

Institution: Royal Holloway, University of London
Unit of Assessment: 27 English Language and Literature
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Unit Context and Structure</p> <p>Our unit supports research and practice in the full range of literary studies from Ancient Greek to contemporary literature and we foster a distinctive emphasis on the interface of creative and critical work. We are a vibrant body of award-winning poets, writers, and critics, including a substantial community of doctoral students, and we maintain a breadth of research unusual for a unit of medium size (32.5 FTE category A staff). Since a restructure in 2019 our unit contributes to the research agenda of the School of Humanities, and now includes researchers in Classics. This structural change also underpins our new strategic focus on the ‘engaged humanities’, that is, work that contributes to public life by addressing social, civic and ethical problems. Through our leadership of Research Centres in Victorian Studies, Poetic Research, Reception of Greece and Rome, with our collective commitment to supporting secondary education, and by generously resourcing curiosity-driven scholarly research we have developed new research strengths. These include the civic dimension of our work via community collaborations, partnerships with heritage organisations, and creative projects in the fields of health and wellbeing. We have expanded research and impact initiatives across educational sectors to support the future of the discipline of literary studies in partnership with secondary educators. New investment in posts in Digital Humanities and World Literatures forms part of our long-term commitment to disciplinary extension and contributes to a strategic emphasis across the College in digital innovation and internationalisation.</p> <p>With the explicit support of the College research strategy, we continue to sustain risk-taking lone-scholar research and writing that are key to our international reputation. Additionally, our diverse composition and chronological breadth provide opportunities to promote collaboration and exchange. As a result, we move across perceived boundaries of periods, disciplines and the creative-critical border. We have set up new mechanisms to develop expertise in collaborative grant applications and research project leadership. We are developing our capacity for interdisciplinary and challenge-led research by building on School peer review mechanisms and recent UKRI grant capture through a mid-career Research Incubator scheme. Recent projects such as ‘Group Identity and the Early Medieval Riddle Tradition’ and ‘Provincialism: Literature and the Cultural Politics of Middleness in Britain, 1800-1900’, were enriched by timely consultations between Early English specialist Neville and Centre for Victorian Studies staff on the instrumentality of literary genres in community formation. Major, common interests have emerged that characterise our Unit: literature as knowledge; literature and human rights; creativity and health; literary heritage and human flourishing; eco-poetics and formal responses to environmental/ existential crises.</p> <p>1.2 Research Structures</p> <p>Within the Unit we identify new areas of research shaped by individual risk-taking innovation as well as by broader institutional agendas. The Research Lead and Head of Department conduct annual research interviews with all Category A staff to track emerging projects. The outcomes of these conversations have fostered new collaborations, fed into our investment in partnerships for impact, and fuelled our research strategy for 2021-26. Three Research Centres are resourced by the School of Humanities: The Centre for the Reception of Greece and Rome, the Poetics Research Centre and the Centre for Victorian Studies. In line with the research strategy of the College, the Centres play a vital role in facilitating collaborative and interdisciplinary research, in securing ECR Fellowships, and in encouraging PGR recruitment, funding, and research culture. The Centres also foster key aspects of our public engagement and impact initiatives through public-facing programmes and partnerships with cultural organisations.</p>

Since 2019, the School of Humanities has brought advantages in scale, resource and interdisciplinarity, advancing collaboration and innovation. The School facilitates long-standing arrangements, such as contributions from English and Classics staff to the Holocaust Research Institute and the close collaboration in Medieval and Early Modern studies between History and English, further enhanced by a new joint post in Early Modern English and History. Colleagues also contribute to the College Humanities and Arts Research Institute, the Centre for Oratory and Rhetoric, the Centre for GeoHumanities and to the University of London's School of Advanced Studies, in such areas as rhetoric, the visual arts, mobilities, place and heritage, and numerous research seminars. The School will foster new research outputs from shared interests, for example, between World Literature and translation, reception and adaptation studies with Languages, Literature and Culture (LLC).

1.3 Research Objectives, 2014-2020

Reviewing the objectives, as set out in REF 2014, we highlight our key achievements:

i. To raise the proportion of our outputs in the world-class category

A new internally resourced sabbatical system was introduced in 2015, providing leave for two out of twelve terms of service. This has had a transformative effect on completion of major research outputs. For this submission, 54% of our outputs are creative or critical monographs; in 2014, they were 33%. Nine outputs have been awarded major international prizes, ranging from two James Tait Black Prizes (Markovits 2016; Williams 2018) to African Studies UK Fage & Oliver Prize (Ochiagha 2016).

ii. To develop the subject at national and international level

Through work with subject associations, secondary education providers, and national bodies we enhanced the future of the discipline. This includes Eaglestone's leadership in the English Shared Futures initiative and Chomse's work with the Roman Society. Our success in sustaining the vitality of our disciplines has been recognised by the election of five colleagues to Fellowships of the English Association (Varty 2014; Armstrong 2015; Eaglestone 2017; Livesey 2020; Olsen 2020) and six colleagues as Fellows of the Royal Society of Literature (Greenlaw, Lalwani; Markovits; Roberts; Williams, Mohamed).

iii. To enhance our research environment and ensure sustainability

In addition to the new sabbatical system, consistent funding from the School for Research Centres and for individual research support and engagement has facilitated a sustainable environment. Enhancing the Research Centres led to growth in funded doctoral research and emerging success in postdoctoral research associateships, building the next generation of researchers.

iv. To increase and diversify successful bids for external funding

As well as securing three UKRI/ERC grants (Livesey (£199,552 2018 AHRC), Neville (Co-I £199,224 2019 AHRC); Duffy (£147,080 Marie Curie) and two Leverhulme Early Career Fellowships in strategic priority areas (Matore £84,487 2018; Kirkby £93,000 2019) we have secured numerous smaller grants. We have developed initiatives such as Grant Incubator Workshops and are working towards more ambitious targets, drawing on the expertise of AHRC & UKRI FLF Peer Review College members Eaglestone, John, and Livesey.

v. To be outward-looking by maintaining and building research partnerships across the University and with other HEIs and non-HEIs

Partnerships around cities, tourism, urban renewal and literature for all have been cultivated, with joint exhibitions and events with the Dickens Museum, Nuneaton Museum and Art Gallery, and Poet in the City; Pope's Grotto Preservation Trust; Ditchling Museum; and the Polish Cultural Institute. Our work supporting the future of the discipline of English at a time of falling 'A' Level enrolment has been formulated in partnership with the English and Media Centre and Harris Schools Federation supporting the demands of recent curriculum reform. This success has led to our new strategic focus on the civic dimension of literary studies.

vi. To maintain a dynamic research environment that involves and supports staff at all stages of their career as well as PGR students

Leadership of the AHRC techne Doctoral Training Partnership has transformed PGR research development since 2014. We have grown success in securing funded studentships with applicants mentored by Research Centre leads, developing supervisory teams pairing staff at different career stages, across disciplines and with Collaborative Doctoral Awards with external partners where appropriate. Techne funded research streams ('Confluxes') bring together doctoral students and staff in areas of common interest cross-cutting our Research Centres.

1.4 Research and Impact Objectives 2021-26

Through reviewing these objectives, and by integrating the College's Core Principles of creativity, excellence, collaboration, fairness, and freedom we have identified ambitious new research objectives. These principles reflect the School's emphasis on engaged humanities and intersect with College investment in research Catalyst fields, especially Catalyst 1: 'Digital Futures in the Creative and Cultural Industries' via a strand focused on democratising culture and heritage access and Catalyst 2: 'Living Sustainably: Equal Opportunities in Education.'

i. Develop the civic dimension of literary studies:

We will support communities, heritage organisations, human rights and human flourishing through the work of writing and the critical evaluation of the past. A new emphasis in our research and impact will focus on co-creation and co-curation of literary heritage with end users. We will promote human rights through our creative and critical engagement.

ii. Provide leadership to the discipline as it evolves:

In addition to fostering the next generation of scholars through a critical mass of doctoral researchers, our Research Centres will be set objectives involving collaboration with secondary education partners. We will sustain the vitality of teaching literature through sharing our research on texts and contexts core to the secondary curriculum whilst continuing to advocate the diversification of that canon through our work with examination boards.

iii. Build our research with support of grant income and UKRI awards:

Our new mid-career Research Incubator scheme will foster grant development. Strong outline proposals will be awarded marking relief and mentoring by Peer Review College members over the summer. College investment in Research Catalysts will support individuals in fields well-matched to challenge-led grant calls, e.g. GCRF. Research Centres will be expected to develop at least one grant application a year.

iv. Sustain a research culture that recognises and rewards the full range of literary scholarship and practice:

Institutional commitment to blue-skies, curiosity-driven research ensures the vitality and sustainability of our individual research outputs. The School has also affirmed the continuation of internally-resourced two out of twelve-term sabbaticals after a hiatus in 2020-21 and the value of individual fellowships and prizes.

v. Extend our strengths at the interface of critical scholarship, creative writing and practice-based research by investing in encounters between creative and critical practice and interdisciplinary collaborations in life sciences and health and well-being. Arts-based interventions will contribute to debates on sustainability and the climate emergency.

Supporting interdisciplinary research

Research Centres support programmes beyond the single discipline, encouraged by the College funding structures. This has led to new research collaborations, led by academics in English, that introduced innovative approaches to research across the Humanities. Poetics Research Centre staff led 'Nature and Other Forms of That Matter', a project funded by the Humanities and Arts Research Institute (2016-17), that applied experimental writing techniques to address the crisis in our relationship with nature. The Centre for Victorian Studies collaborated with the Centre for GeoHumanities on the series 'Provincialism at Large' (2019). The Holocaust Research Institute brings together history, literary and language studies, film and media studies, philosophy and sociology to improve public understanding of the holocaust and genocide and to

inform public policy. Significant outcomes include publications by Eaglestone (2014, 2017). A series of School-based workshops, 'Interdisciplinary Encounters', has aligned scholars in different disciplines working in Digital Humanities (Regan), on LGBTQ+ rights (Bussey-Chamberlain), exoticism in fashion (Ochiagha) and cultures of consumption (Hawley).

1.5 Enabling impact

The structures that support research also review, support and enable Impact. Impact and public engagement are integral to research activity and research design, and all research is assessed for potential pathways to impact. Our impact case studies are outcomes of a strategic focus on developing engaged humanities. They have, in turn, helped define our research and impact strategy for 2021-2026: 1) enhancing heritage through the civic dimensions of literature ('Remembering the Victorians'); 2) disciplinary leadership beyond HEIs towards future sustainability ('Curriculum Reform'); 3) promoting well-being and human flourishing through intersection of creative arts with health sciences ('Shapcott').

'Curriculum Reform' was supported by the College Research Strategy Fund and departmental resourcing for colleagues to serve on A Level examination boards. We resourced TeacherHub Forum, a steering group of teachers that identified pinch points in the curriculum and ways the Unit's research could address them. Shapcott worked with medical practitioners at Addenbrookes and elsewhere to increase the understanding of the experience of sickness. At institutions such as Keats' House and the National Gallery, she created new artistic works that reinterpret their collections. Shapcott's case study was enriched by the outward-facing and engaged networks facilitated by our central London base in Bedford Square and the work of the Poetics Research Centre. For 'Remembering the Victorians', colleagues collaborated with museums to enhance heritage preservation and interpretation. 'Remembering the Victorians' received support from the College Research Strategy Fund and the AHRC and represents a collaborative outcome of the Centre for Victorian Studies and its long-term engagement with civic museum partners, the National Productivity Investment Fund and heritage development via the Techne Doctoral Training Partnership. The case studies which originated in our Research Centres represents a successful outcome of the new emphasis on the embedding of pathways from research to impact within our structures.

A Director of Impact oversees the achievement of these aims and collaborations. Impact as a priority is embedded through structures including Away Days and Annual Research Reviews and sabbatical applications. The School Director of External Engagement facilitates impact partnership development events by hosting 'meet the partner' events. Techne Doctoral Training Partner 'hothouse' events and initiatives focused on localised civic heritage partnerships have opened new collaborations. To incentivise impact, teaching buyout is available when pathways to impact are identified and applications to the College Research Strategy Fund are encouraged. The College provides a toolkit designed to record user feedback and footfall and uses public engagement and impact as criteria for promotion.

1.6 Sustaining an open research environment and reproducibility of research

The Unit has an active and robust Open Access policy, designed in collaboration with the College, which results in research being disseminated in a way that exceeds the requirements of REF2021. Colleagues are pioneers in using web platforms to disseminate research and interacting with non-academic audiences. Typical of the creative/critical interface in our research, Roberts blogs on both SciFi and Coleridge. Colleagues also serve as champions for the open dissemination of research through committee membership and advocacy for the Open Library of the Humanities (Eaglestone); MODSNET (Armstrong); and dynamic use of social media (Smith). Bennett's edition of Piers Plowman A will be freely available on-line (North Carolina, SEENET). The digitization of Elizabeth Jesser Reid's correspondence (McGettigan) will be on Open Access. Shapcott recorded numerous new poems for the free digital resource, Poetry Archive (2016), a major resource founded by Motion. The National Poetry Library purchased a copy of all works exhibited by staff and students of the Poetics Research Centre at the Small Publishers Fair (2019), available to visitors at the South Bank Centre, London. College strategy and structures for Open Access research are highlighted in regular briefings at research

Away Days. All colleagues now deposit pre-publication copies of required items in the institutional repository.

1.7 Research Ethics and Integrity

Training in ethics is embedded in student and staff training supplied by the College. Research staff and PGR Supervisors are alerted by email to guidance and training on issues of research integrity to ensure compliance with the UUK 2012 Concordat. Colleagues sit on the College Research Ethics Committee and review requests for ethical approval. When working directly with patients in clinical settings, or with members of the public on sensitive subjects, Borodale has received ethical approval from Arts and Health trusts and bodies such as the BBC and Arts Council who have a rigorous procedures.

2. People

Research is a prime consideration in recruitment and staffing in the Unit and new appointments reflect and shape our strategy for 2021-26. With the departure of several senior staff since 2014 we rebalanced our demographic profile and investment in the future of the discipline through recruiting early-career staff. We have a holistic approach to staffing reflected in the number of early career researchers who proceed through doctoral training or ECR Fellowships into permanent contracts in the Unit (Bussey-Chamberlain; McGettigan; Williams; Whitwham). Our research environment offers development opportunities for PGRs and staff across all career stages and fields of research and practice. All category A staff are on permanent contracts apart from externally funded postdoctoral fellows. Currently, 12 of the 32.5 FTE Category A staff are professors (6 women, 6 men). There are 5 Readers (3 women, 2 men), 10 Senior Lecturers (6 women, 4 men), 8 Lecturers (5 women, 3 men) and two Leverhulme ECR Fellows (1 woman, 1 man).

2.1 Staffing Strategy

Staff Recruitment

The Annual Planning Round requires the HoD to make a case all new appointments in relation to the strategic research aim of the Unit in conjunction with College strategy of supporting world-leading research. We have invested in posts in innovative critical poetics with an interest in health humanities and wellbeing across career stages, to enrich our new strategic aims in this area (Greenlaw; Bussey-Chamberlain; Borodale) [**Research Objective v**]. Appointments in world literatures – both classical and contemporary - (Chomse; Ochiagha) build on the strong postcolonial work of novelists in the Unit, including new appointments (Mohamed, Lalwani) [**Research Objective ii**]. Appointments in digital humanities (McGettigan; Regan) mark an emerging research area for the UoA. Both McGettigan and Regan combine this innovative methodological expertise with strong historicist interests, enriching the Centre for Victorian Studies with new collaborative projects and heritage partnerships [**Research Objective i**].

Staff Development

The Unit provides incentives for research development and reviews these as the research landscape and the demographic alter. The generational shift in staffing profile since 2014 has been an opportunity to innovate support structures across all career stages. Recent Emerita and senior Professors are paired as research mentors to early and mid-career staff for smooth succession and a sustainable environment. New appointees are closely mentored during their probation. The Unit is guided by the institutional implementation of the Concordat to Support the Career Development of Researchers. We strive for inclusivity in our research structures; transparency in our decision making around research support; annual reviews and advice on recognition and reward for research via promotions; the integration of research into all aspects of management of Departmental priorities.

Supporting Early Career Researchers

The Unit's 2014 strategy focused on the production of world-leading outputs and has been facilitated by significant investment in probationary staff. New appointees have reduced teaching and administrative loads during probation and complete the College 'Advance' researcher

development programme. ECRs have research mentors for the development of work in progress, book proposals and grant applications and to facilitate integration into our research community. Newman built on his experience as an ECR by establishing a College-wide peer mentoring network for ECR staff. On completing probation, six colleagues were awarded a two-term sabbatical to accelerate the next phase of their career development. Mentoring by the Unit Research Lead led to internal grant capture from the College Research Strategy Fund and College Humanities and Arts Research Institute in addition to external grant success in international fellowships (McGettigan 2019 £1,000 British Association for American Studies; Newman 2019 Harry Ransom Center Research Fellowship in the Humanities \$2500; Pierpan 'Serial Eyes' (Deutsche Film- und Fernsehakademie Berlin) programme fellow, 2020). Chomse was given additional support to complete publications and mentored in grant writing via an early career grant writing initiative (Humanities and Arts Research Institute, 2019). To gain leadership experience, she worked with a senior Professor on organising a major international conference and public engagement project.

The Unit's focus on sustainable futures for our discipline led to a strategy to grow ECR Fellowships. Leverhulme Early Career Fellows (Matore 2018, Kirkby 2019) are embedded in School research structures and receive the same support as probationary staff. Fellows are offered teaching and funded to complete Higher Education Association qualification (CAPITAL). Through the Humanities and Arts Research Institute and the Unit's three Research Centres, fellows form an interdisciplinary network of early career scholars across our three participating Schools. Success in developing the research leadership potential of these ECRs can be noted in the appointment of Kirkby as co-lead of the Nineteenth-Century Studies Research Seminar at the Institute of English Studies and Matore as co-founder and Director of the new Philosophy and Literature seminar strand in the School of Humanities from 2020 onwards. Developing staff capacity for ECR mentorship is also part of our strategy. McGettigan transitioned from a Leverhulme fellowship to a permanent role in 2017 and joins Livesey in Kirkby's mentoring team.

We support the research development of Teaching Fellows and Non-Established Teaching staff by including them in formative initiatives. Feedback on proposals is offered to Teaching Fellows by the Unit Research Lead and Heads of Department. Since 2019, Non-Established Teaching Staff approaching the end of contracts are paired with senior staff to prepare a nomination for Honorary Research Associate affiliation with the Unit. This status offers access to resources and development for early career staff in precarious employment.

Policies for research Sabbaticals

Mentors work alongside structures designed to enable and reward curiosity-driven research and monograph completion: most notably the Unit's role in piloting a generous two out of twelve-term sabbatical system from 2015. The Unit provides internal feedback on draft sabbatical applications prior to the School panel. School policy underlines the eligibility of proposals with a range of activities, including completing major outputs, designing new projects, and substantial impact programmes. Since 2019 colleagues returning from parental leave can apply for accelerated sabbatical.

Recognition and Reward

The Unit sustains and rewards staff development in mid to later career stages, in addition to our early career programmes. Annual Performance Development Reviews set objectives and identify training needs with a view to the reward and recognition criteria of the College promotions process. Annual Research Reviews consider 3–5-year plans for post-probation staff and identify opportunities to develop impact and secure additional support. These focussed conversations direct colleagues to internal seed-fund grants (Research Strategy Fund; Humanities and Arts Research Institute Fellowships) and inform the Head's planning in relation to strategic marking reductions in the summer term. School research structures facilitate research spending beyond conference attendance (co-funded by College Organisational Development) to provide up to £600 pa for projects – including impact work - as part of a pivot away from strictly output-focused research development. The Unit has identified growing project leadership capacity as a new priority for staff development from 2019. In 2020, the Unit launched

a new mid-career Research Incubator scheme This year-long programme trains post-probationary staff in grant writing and project design, drawing on the experience of Livesey and others in relation to UKRI leadership initiatives (AHRC, RLF; UKRI FLF). It will mesh with College programmes such as Women Advance, Mandela and Athena Swan to support career trajectories to further recognition and reward.

The Unit's strategic focus on disciplinary futures leads us to emphasise staff development in relation to doctoral supervision. Royal Holloway led the AHRC TECHNE Doctoral Training Partnership (2013-2018) and grew its funding and scale with the £18m technē DTP2 (2019-2024). This enhanced resource positions the Unit at the forefront of interdisciplinary research futures. The pivot to developing supervisory teams, pairing senior and ECR staff as well as staff with expertise in critical and creative pathways has been key to our success in creating a thriving environment for researcher development for supervisors and students. Supervisors also work with non-HEI collaborative Partner staff (Dickens Museum; Watts Gallery). As Associate Dean for the Doctoral School Livesey co-created a new termly College-wide Supervisor Expert Forum and Supervisor Training course sharing elements of best practice from the Unit.

2.2 Research Students

Recruitment

Developing the future of the discipline with our PhD students is key to the implementation of our research strategy. Recruitment, training and supervision of PhD students has been transformed by Royal Holloway's leadership of the TECHNE/technē AHRC Doctoral Training Partnership since 2013. Between 2014-2019 67 PhD students in the Unit received TECHNE AHRC scholarships or were designated TECHNE associates through College match-funded scholarships. This represents more than 60% of successful PhD completions in the Unit since 2014. Diversity in recruitment has been a focus of Techne initiatives, in keeping with College EDI strategy. Unit PhD cohorts are around 60% White; 40% BAME/other and around 50% 34+ age: considerably more diverse than disciplinary norms nationally.

Support and Monitoring

Research students receive pastoral and academic support via their supervisors and advisors. The College provides additional support for well-being and addresses IT needs. The transition to new School structures has led to the recognition and adoption of the former English department developmental reviews for PGR students by all four departments. The programme of formal upgrade and annual reviews across two days every June, coupled with a Colloquium at which students can test their work was commended in the institutional PGR Annual Review as best practice (2014, 2019). All PGR students are entitled to up to £300 for expenses when presenting a conference paper in addition to any UKRI allowances. Additional funding is being offered to those whose research is affected by Covid-19, with College scholarships matching the extension provisions put in place by UKRI.

Skills Development and Careers

A training needs analysis is part of the upgrade and annual review process, attended by supervisor(s), advisor and PGR Lead. A programme of Research Skills Training is offered by the School of Humanities and complements a comprehensive generic programme in the Royal Holloway Doctoral School (founded in 2019). Practice-Based students attend the School-run Practice-Based workshops in which members of the unit play a leading role. Classics students take part in training events at the Institute of Classical Studies, on topics such as public engagement and the job application process. Classics students regularly present and run sessions at the national Classical Association conference. Two students ran a panel at the Congress of the Fédération internationale des associations d'études classiques and the Classical Association 2019, more than 1000 delegates). 34 PhD students in the Unit have completed the HEA accredited teaching training programme, inSTIL, since 2014 with 7 currently awaiting completion.

Staff and doctoral students in the Unit co-create training offered through Techne: a consortium defined by a commitment to work at the creative/critical interface and projects with a strong

emphasis on civic impact and human flourishing. Staff secured Doctoral Training Partnership funding for networks nurturing impact (John CVS Colloquium (2015)); heritage partnerships (Livesey Object in Focus (2014)); and civic questions of environmentalism and decolonisation (Olsen, *How Like a Leaf* (2018)); Chloe Osborne (PhD commenced 2019; 'Recording the Intangible' 2020); offered specialist training to the consortium Congresses (Olsen, *Publishing Practice-Based Research*; Hampson, *The Future of the Monograph*); a series of 'Exchange' events hosted by non-HEI partners for knowledge exchange and impact experience for doctoral students (Livesey, TECHNE deputy director, 2015-18). Students have secured international placements through the College exchange programme with Yale (Losasso, 2018; Moore, 2019); AHRC International Placements Scheme (Osborne, Huntington Library 2021); Fellowship at Delaware Art Museum (Reeve 2020); internship at the Peggy Guggenheim Collection (Losasso, 2020); an International James Joyce Foundation scholarship was secured by a visually impaired PGR student (Morey, 2020).

We attract a critical mass of PhD students to our Research Centres, building research leadership across career stages. Our structures support co-direction of Centres by staff and students. Doctoral students exploring avant-garde and interdisciplinary forms of art writing sustain the programming of the Poetics Research Centre. Student work is showcased at the Runnymede Festival and Small Publishers Fair in London each year. Since 2016, multiple events have been curated by current research students mentored by Poetics Research Centre staff (Praxis at Parasol Unit and Café Oto: Pomery; and Crested Tit Collective at the Poetry Society Café: Chong, Hughes). Current PhD student Rowe led the TECHNE-funded conference on Poetry and Science Fiction (2019). Our success in developing PhDs in Creative Writing is marked by several distinguished alumni (e.g. Perry 2013; O'Riordan 2017). The Centre for Victorian Studies has been co-directed by a PhD student each year since 2016 with funding via DTP stipend extension funding for researcher development. The annual residential London Victorian Studies Colloquium attracts PhD students from across the country and from countries such as Japan and Spain. The Colloquium offers training in research collections (V&A, National Archives), public engagement and impact. It is aimed at researcher development and community building in a more relaxed context than standard conferences. TECHNE funding has also been invested in training days for the London Victorian Studies Colloquium (£1000 in 2018, £1200 in 2019) and the British Association for Modernist Studies (£200, 2018). This is in addition to funding secured from the British Association of Victorian Studies (£650, 2018)).

Students associated with the Centre for the Reception of Greece Rome staged seminars and conference events, some in association with the Institute of Classical Studies. These include workshops on contemporary philosophers and the Classics (Turner and Kahane), Celts, Romans and Britons (Kaminski-Jones), Women Writing the Classics (MacDonald, Kaminski-Jones, Spentzou), *Drawing on the Past* (Van Broeck and Kamash). These all developed interests in Classical reception with particularly innovative engagements in *Women Writing the Classics* which brought together contemporary female authors who deploy Classical narratives or use historical fiction within their practice and *Drawing on the Past* focusing on comic books and graphic novels.

Our success in developing PGR students is visible in their subsequent careers. Creative Writing graduates Robinson, Williams, Bussey-Chamberlain, Ramayya and Chan have published significant, prize-winning, collections and secured HEI roles (UEA, RHUL, Queen Mary, Oxford Brookes). Bulgin (2020) is Content Leader of the Holocaust Gallery at the Imperial War Museum. Edwards (2019) has a five-year fellowship at the Queen's College, Oxford after a period as Research Coordinator at Shakespeare's Globe. O'Gorman's PhD was published by Palgrave Macmillan in 2015 and is Vice Chancellor Research Fellow in English Literature at Oxford Brookes. Sangster (2014) was appointed to a permanent lectureship at Glasgow (2016); Oliver (2017) at Liverpool, Clayton (2019) at Warwick and Chiba (2017) has secured a Leverhulme Fellowship at the Shakespeare Institute. The novel written by Taneja (2014) for her PhD has been published in four languages and adapted as a television series. PhD theses on modernism by Van Mierlo (2017), Periyar (2018) and Morsia (2020) have all appeared in Bloomsbury's *Historicising Modernism* series. Periyar's won the International Standing Conference for the

History of Education first book award for 2019. PhD theses by Dale (2015) and Warren (2017) have been published by Brewer and Borowska by Edinburgh (2014).

2.3 Equality and Diversity

A clear strategy backed by robust systems ensures that recruitment and promotion are underpinned by values of equality, diversity and inclusion (EDI). Since 2020, EDI has been a standing item on all School committee agendas to focus collective action across teaching, research and staffing. The College strives to go beyond the public sector duty placed upon us by the Equality Act 2010 and has devoted staff and resources to that end, including a Departmental BAME representative (Mohamed) and a School Equalities and Diversity Lead. Recruitment panel members and Heads of Department complete unconscious bias training. John was an Athena Swan mentor and was on the College's Gender Pay Gap Working Group. Successive Heads of Department have been proactive in nominating colleagues for College-wide initiatives, such as the Women's and the BAME Promotion Workshops (eight women participated in this scheme 2014-17), the Royal Holloway Stonewall Diversity Champion scheme and the Mandala Programme. Reports such as the Council of University Classics Departments investigation into diversity are discussed at Departmental meetings. The Unit also supports equality and diversity initiatives through the Women's Classical Committee. Awareness and action on LGBTQ+ issues and their impact on staff development has been a more recent initiative, with staff attending Safe Space training and key projects led by Bussey-Chamberlain that work through from student experience to research collaborations on the subject. School initiatives on decolonisation and planned staff workshops (2020) on whiteness will facilitate deep reflection on the internalisation of privilege and how it operates across academic careers.

Supporting career pathways

The Unit has an open annual process around flexible working requests, supported by expert HR guidance. The Unit supports College-wide initiatives in relation to flexible working, career breaks, movement from full to part time and back and accelerated sabbatical in the aftermath of parental leave. Staff on parental leave make use of paid 'Keep in Touch' days for research and development activities; those returning from periods of absence can have a phased return to work. Colleagues have made extensive use of these provisions leading to an inclusive research culture.

The impact of these policies, which are sustained through annual research interviews and the implementation of a transparent, School-wide workload model in 2016 is clear:

- 3/5 of all internal promotions to Professor since 2014 were women female colleagues
- 10/15 new appointees are female; 6/10 new ECR appointees are women
- 3/6 new appointees made in 2018 are BAME

As well as increasing ethnic diversity, English has achieved gender parity at professorial level.

Enabling equal opportunities for promotion and enhancement

The accessibility of mentoring, internal support for funding applications, and research leadership roles is ensured by the transparency of School and College structures and communication from Unit Research Leads and the School Director. All staff are introduced to these schemes through probation. The Unit's research leadership activities are scheduled in Athena Swan hours and there is a sustained emphasis on valuing the quality of research and engagement, recognising that volume can be affected by ill health, disabilities, and caring responsibilities.

Supporting wellbeing

Ensuring staff and research student wellbeing is an even more urgent concern in 2020. The institution has invested extensively in student advisory and wellbeing and its services are well used and appreciated by PGR students. Regular sessions focusing on mental health during doctoral studies are offered by the Doctoral School. An employee assistance programme is offered by the College with referrals for counselling and other online resources. Heads of

Department work with named HR partners to ensure staff facing particular challenges can be guided to professional assessments, support and working adjustments requests.

Equality and Diversity and the REF Submission

Staff were advised that they could confidentially submit evidence of personal circumstances such as career breaks, caring responsibilities or disabilities that adversely affected their research. The unit subsequently received a substantial reduction in the size of the output pool. The process for selecting outputs for submission to the REF was conducted in accordance with the College's Code of Practice as was acknowledged at meetings of the selection panel. The panel composed of senior members of the Unit, was gender-balanced and represented the different research areas in the Unit. Each item under consideration was read by two internal reviewers; external reviewers were brought in to adjudicate in the case of split scores or offer expert opinion in areas not represented by the panel. Quality of the output was the criteria of selection and this produced a balanced submission of 32 outputs by women and 31 by men, of whom six were by BAME colleagues.

3. Income, infrastructure and facilities

3.1 Strategy

The strategy 2014-2020 was to capture income for the completion of significant outputs whilst growing expertise and leadership in UKRI grants. Colleagues secured 16 fellowship awards from international research institutions, libraries, learned societies and charitable trusts. This is in addition to £629800 awarded by UKRI, EU Marie Curie, British Academy and Leverhulme. Securing esteemed, short-term awards for the completion of major outputs sits alongside longer-term development in research project leadership. The organisational infrastructure of the College Research Strategy Fund supported pilot studies totalling £17,442 in the areas of heritage and disciplinary leadership leading to larger projects ('Curriculum Reform' ICS; Livesey £199,553 AHRC 'Provincialism').

3.2 Organisational Infrastructure

Research Centres in the Unit are internally resourced as catalysts for income generation. Strategic emphasis on **creativity, well-being and human flourishing in the face of global challenges** is led by the Poetics Research Centre in dialogue with critical projects. Olsen's collaboration on the £12,000 AHRC Techne 'How Like a Leaf' environmental humanities project enabled her to win the DARE Art Prize 2020-21: a £15,000 multi-media commission working with Opera North, the National Science and Media Museum and the BioDar insect research programme. Markovits's £20,000 Eccles Centre Fellowship (2015), supported completion of his novel, *A Weekend in New York*, reflecting on families, (un)happiness and flourishing in America. Eaglestone secured funding to support work on contemporary literature, trauma and political crisis (Leverhulme £39,735) and enable collaboration with Maudsley Hospital. Fordham's exploration of culture on the verge of a global war in 1939 was awarded £9195 by the British Academy.

Income generation for **collaborative research and impact projects with heritage and cultural partners** is led by the Centre for Victorian Studies. In addition to John's National Productivity Investment Fund award with the Dickens Museum (£176,586), the Centre's focus on civic infrastructure was enriched by visiting professorships (Rainsford, BA £15375), Leverhulme ECF (Kirkby, £92,166) and Leadership Fellowship Livesey (AHRC £199,552). Shared expertise in heritage and impact enabled Neville to secure £199,222, Co-I, AHRC 'Group Identity and the Medieval Riddle Tradition'.

Interdisciplinary projects on the **mobility and transmission of literature** are the focus of the Centre for the Reception of Greece and Rome. Unit staff have secured income exploring disciplinary intersections across the Humanities. Eaglestone's work with Duffy (Marie Curie Fellowship £147080) examines the Holocaust and Francophone literature; Matore's 'Contrapuntal Modernism' (Harvard \$3,500; Leverhulme £84,487) is a literary history of modernism, music, and technology. McGettigan's £28,990 Leverhulme Fellowship on

transatlantic textual circulation has been followed by seedfunding of £1,000 from BAAS for a project on transatlantic children's literatures informing the Curriculum Reform ICS.

Our strategy to enhance the **civic dimension of literary studies**, through the work of writing and the critical evaluation of the past has been supported by organisational infrastructures and external fellowships. 'Vote100 at Royal Holloway', chaired by Hawley, funded innovative creative/critical public engagement for the anniversary of suffrage extension: Olsen/Livesey £4,000 and AHRC Research in Film best film nominee 2018; Varty, *Emily's Dream* £2,100; Bussey-Chamberlain, Queer Archives, £600; Clayton, £2,450. Projects on migration, global literatures and human rights include Hampson (BA £3,199); Mohamed (ECR GCRF Seedfund, Red Sea Cultural Centre, Hargeisa £5,000), Lalwani (Leverhulme 'You People' £53,366).

A strategic aim to **support the full range of literary scholarship and practice** is facilitated through mentoring and recognition for individual fellowships and grants: these include Hawley (Lewis Walpole Library 2017 £2,500); Newman (Folger 2018 \$7500; Harry Ransom Research Center 2019 \$2,500); Rankin (2016 £2,000); Mohamed (Society of Authors, 2019 £1600); Lalwani (Society of Authors 2019 £1,600); Williams (Society of Authors, 2017 £3,000). Income from collaborative projects with other HEIs include Rankin 2014-16 £15,000; Rankin 2016 £20,000; Varty 2016 £2500. Smaller grants are recognised and rewarded in promotions structures as appropriate to our discipline.

All staff applications for grants are supported by an internal peer review process led by the School Director of Research and Knowledge Exchange. Calls for funding schemes are circulated to all staff and opportunities such as postdocs on external email lists to encourage access to a diverse audience. Organisational structures including Annual Research Reviews, mentoring, the sharing of AHRC peer review expertise by PRC members Eaglestone, John, Livesey and the new two out of twelve-term sabbatical system provide formative opportunities to develop major research grant proposals. Our new mid-career Research Incubator scheme will incentivise timely completion of such applications.

3.3 Operational and Scholarly Infrastructure

The Unit positions itself at the heart of the University of London whilst developing partnerships and collaborative spaces local to its Egham campus. Our identity in the University of London is integral to our research infrastructure, adding critical mass to the activities of colleagues in smaller research clusters. Colleagues organise core research seminars of the Institute of English Studies and School of Advanced Study at Senate House (Armstrong; Nall; Gilmartin; Hampson; Kirkby; Fordham), support its summer schools (Livesey) and lead high-impact public lecture series (Lalwani, The Liberty Lectures, IES). The English Department, in turn, provides £9000 a year towards IES activities. The Classics Department contributes to running national hub, the Institute of Classical Studies, supplying leadership in public engagement initiatives, in Classical Reception and organising the Classical literature seminar (Lowe). We support a London research environment through Royal Holloway's Bloomsbury Campus with hot-desking and meeting rooms in the refurbished Bedford Square building and free, bookable seminar rooms in Senate House, available to staff and PGR students alike. These facilities enable us to host events for a wider and more diverse public and connect us with metropolitan creative industries, heritage and business partners via initiatives such as the techne 'Hothouse' events with major cultural partners.

Developments on the Egham campus include the Boilerhouse Auditorium (2014), the first space on campus tailored for performance which supports Practice Based Research. An investment of £57m in The Emily Wilding Davison library (2017) resulted in a major enhancement of research collection access, including the college archives. It also offers PGR students dedicated spaces for individual and group work, plus exhibition space for public engagement activities and a new exhibition space. Staff and PGR students in the Unit have co-created significant works with archival and curatorial staff since College invested in a new Curator and exhibitions assistant for the Victorian Picture Gallery (2013; 2017) which hosts events with the Centre for Victorian Studies. A more fully developed interdisciplinary Doctoral School was launched in 2019.

Research is further facilitated by dedicated liaison librarian support, a significant investment in electronic library resources and a departmental library budget of £67000 which gives ease of access to a wealth of databases and e-journals. This investment in electronic resources supports our expansion into digital humanities.

Our facilities offer a flexible multi-site approach to research and impact development. Interdisciplinary collaborations between the Centre for Victorian Studies and the Centre for GeoHumanities combined public lectures in the Picture Gallery and collaboration with the Geography Department's Landscape Surgery seminar in Bedford Square. The CVS and the London Screenwriting Seminar, directed by the Media Arts Department, also ran a joint event in Bedford Square. The Poetics Research Centre sustains collaborations through events based initially at the Centre for Creative Collaboration at Acton Street (PolyPly 2014-16) and latterly at arts venues across London (e.g. Parasol Unit Foundation, Café Oto (Praxis, 2016-18)).

3.4 Equality and Diversity

The Unit ensures opportunities for income for research and impact are shared with all staff. Internal funding is allocated through a competitive but transparent process of peer review. New initiatives, such as the mid-career incubator, are designed to demystify UKRI process and establish a formal process for internal allocation of strategic marking relief. School Research Committee includes EDI as a standing agenda item to reflect on its own processes. Expertise around unconscious bias and safeguarding peer review is a new focus for staff development within the School. Internal funding is available to support accessibility of research resources for staff with physical disabilities.

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

To further its engagement with academics, stakeholders and diverse audiences, the Unit has developed collaborative partnerships, contributed to public debate on urgent concerns, served on bodies that maintain academic excellence and significant public engagement in the media in order to deliver our objectives of putting world-class research to work for the benefit of others. The contribution of our three Impact Case Studies on well-being, heritage and the sustainability of the discipline are supported and enhanced by the activities of our Research Centres. Our strategy is to seek engagement with a range of partners to enhance the civic dimension of our work and to provide leadership to the discipline as it evolves in new and diverse ways. As a consequence, our staff and research students enjoy national and international recognition for their academic leadership, wider disciplinary engagement and public service through trusteeship and committee membership.

4.1 Relationships with research users, beneficiaries or audiences

The Unit develops the School '**engaged humanities**' strategy through diverse partnerships, bringing the benefits of research and practice to **civic society in the sphere of human rights**. This has been strengthened by recent appointments (Bussey-Chamberlain, Mohamed, Lalwani, Williams). Colleagues have promoted civil rights, social justice and free speech through active membership of PEN (Markovits; Bussey-Chamberlain and Williams supported writers at risk around the world at PEN UK Festivals 2016, 2018). Colleagues support the rights of LGBTQ+ communities around the world (Williams: Amnesty International Imprisoned Writers Series 2018). As a trustee of the human rights organisation LIBERTY, Lalwani organises the annual Liberty lecture co-created by Royal Holloway and the Institute of English Studies. Genocide, trauma and forced migration have been addressed by Eaglestone, Hampson, Woolley and Mohamed. Eaglestone is an advisor to the Holocaust Education Trust and gives keynote lectures on the Holocaust and its legacy (e.g. University of Turku, Finland 2014; Holocaust Memorial Day, Teesside University 2018). Hampson participates in the Polish/British Belvedere Forum Network on shared cultural pasts and political futures (Foreign Office, 2018; Warsaw Castle 2019). Mohamed uses creative writing to give voice to migrants and survivors (Hayaat Women Trust/ Butetown Arts and History Centre: Writing Our Lives', 2014). She collaborates with the Red Sea Cultural Centre in Hargeisa, Somaliland, leading workshops for writers from

Somaliland, Kenya, Rwanda and Nigeria (2014, 2017, 2019). Roberts has inspired prisoners to write at HMP Erlestoke (2017) and HMP Grendon, awarding its 'reading challenge' (2014).

4.2 Contributions to the economy and society

Our **shared work on creativity and human flourishing** shapes public debate around **health and wellbeing**. Collaborations with medical professionals brings the insights of the arts and humanities to bear on the practice of medicine. Eaglestone led a book group on Hannah Arendt at the Maudsley Hospital (2018) and taught Heidegger's *Being and Time* to psychiatrists (2017, 2018, 2019). Varty developed a research network on the legacy of William Hunter's *Human Gravid Uterus* (1774) with Susan Bruce (Keele), supported by the Research Strategy Fund (2016). Shapcott and Greenlaw help to shape the agenda of Medical Humanities. As founding Patron and Advisory Board Member of Medicine Unboxed, an organisation which promotes the understanding of medicine through the arts and humanities, Shapcott organised and participated in events on poetry and medicine (2010-17). Both Greenlaw and Williams have appeared at events run by Medicine Unboxed (2016, 2018). Greenlaw not only responds to medicine and science, her work has also been presented to front-line NHS staff. Her short film about dementia, *The Sea is an Edge and an Ending*, was shown at medical and neuroscience conferences (2016-17) and used by Hackney Dementia Services as a training aid. The concept of 'dark listening', developed by Greenlaw as part of Audio Obscura commissioned by Artangel and Manchester International Festival (2011), is deployed in psychological research at the Open University into listening to child victims of abuse. Borodale has been appointed 'guiding poet' by Cambridge University Hospital Arts, working with Addenbrooke's Hospital for project 'Beyond the Mask' responding to the experience of PPE (2020). Spentzou has developed a resource exploring the therapeutic narrative potential of myth: 'Finding your voice with Eurydice' is designed for work with silenced voices in schools. She works with Lively (University of Bristol) to use the myth to support medical professionals and sufferers of chronic illness to develop narrative practices and voice.

Collaboration with cultural heritage partners to create new work has been led by the Poetics Research Centre and Centre for Victorian Studies. Olsen's collaboration with Ditchling Museum of Arts and Craft resulted in new work co-produced by Olsen and PGT students in response to its collections. The Unit has collaborated with charity Poet in the City since 2015, bringing new audiences to poetry and literary heritage: Hawley on Pope, Twickenham 2015; Varty on women's poetry of the First World War, London 2015; Montgomery on Frank O'Hara and music, Manchester and London 2016. Poet in the City commissioned new work by Greenlaw (2018) and by Shapcott (2017), who is a Patron of the organisation. In addition to work featured in the ICS, Livesey has collaborated with Writing West Midlands and writer in residence Anna Lawrence on new short stories responding to the 2019 George Eliot bicentenary.

We contribute to the knowledge base and **we support the economic sustainability of cultural organisations**. Cultural and heritage organisations benefit from our engagement with local communities through our research. Hawley is a Trustee of Pope's Grotto Preservation Trust (2016-) and helped secure Heritage Lottery Funding towards a c£500,000 restoration. New work on Grottoes was subsequently commissioned from Williams by Orleans House Gallery (2019). Greenlaw was a trustee and fellow of the Royal Society of Literature and Chair of the Fellowship and Awards Committee. Greenlaw was also artistic advisor to 14-18 Now, the government's cultural programme commissioning art in response to the centenary of the First World War, that reached millions of people. As Co-I on the AHRC funded 'Group Identity and the Early Medieval Riddle Tradition' Neville will bring a fresh understanding of the Medieval period to a wider audience through an Open Access website and engagement with partners such as the National Trust and the Birmingham Museums Trust.

4.3 Contribution to the sustainability of the discipline

Our aim to provide **leadership to the discipline and sustain diverse literary futures** is evident in work with key stakeholders at KS5, in Higher Education, and in the field of creative writing. Internal resource for TeacherHub>English since 2014 reflects our commitment to

building knowledge exchange with a network of English teachers. To date our 36 expert videos supporting the A Level curriculum have been viewed more than 79000 times. Colleagues work with A Level Examination Boards (Eaglestone, John, Ryan, Varty) and professional development organisations (NATE and English and Media Centre: Eaglestone and Varty; The Prince's Teaching Institute: Hawley, John, Livesey, Varty; McGettigan). Eaglestone served on the advisory board of the University of London Institute of English Studies 2013-2018; Bussey-Chamberlain joined this board in 2018. Varty co-chaired the successful international campaign to save the IES 2014. Varty, John and Livesey served as External Assessors on Departmental Periodic Reviews and REF submission exercises across British universities supporting the national work of the discipline. Neville supports the breadth of the discipline by serving on the executive committee of Teachers of Old English in Britain and Ireland. Nall's work with the Historical Association influences the teaching of Medieval history in schools. The regional Practice-Based Research network was co-produced by the Unit 2014-16 and Hampson served on the Foundational Steering Group Practice Research Advisory Group (2018-20). The creation and leadership of the Women's Classical Committee has been one of the most significant contributions to the disciplinary base. Originating in the Classics Department's work on gender studies, funded by Royal Holloway and by the Institute of Classical Studies, this interdisciplinary campaign explores broadening the curriculum, academic culture and intersectionality.

The Unit sustains the future of the discipline through decisive work in international partnerships, consortia and networks. This service to the discipline is shared by all colleagues from medieval studies (Australian Research Council Centre of Excellence for the History of Emotions, Europe 1100-1800, Nall) through early modern (MACMORRIS (Mapping Actors and Contexts: Modelling Research in Renaissance Ireland in the Sixteenth and Seventeenth Century: Rankin: Distinguished Visiting Scholar 2019); nineteenth-century (Dickens Universe, University of California, Santa Cruz (Livesey, John); Dickens Society of America (John: Trustee); H.G. Wells Society (Roberts: Vice President); British Association for Modernist Studies (Armstrong: Chair 2018-); to the contemporary: British Association for Contemporary Literary Studies (Eaglestone: Founding Chair 2016). Staff also play a part in leading interdisciplinary networks (RAPPT: Research in Amateur Performance and Private Theatricals: Hawley: Co-Founder and Co-Director); Forum for European Philosophy (Eaglestone: Executive Committee); British Association for American Studies (McGettigan: Executive Committee 2013-2018); Historical Fictions Research Network (Lowe); The Roman Society (Chomse: Executive Council 2019-).

Our **international perspective** is enhanced by academic visitors, including Dr Helena Duffy (Uniwersytet Wrocławski, Poland 2016-17); Prof Ling Liu (Nankai University, Tianjin); Prof Qi Chen (SISU, Shanghai 2019); Prof Dominic Rainsford (Aarhus University, Denmark, 2018/19); Dr María Elena Jaime de Pablos (University of Almeria, Spain); The Poetics Research Centre regularly collaborates with the Contemporary Innovative Poetry Network, Paris. These ensure staff support world-wide academic exchange and debate.

4.4 Contribution to the research base

Staff peer review extensively and **edit journals and book series**: an essential contribution to the development of the research base. Editors include Bennett, *Yearbook of Langland Studies*, 2012-2019; Livesey, *Journal of Victorian Culture*, 2009-2015; McGettigan, *Symbiosis*, *YWES*; Williams, *Jungftak*, *3am*. Colleagues serve on journal editorial boards including *Journal of Postcolonial Writing*; *19: Interdisciplinary Studies in the Nineteenth-Century*; *Journal of Literature and Trauma Studies*; *European Journal of American Culture*, *Writing Technology*; *Victoriographies*; *Complutense Journal of English Studies*; *Modernist Networks*; *James Joyce Quarterly*; *New Formations*; *Conradiana*. Staff influence the direction of research by editing book series including: Routledge Critical Thinkers; Edinburgh Critical Studies in Modernist Culture; Liverpool University Press Texts and Studies; Palgrave Modern and Contemporary Poetry and Poetics; Palgrave Studies in Mobility, Literature and Culture; Glyph SF Storyworlds; Boydell and Brewer: *The Fifteenth Century*; Cambridge Edition of Joseph Conrad; U Mass Press, *Becoming*

Modern; Copy Press; Key Popular Women Writers; New Paths in Victorian Fiction and Culture; Modern and Contemporary Poetry and Poetics (Palgrave); The Penguin Edition of James Joyce.

Staff offer research leadership to the discipline through **contributions as peer reviewers and panellists for national and international funding bodies**. Ochiagha works for the British Academy Visiting Fellowships Scheme. Eaglestone, John, Livesey and Varty are members of the AHRC Peer Review College, moderation panel members and chairs and recipients of gold standard awards for service. Livesey is a panellist and chair for the UKRI Future Leaders Fellowship scheme, supporting prospective applicants via AHRC town hall events. International review contributions include Australian Research Council (Hawley); National Science Centre, Poland (Hampson; Livesey); Marsden Fund, NZ (Eaglestone); European Science Foundation (Hampson), Ministry of Education, Romania (Fordham). Since 2014 colleagues have been responsible for examining c. 85 PhDs, shaping the next generation of scholars through advice on publication and career development and mentoring postdoctoral applications.

To promote the highest standards of **academic excellence across the diversity of the discipline as it evolves**, we support numerous **book prize competitions**. Armstrong judged British Association for Modernist Studies and British Society for Literature and Science book prizes. John was Presiding Judge Robert Lowry Patten Book Prize 2016; Ochiagha was judge for the African Studies Association UK Fage and Oliver Prize 2018. Judging literary prizes is an important part of the contribution of our creative writers to the future of the discipline, guaranteeing the cultural capital of new writing on a global stage. Colleagues have judged over 25 literary prizes, including the Koestler Trust writing prize (Cowie); Best Short Form TV Drama, Writers' Guild Awards 2016 (Pierpan); The Kitschies (2018-2019 (Roberts); The Encore Prize 2019 (Lalwani and Williams); Arvon (Williams); The Faber Academy (Williams); Griffin International Poetry Prize (Canada) 2014-20 (Shapcott); Keats-Shelley Prize 2017, 2018 (Shapcott); The Folio Prize 2014 (Greenlaw); Listowel Poetry Prize (Ireland) 2016 (Greenlaw); Resurgence Poetry Prize 2017 (Greenlaw); The White Review Poetry Award 2018 (Greenlaw).

By organising over thirty conferences, study days and public readings, we contribute to **the development of the disciplines of Classics, English and Creative Writing**. Beyond the regular programmes of our research centres, new research areas emerging through our events include a programme on the amateur and performance (Hawley 2014-16); field-changing interventions in the future of the discipline: *English: Shared Futures* (Eaglestone 2017, 2020); and a series on Violence and the Early Modern Stage (Rankin 2015-2017).

Our **reach and influence** are indicated by over 55 keynote lectures, including in universities in Australia, Canada, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Japan, New Zealand, Norway, Portugal, Sweden, Switzerland, Turkey and USA. Our Creative Writers have presented their work in Canada, Colombia, Croatia, Finland, France, Germany, Greece, Iceland, India, Ireland, Israel, Italy, Lithuania, Norway, Peru, Romania, Russia, Serbia, Somaliland, Spain and USA.

We use **broadcast, print and online media** as pathways to impact and have strong relations with key research users in the national media. Staff inform cultural debate via fBBC Radio 4 flagship programming: 'In Our Time' (Eaglestone, Hawley, McGettigan, Bennett), 'Front Row' (Greenlaw) and 'Start the Week' (Greenlaw, Hawley, John, Livesey). Hawley had a shaping influence on 'Voices from the Old Bailey' (BBC Radio 4), 'The Invention of Free Speech' (BBC Radio 4), 'The Novels that Shaped our World' (BBC 2 series), 'The Making of Us' (BBC 2 series) and Lucy Worsley's documentary, 'Jane Austen Behind Closed Doors' (BBC 2). Smith writes on contemporary politics in print and on-line journals including *Independent*, *City AM* and *Jacobin Magazine*. Lowe has written extensively on Science Fiction (and the Classical) and has a long-running, award-winning film review column ('Mutant Popcorn') in *Interzone*. We also reach a wide public through initiatives such as the Runnymede International Literature Festival which since 2014 has been directed by Hampson and The Paper Stage – a public experiment in reading Renaissance Drama in locations across the UK and in Canada led by Newman. Fordham's scholarship on *Finnegans Wake* engages diverse audiences including 'Free Thinking

Landmark' (BBC Radio 3) and the Burning Man Festival (Nevada 2018). Our new focus on creativity and human flourishing to the benefit of civic society will give further direction to our contributions to the research base and our engagement with diverse beneficiaries and audiences as we look to build out from existing forms of cultural capital into emerging disciplinary forms.

4.5 Covid-19 has decelerated our research activity. Sabbaticals for 2019-20 were postponed, conferences cancelled and archives closed. However, by embracing the digital, our research has been able to reach larger and more diverse audiences online. Highlights include 'Reading Silas Marner in Lockdown' (Livesey in collaboration with the 'Exploring Eliot' project team at Nuneaton Museum); public lecture series such as Twickenham Luminaries (Hawley in partnership with English Heritage and Pope's Grotto Preservation Trust); Black Writers Series; English Shared Futures (Eaglestone).