*, 12.5, 2019 (Prosser).

Researchers serving on editorial and advisory boards include: Barker: *Journal of Literary and Cultural Disability Studies* and *Disability Studies and the Global South*; Batt: General Editor, The Medieval Translator Series (Turnhout: Brepols); Bennett: *Journal of American Studies*; Brennan: The Hakluyt Society and *The Sidney Journal*; Butler: *The Ben Jonson Journal*; Crowley: *Key Words: A Journal of Cultural Materialism*, *Estudios Irlandeses*, Stockholm University Press; Stockholm English Studies, and Consultant and specialist contributor to the Oxford English Dictionary; Greatley-Hirsch: The Thomas Nashe Project (OUP; 2017–) and *Journal of Marlowe Studies*; Hammond: General Editor of Longman Annotated English Poets; Huggan: *Ariel*, *Green Letters*, *Postcolonial Text* and founding co-editor of Liverpool UP's Postcolonialism Across the

Disciplines; McLeod: *Adoption and Culture, Journal of Postcolonial Writing, South Asian Writing in English*; Murray: Series co-editor for *Medical and Health Humanities*, Bloomsbury; Series Editor for *Representations: Health, Disability, Culture and Society*, Liverpool UP; Mussell: *Victorian Periodicals Review; Victorian Review; Journal of Victorian Culture, 19: Interdisciplinary Studies in the Long Nineteenth Century*; Nicholls: *Journal of Commonwealth Literature, Eastern African Literary and Cultural Studies*; Plastow: *African Theatre*; Searle: *The Complete Works of James Shirley* (OUP, 2019-); Snell: *Journal of Language and Discrimination*; and Taylor-Batty: Co-Editor of the Methuen Drama Engage series for Bloomsbury.

Membership of review colleges for funding councils and prestigious national associations includes: The British Academy (FBAs Butler: Paul Hammond; Crowley; Plastow); Royal Society of the Arts (Hammond; Huggan); Wellcome Trust (the Medical Humanities Expert Review Group for Investigator and Collaborative Awards was chaired by Murray from 2015-20; Barker); AHRC (Bennett; Higgins; Nicholls; Orozco; Somervell); ESRC (Snell); and Leverhulme Trust (Greatley-Hirsch; Higgins; Mussell). Researchers also review widely for funding bodies around the world, including: American Academy in Berlin; Australian Research Council; Austrian Science Fund; European Research Council; European Science Foundation; European Union Horizon 2020 programme (JPI Cultural Heritage); Flanders Research Foundation; Fund for Scientific Research-FNRS Belgium; Government of Ireland Research Fellowship Schemes; Irish Research Council for Humanities and Social Sciences; National Research Foundation of South Africa; Social Sciences and Humanities Research Council (Canada); Swiss National Science Foundation; University of Missouri Research Board; and Wissenschaftsrat, Germany.

During the census period, members of the School have acted as peer reviewers for a total of 133 academic journals and for numerous academic publishers, including: Anthem, Bloomsbury, Boydell and Brewer, Broadview Press, Bucknell UP, California UP, Cambridge UP, Edinburgh UP, Fordham UP, Irish Academic Press, Liverpool UP, Manchester UP, McGill-Queens UP, Michigan UP, Missouri UP, Ohio UP, Open Book, Oxford UP, Palgrave Macmillan, Pluto Press, Routledge, SAGE, SUNY Press, Taylor & Francis, Toronto UP, Wiley-Blackwell.

The School's researchers are regularly invited as keynote speakers at academic conferences across the UK and internationally: since 2014 countries include Australia, Austria, Belgium, Canada, China, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, India, Indonesia, Iraq, Ireland, Italy, Japan, Mexico, New Zealand, Netherlands, Norway, Poland, Portugal, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Uganda, United States, and Vietnam. In addition, our researchers give public lectures and participate in public events in regional, national, and international settings, including: the Being Human Festival (Leeds, 2016-18); Bibliotherapy workshops (Leeds, Bristol, Edinburgh, Tübingen, 2016-18); Big Lit Festival, Gatehouse of Fleet (2018); Hull City of Culture (2017); Ilkley Literature Festival (see details above); Klangfarbentext: UK-German Concrete Poetry Festival (Munich, 2020); and Nordic Poetry Festival (York).

Finally, the quality and standing of the School's research has been recognized by a number of personal awards and prizes (excluding funding for research projects): Armitage: Poet Laureate (2018) and the PEN Award for Translation for *Pearl* (2017); Bennett: winner of the 2019 Arthur Miller Prize by the British Association for American Studies; Campanello: Inaugural Markievicz Bursary winner from Ireland's Arts Council and the Department of Culture, Heritage and the Gaeltacht (2019); Crowley: elected Fellow of the English Association (2014); Davies: *Bodily Pain in Romantic Literature* shortlisted for the British Association for Romantic Studies First Book Prize 2015 and for the University English Book Prize 2015 for the best scholarly book by an early-career academic; Higgins: Winner of the Association of the Study of Literature and the Environment-UKI/Orkney Science Festival public lecture competition (2018); Prosser: Hazel Rowley Prize for Best Proposal from a First-time Biographer, 2020; and Rickard: *Writing the Monarch in Jacobean England* selected as one of the Choice Outstanding Academic Titles for 2016.