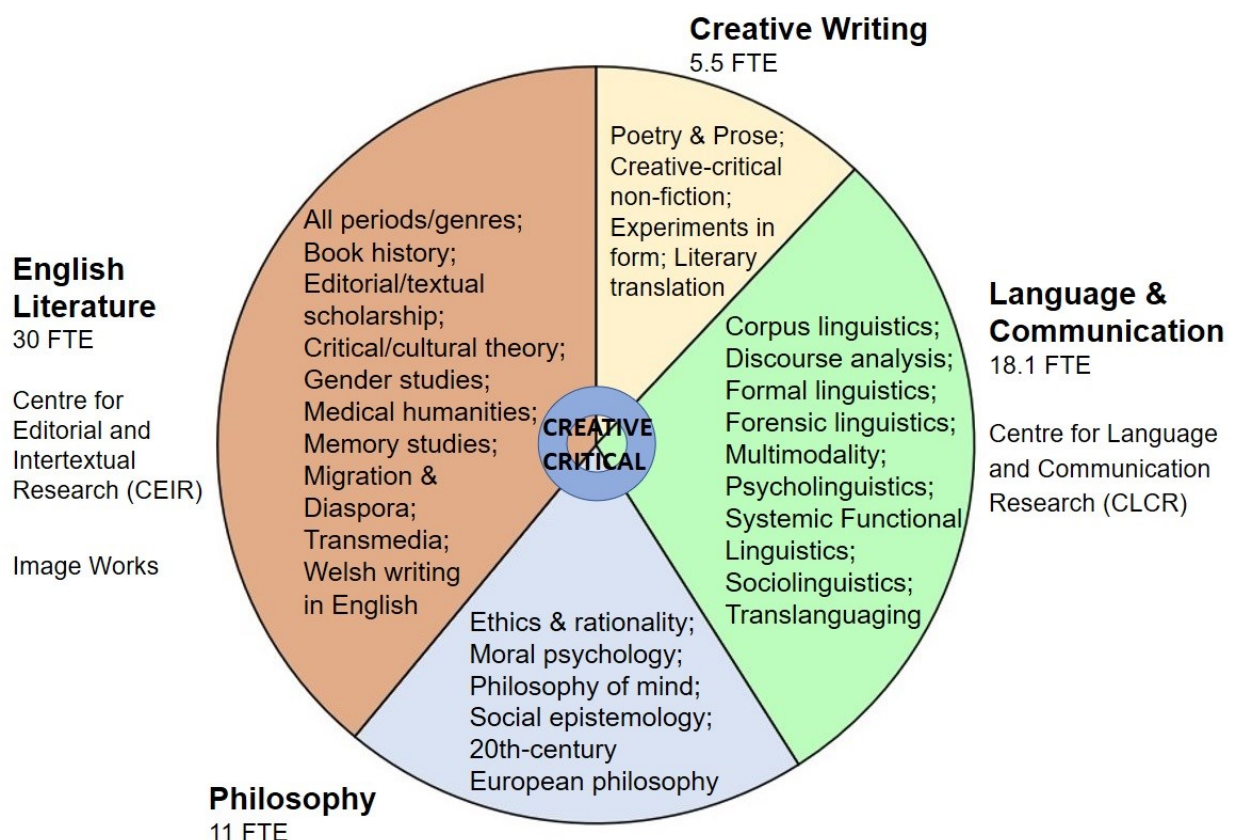


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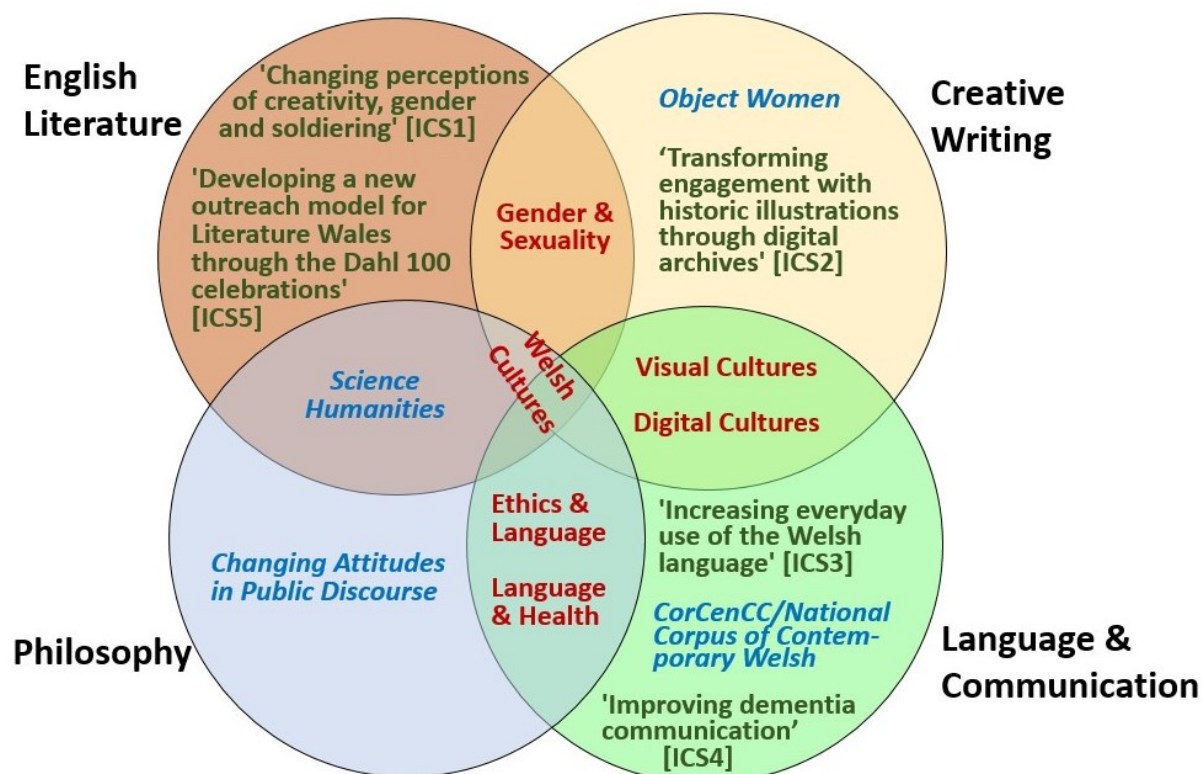
Unit of Assessment 27: English Language and Literature

Section 1 (S1). Unit context and structure, research and impact strategy

One of ten Schools based in the **College of Arts, Humanities and Social Sciences, English, Communication and Philosophy (ENCAP)** is a multi-discipline unit invested in creative thinking, critical rigour and trans-disciplinarity. Our work within and across four disciplines – **English Literature, Creative Writing, Language and Communication, and Philosophy** – builds on an ethos of collaboration. ENCAP's holistic culture is reflected in our strategic enhancement of two subject areas that were previously in evolution (Creative Writing) or entered separately (Philosophy). Since 2014, when we submitted selectively to UOA29 and fully to UOA32, we have made inclusivity and sustainability key priorities of our research strategy. The organic cross-pollination of disciplinary models and identities has driven growth (from 24 Language and Literature and 10 Philosophy FTE in 2014, to 64.6 FTE at present). This in turn has catalysed collaborative projects, underpinning key successes such as more than doubling our grant income (114% increase).

Figure 1: ENCAP disciplines and subject specialisms**1.1 Unit overview**

The most distinctive feature to have come to fruition in this cycle is the **creative-critical impetus** that energises our research. By incorporating creative approaches into scholarly inquiry, or drawing critical-conceptual insight from creative experimentation, our work is responsive to and invigorated by multiple disciplinary methodologies. This enables staff to team up around **trans-disciplinary clusters** in mutually enriching ways, as reflected in the overarching **research themes, interdisciplinary projects and impact case studies** that have developed from such clusters.

Figure 2: **Research themes**, key REF2021 **research projects** and 'impact case studies' [ICS]

The cross-fertilisation between interdisciplinary research themes, innovative project development and impact generation is illustrated in the **clusters around Visual Cultures** (spearheaded by **Image Works**, a new research centre set up by Beeston) and **Digital Cultures** (underpinned by **CEIR**, our **Centre for Editorial and Intertextual Research**, and our leading role in the University-wide Cardiff Digital Cultures Network established by Mandal). The interconnectedness of these clusters catalysed our output production and impact work on '**Historic illustrations**' (ICS2), while also facilitating **Object Women**, a digital art-curatorial project (led by Beeston in collaboration with New York's George Eastman Museum) that blends critical and creative forms of reflection on photographic narratives of gender and the archive. Released over three months through daily Instagram posts and available online indefinitely, the project paired images from across the history of photography with critical-creative micro-essays. In combining the analytic rigour of scholarly work on feminist art history with the lyric reflexivity of memoir and other forms of creative non-fiction, *Object Women* exemplifies ENCAP's integration of critical-conceptual innovation and creative practice.

Similarly, our cluster on **Ethics & Language** (supported by **CLCR**, the **Centre for Language and Communication Research**) bolstered collaborative interchange between linguists working on post-truth in political discourse and philosophers researching practical interventions to reduce aggression in public debate. This provided a platform for **Changing Attitudes in Public Discourse**, a cross-institutional partnership between philosophers and psychologists that developed and tested new theories of humility in political interaction (Section 3.1, hereafter S3.1). The interpenetration that shapes our research is also reflected in ongoing impact work on the use of visual metaphors in health discourse, which draws on creative methodologies, and builds on collaboration with the School of Psychology. Such cross-cutting models of exchange are representative of ENCAP's dynamic culture.

ENCAP additionally supports **specialist research groupings with seminar series**: Creative Writing; CRECS (Romanticism and 18th-century Studies); MEMORI (Medieval and Early Modern); Medieval Society and Culture (in collaboration with the School of History); Modern and Contemporary, Culture and Theory; Philosophy (in collaboration with the Royal Institute of Philosophy).

1.2 Strategic aims: Achievements and ambitions

Our research structures and support mechanisms (Section 2.3, hereafter S2.3) are attuned to our aim to **deliver international leadership on trans-disciplinary research** that **combines the critical with the creative**, producing work that is **intellectually rich**; **innovative** in approach, methods and forms; and **impactful** in relation to the research base and our beneficiaries.

In **REF2014** we identified the following objectives:

- a. preserving and developing the quality and vitality of our research environment by nurturing a community of researchers engaged in international-quality activities as the seedbed for the sustained production of excellent and world-leading outputs and impacts;
- b. cultivating our ability to relate our research to 'real-world' questions, and to the concerns of contemporary academic, student and wider audiences and users in the UK and beyond;
- c. refreshing the foci of research in the light of new opportunities, as well as evolving intellectual and cultural agendas, internationally and in relation to our location in Wales;
- d. sustaining and growing the capacity afforded by the array of disciplines in the Unit to produce critical, cultural and linguistic theory-building, literary-historical scholarship and creative interdisciplinary investigation across a range of topics and periods.

ENCAP **achieved** these objectives by:

- a. improving the support structures for doctoral students, postdoctoral researchers and staff at all career stages (see S2.3-4);
- b. leveraging funding (institutional and external) to enable staff to deliver enhanced programmes of research and impact, working with an expanding number of strategic partners and stakeholders (S3);
- c. creating opportunities for staff to develop new research agendas in partnership with colleagues within and outside the Unit, in the UK and internationally (Section 4, hereafter S4);
- d. enhancing leadership roles within the humanities nationally and internationally around areas of specific research and impact strength, such as digital and visual cultures, medical/science humanities, and the capacity of the humanities to tackle post-truth society and geo-political crises (S3-4).

In delivering on our objectives, we pursued a **robust appointments policy**, which (set against retirements and departures) resulted in an increase of eleven staff in Literature, nine in Language, four in Creative Writing and one in Philosophy. We are now consolidated as a **large and vibrant School at the forefront of both discipline-specific and overarching interdisciplinary inquiry**, working to a connected sense of a shared intellectual identity that interrogates our disciplinary fields and is informed by a **deep commitment to and belief in the public value of the humanities**.

Building on the achievements of the past cycle while navigating the current global crisis, **ENCAP's ambitions for the future in research and impact** encompass:

- a. further advancing Equality, Diversity and Inclusion (EDI) principles in all aspects of the School's working practices, with particular attention to:
 - continuing to invigorate our ethical humanities research culture through projects on gender and sexuality, and disability and ill health;
 - enhancing a distinctive sense of an ENCAP postdoctoral research identity to enable individual career-(re)building while enriching our research capacity, for example through fostering our humanities-led approach to research teams;
- b. sustaining support mechanisms for boosting leadership on ambitious and innovative projects that challenge and regenerate our subject areas and strengthen their capacity to engage with stakeholders and deliver impact in new ways, with specific emphasis on emergent and developing case studies (S1.3);

- c. enhancing our creative-critical, collaborative and cross-fertilising research culture in visual and digital cultures and medical humanities;
- d. deploying our cross-disciplinary research to intensify our work on the value of the humanities in the public and political sphere with new projects (such as *Refugee Wales*, S4.2).

1.3 Research with impact

Enabling engagement with diverse publics, leading to impact that reflects our core values and enriches our local, national and global communities, while at the same time enhancing our research, is organically **embedded in School practices**. From PGR training sessions to staff Impact lunches, researchers at all stages are encouraged to reflect on the impact of their research. Impact is profiled throughout the research lifespan through central coordination and leadership. The Directors of Research (DoR), Research Funding (DoRF) and Impact (DoI), as well as line managers and mentors, act as formal and informal advisors (S2.2). Impact work was supported by our **Impact and Research Innovation Fund** (£20K p.a.) and the **allocation of designated time**, with impact case study leads awarded 140 hours.

Work on developing case studies was sustained with both **School and institutional seed-corn and/or follow-on funding**, such as Cardiff Speaks, Being Human, the Festival of Social Sciences, a core institutional Impact Fund and the University's ESRC Impact Accelerator Account (S3.1).

Our **impact case studies** are representative of ENCAP's engagement with users, stakeholders, collaborators and publics, reflecting a diversity of impact types. In their focus on creativity, gender and soldiering (ICS1); contemporary remediations of the historical archive (ICS2); policy related to the literature and language of Wales (ICS3, ICS5); and medical humanities knowledge production and practice (dementia and language, ICS4), the case studies provide exemplars of how we deliver on our agenda of cross-disciplinary and creative-critical research sustained by research clusters (Gender and Sexuality; Welsh Cultures; Visual Cultures; Science and Digital Humanities).

The support mechanisms we implemented have also purposefully fed into our **development of emergent impact work** with a trajectory towards the next REF. This includes 'Using Visual Metaphor' (S4.2), 'Representations of the Autistic Experience' (S4.2) and 'Women in Trousers' (S3.3).

1.4 Open research and research ethics

Reflecting institutional best practice (REF5a_2.1.2), 100% of our staff have signed up to ORCID.

Three OA journals founded and edited by Badmington, Willis and Mandal (*Barthes Studies*, *Journal of Literature and Science*, *Romantic Textualities*) offer **Diamond OA**. As chair (Walford Davies), deputy chair (Llewellyn) and board member (Mandal), ENCAP staff have had significant involvement in the development and current **leadership team within Cardiff University Press**, a Diamond OA publisher of journals and monographs.

Our commitment to sustainability is demonstrated by **CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes: The National Corpus of Contemporary Welsh)**, the first large-scale, general, open-source corpus of Welsh language, comprising 11 million words of spoken, written and electronic language (S3.1).

We have long practised the principles of the San Francisco Declaration on Responsible Assessment (**DORA**), and encouraged the adoption of these principles in institutional procedures. Llewellyn was a founder member of a working group charged with implementing the Cardiff-wide adoption of DORA and the responsible use of metrics.

ENCAP's chair of the School Ethics Committee acts as a liaison for the central governance team. Regular circulars update staff on ethics guidelines, ensuring attention to ethics and integrity in engagement with human participants at the level of research development and delivery and in the context of impact programmes and related activities. ENCAP staff (Edgar, retired; Knight) have served on the institutional **Open Research Integrity and Ethics Committee** and are thus closely involved with policy-making.

Section 2 (S2). People

Our staff and (postdoctoral researchers are key to our success as an outward-looking, internationally leading School. We are committed to a supportive working environment, sustained by the principles of connectivity, equality, diversity and inclusivity. Invested in these values, our recruitment strategy and our policies on staff, PGR and postdoctoral development have been instrumental in ENCAP's significant growth (31 T&R appointments). Our broader research culture is enriched by Emeriti (12), honorary staff (8) and international Visiting Scholars (152 since 2014; S4.1).

Our expansion resulted from strategic decisions to achieve:

- an **inclusive environment** in which there is recognition and support for the diverse ways in which individuals contribute to our research culture through different means and at different stages of their research and impact trajectory;
- **increased investment** in posts by the College and University in response to our REF2014 performance;
- **improved support for the development** of existing and newly appointed researchers to enable an inclusive submission representing our full research base.

2.1 An inclusive environment

Our commitment to inclusivity is illustrated by the near-equitable gender representation of staff (from 12F:24M in 2014 to 35F:31M in 2021), the international composition of our staff (fourfold increase in EU and international appointments, from 6 in REF2014 to 25 in REF2021), and the support structures we have developed for postdoctoral and early career researchers.

Gender representation: Our 51%:49% gender split at the level of appointments (16F:15M) is well-balanced. Female staff represent 44% of Lecturers (Grades 6/7: 8F:10M) but 64% of senior staff below the rank of Professor (Grade 8, SL/Reader: 18F:10M). 40% of our Professors are female (8F:12M). The prominence of female Senior Lectureship (9F:5M) and Readership promotions (8F:4M) reflects well on support mechanisms we implemented in recognition of the professorial gender gap, such as directing specific effort at supporting female staff in career planning by encouraging attendance of promotion workshops (15F:7M) and enabling participation in University-wide and external support and leadership schemes (S2.2).

Underrepresented groups: Our recruitment and promotions processes encourage applications from staff with protected characteristics in advertisements and calls for applications. Our presence on the University's EDI committee enables contribution to institutional EDI policy decisions (REF5a_3.1). We recognise the need to recruit more **BAME** staff, especially at ECR level; our two BAME colleagues (1F:1M, promoted in the cycle) are both at chair level, constituting 10% of our professoriate. **Disability and gender reassignment** are also represented at senior career stage.

Postdoctoral and ECR support:

We secured **three ESRC fellows** (including O'Hagan, Reynolds) and **eight PDRAs** (with AHRC, Connecticut Humanities Institute and Wellcome Trust funding) in the cycle. Postdoctoral scholars are supported beyond standard arrangements (office space, mentoring, research budget) through outputs draft review and bespoke funding advice. In tune with the **Concordat to Support the Development of Researchers** (see Cardiff's HR Excellence in Research, REF5a_3.3), our postdoctoral support strategy has paid close attention to addressing precarity through School policies and collaborative projects such as Dunne's **BA Rising Stars Engagement Award on the academic precariat**. Dunne established an ECR network on sharing '**Survival Strategies in the Humanities**' with mentoring and peer support and was subsequently invited to act as a Panel Judge for the Next Generation Plenary panel of the Shakespeare Association of America (2019), and to represent ECRs on the Steering Committee for the second 'English: Shared Futures' conference (postponed to 2021).

Internally, we are keen to maximise the opportunities offered by multidisciplinary and multi-institutional projects to enhance humanities-led versions of the 'team research' model by developing new cohorts of researchers with experience in collaborative and interdisciplinary

working. *Refugee Wales*, which will deliver in the next cycle, involves two PDRAs in interdisciplinary team working with partner organisations like the National Museum of Wales (S4.2).

Our policy of encouraging incoming ECRs to plan new initiatives, and of directing inward investment to their implementation, enabled achievement of external awards (Dunne and Potts both receiving BARSEA awards in 2018), and also led to the launch of our interdisciplinary research centre Impact Works (S1.1). ECRs thus play a key role in contributing to the shaping of ENCAP's strategy.

2.2 Investment in staff

Appointments: To ensure the sustainability of our research base, 74% of new T&R appointments (23:31) were made at Grades 6/7. T&R staff are generally appointed to permanent contracts. Four fixed-term T&R appointments represent institutional follow-on funding for an ESRC fellow (Reynolds) and three Disglair Lectureships (Cotton, Gilchrist, Roberts; REF5a_2.1.5). We only employ fixed-term T&S colleagues to cover research grant buyout where this is required by the grant or to cover absence for parental leave where a permanent post is not possible. Five originally fixed-term T&S appointments were made permanent at the start of the Covid-19 crisis. Two already permanent T&S staff (one appointed pre-2014) were moved to T&R contracts.

Staff appointments significantly outnumbered (nine) departures via retirement or career moves. Former staff included in our submission made a significant contribution to ENCAP's research culture during the period, as key members of research groups (Milesi, Critical and Cultural Theory; Coulombeau, CRECS; Robertson, Philosophy) and as senior strategic office holders (Kayman: former ENCAP Head of School (HoS) and, until retirement in mid-2019, College Dean of Postgraduate Studies, as well as Cardiff lead for the South West and Wales AHRC DTP).

Training and development: The School contributes to the research training element of the University's induction programme for academic staff (REF5a_3.2.4). ENCAP-specific training and support includes both formal (DoR, DoRF, DoI, ECR mentors, line managers) and informal **research mentoring**. The latter is organised through a pool of mentors drawn from senior colleagues offering advice on Research & REF (including impact and grant writing), Teaching & Learning, Work/Life Balance, Personal/Professional Development, and Citizenship. Staff are encouraged to identify and engage with research, impact and research funding mentors outside the formal Performance Development Review (PDR) process. Additionally, ENCAP's DoRF offers College-wide training for the AHRC Leadership Fellows scheme, AHRC Research Grants and the ESRC New Investigators programme.

Progression and leadership development: We seek to develop leaders at all levels and encourage participation in developmental programmes, such as the **Women in Universities mentoring scheme**, which saw the contribution of six ENCAP mentees and six mentors across different career stages. Fourteen staff (academic and professional services) and one Visiting Scholar participated in Cardiff's **six leadership programmes**, including the Professorial Leadership Programme (led by the Deputy Vice-Chancellor with members of the Executive Board), which supported the assumption of substantial leadership roles at School, College and University levels, including in Internationalisation and institutional REF delivery (REF5a_3.2.4). Two further staff were sponsored for **external leadership training**. ENCAP staff benefitted from, and contributed in the capacity of invited 'role models' to, the Aurora Women's Leadership programme, run by the Leadership Foundation. One of our key research support colleagues was subsequently promoted to a leadership role in the institutional REF team. Of particular significance is the steer we provide on the **Welsh Crucible Programme for Future Research Leaders**, run from the University, with ENCAP HoS Willis as Academic Lead offering strategic direction, working with HEFCW and six Welsh universities to nurture research diversity and scale up research leadership activity across Wales. El Refaie collaborated on an interdisciplinary project that was winner of the Welsh Crucible 2011-2015 cohorts and shortlisted in the Innovation category of the Wales Social Research Awards. She was subsequently promoted to a Readership and is now developing material from the project for a prospective impact case study ('Using Visual Metaphor').

Promotions resulted in 14 Senior Lectureships (9F:5M), 12 Readerships (8F:4M) and eight personal chairs (2F:6M). Five staff (4F:1M) appointed to ECR posts and/or Lectureships were promoted to SL in the same cycle (Beeston, Buerki, Darcy, Pons-Sanz, Potts). The careers of female staff received particular enhancement: Smith, originally on a T&S contract, was moved to T&R in 2016 and promoted to SL in 2019 at the end of a year's combined School and University research leave. Beeston, appointed to Grade 7 on PhD completion, was promoted to SL in her second year while also being awarded a combined School/University-funded year-long sabbatical. Durham was promoted from Lecturer to SL to Reader, and Morra (alongside two male colleagues) progressed from SL to Reader to personal chair.

2.3 Support for researchers

Well-being: Alongside contributing to institutional well-being and work-life balance workstreams, ENCAP established a Well-being committee to develop Covid-19 support structures, such as more flexible working hours for staff with caring responsibilities, regular online get-togethers to maintain a sense of community and share experiences, and a programme of online research-in-progress sessions for staff and PGRs. We also added three months to PGR candidature.

Recognition of staff performance: We regularly showcase publications, funding projects and public acknowledgement of outstanding work. Institutionally, of the 21 ENCAP academic and professional services staff nominated for Excellence Awards, five were shortlisted as finalists under the 'Rising Star' and 'Excellence in Research' categories, and three staff received awards.

Research allowance: ENCAP reinvested over **£105k p.a.** (almost a quarter of its total non-staff budget) in research and impact development. Staff (T&R and T&S) had an **annual allowance of £1,250** (up from £1000 in REF2014), with the opportunity additionally to apply to the School's (competitive) Research Innovation Fund (e.g. funding of £2000 supported the development of the *ScienceHumanities* initiative, enabling it to draw down further external funding and develop international partnerships).

Research time: Research and impact activities were supported with a research time allowance of **600 hours (out of 1500 FTE)**, equivalent to two days per week. T&S staff have 10% allocated to Scholarship. In order to maximise research time, staff have considerable latitude in organising teaching timetables.

Research leave: ENCAP offers a rotating package of **1 semester's leave in 6, followed by 1 semester in 7 (i.e. 2 semesters' leave in every 13)**. Rather than being competitive and selective, our scheme operates on a rota basis: we are committed to the principle that a 100% submission of research-independent staff requires **equitable levels of research leave support for 100%** of that staff. Leave arrangements are subject to the approval of a detailed project outline with strategic and deliverable outcomes. **T&S staff can also apply** to the scheme; three such leaves were granted to develop or enhance engagement and impact activities, including work on autism (a prospective case study). ENCAP research leave enabled the completion of REF2021 outputs:

- *Adorno's Poetics of Form* (SUNY, 2019)
- *All Bullshit and Lies? Insincerity, Irresponsibility and the Judgement of Untruthfulness* (OUP, 2020)
- *The Desert in Modern Literature and Philosophy* (EUP, 2020)
- *Hummingbird* (Parthian, 2017)
- *Hypermodernity and Visuality* (Rowman & Littlefield, 2019)
- *Insistence* (Bloodaxe, 2018)
- *Neo-/Victorian Biographilia and James Miranda Barry* (Palgrave, 2018/2019)
- *Romancing Treason: The Literature of the Wars of the Roses* (OUP, 2015)
- *Visual Metaphor and Embodiment in Graphic Illness Narratives* (OUP, 2019)

School leave was enhanced by a complementary University leave scheme which funded a significant number of additional sabbaticals (URLS, S3.2, REF5a_2.1.5).

Our model allows for a **deferral of leave in exchange for teaching remission or other forms of flexible workload balance**. For example, a colleague on teaching remission for case study work was granted further relief for deferring leave and was thus able to spend the full academic year on research and impact generation. The following year she was awarded an additional University-funded sabbatical. Resulting in two years of combined impact and research leave, the deferral scheme enabled completion of our 'Historic illustrations' case study and substantive work towards a new book project.

While Covid-19 brought challenges (as addressed in the institutional Covid-19 annexe), leave agreed for the 2020-21 session (including University Research Leave) proceeded as planned, and our School sabbatical scheme continues unchanged in the new cycle.

2.4 Research students

ENCAP offers **five PhD programmes** (Creative and Critical Writing; Critical and Cultural Theory; English Literature; Language and Communication; Philosophy). Since 2014 we have increased PGR completion (up from 83.5) and recruitment. The cycle saw the completion of 124 PGR projects (plus four co-supervised AHRC/DTP-funded completions), with 120 ongoing PhD supervisions (31 July 2020).

Commitment to early researcher support: As junior researchers with the ambition and potential to transform international scholarship, and as the future work force that will reinvigorate our disciplines – within the academy, the cultural industries, education or the museum sector – our doctoral students make a vital contribution to our research culture and are key to our commitment to researcher support at all stages of development.

We recognise the **importance of enabling and facilitating the journey into research from its earliest starting point**. This is exemplified by our contribution to **CUROP** (Cardiff University Research Opportunities Programme, REF5a_3.5), which offers advanced undergraduate students a paid opportunity to spend up to eight weeks working with staff on research and impact projects. The scheme invested **£51,274 into ENCAP students**, who contributed to project development while gaining key research skills and first experience of 'team research' processes. Of the 42 students, half either applied for or are undertaking further study (8), or achieved postgraduate, including MPhil and PhD, degrees (12). An illustration of how early-career development is embedded in major collaborative research is the ***Changing Attitudes in Public Discourse*** project, in the course of which three Language students employed over two academic sessions were trained in multi-modal discourse analysis. The bespoke research experience acquired enhances students' career prospects both within and beyond academia: a Literature project that involved archival research on Cardiff's Victorian arcades, resulting in the student designing an exhibition and running guided tours for the 2016 British Association for Victorian Studies conference hosted by ENCAP (S4.4), subsequently led to an appointment with the BBC. That the exposure to the skills, experience and expertise arising from collaborative working with researchers also prepares students for engaging with diverse publics is illustrated by Moore's CUROP project on 'Pattern and the Romantic Imagination: The creative interchange between poetry and needlework, 1780-1840', which supported work with the British Quilt Study Group (BQSG), the Quilters' Guild of the British Isles and the American Museum in Britain, and led to an essay and development work towards an exhibition of needlecraft in the Wordsworth circle.

Doctoral awards: Our students benefit from ENCAP's participation in the **South West and Wales AHRC Doctoral Training Partnership** and the **ESRC Wales Doctoral Training Centre**. Over the current REF cycle, ENCAP has been the lead (11) or co-supervisor (13) School for 24 AHRC and 16 ESRC studentships. This includes **collaborative doctoral awards** like the interdisciplinary AHRC studentship (2017-21) in partnership with the National Maritime Museum, Greenwich on 'Sailor Art: Maritime making in the long nineteenth century'. Another collaborative PhD partnership, with Queen Alexandra's Royal Army Nursing Corps Association (QARANC), is linked to one of our impact case studies (ICS1, 'Changing perceptions of creativity, gender and soldiering'). As part of the AHRC and ESRC studentship and training investments, our students draw on the courses, programmes and resources (libraries, archives, cross-programme networks) within more than a dozen individual universities.

Diversity: With an almost equitable (52% female to 48% male) gender split in our REF2021 PGR cohort, ENCAP bucks the trend in English studies. As with staff recruitment, we encourage applications from underrepresented groups and have a strong international representation (31%), with students from 15 countries.

Recruitment and supervision processes: Applicants are interviewed by the prospective supervisor/s and the Director of PGR Studies. AHRC-funded students select co-supervisors from two partner institutions within the DTP; monitoring guidelines follow the system in place in the institution of primary registration. ENCAP-based students choose or are assigned a primary and are allocated a secondary supervisor. Supervision arrangements follow the institutional model (at least nine recorded supervision meetings and annual monitoring at two points in the academic year). We reflect on feedback arising from annual review of PGR performance as well as through the Doctoral Academy blog PRES, where ENCAP's satisfaction score has averaged 82%.

Funding support: PGRs are encouraged to engage in professional development activities like conference participation and paper delivery, and had access to an **individual research budget of £1250** over their candidature. For additional support, students could apply for further (competitive) funds to the School's Research Innovation Fund (S2.3). Including annual conferences to support skills development in presentation techniques and academic networking, ENCAP invested c.£22K p.a. in general PGR support and contributed c £170K p.a. towards UKRI-funded scholarships.

Training: Alongside the generic development opportunities provided by Cardiff's Doctoral Academy (REF5a_3.4), bespoke ENCAP-based training includes researcher support modules and sessions on REF, the development of a publications and engagement profile, and postdoctoral funding opportunities. We encourage and offer financial support for **student-led training initiatives** such as the 'Thesis Workshop', work-in-progress seminars and the **annual conference, ENCAPsulate**, which enables students to present thesis draft material to their peers. First-year PGRs in particular gain significantly in confidence, and the conference often acts as a catalyst in encouraging them to work on their first publication. More experienced, final-stage PGRs may use the event as a means to outline and test their ideas for book publication. A particularly notable example is de Bruin-Molé, who shortly after completion secured a contract with Bloomsbury with a monograph on Gothic remix culture ('Frankenfiction') which sold out prior to publication; she moved into a permanent lectureship on the back of this success.

Professional career development: ENCAP's PGR support extends beyond research development to career enhancement training. In order to enable our students to gain accredited professional experience in the academic context, we further enhanced the '**Learning to Teach in Higher Education**' programme, which our students take alongside first-year seminar teaching. This two-year Master's-level module, designed to support second and third-year PGRs with developing their small-group teaching skills, is mandatory for all postgraduate tutors in the School. Completion of the module leads to **HEA Associate Fellow status**. Our module is one of the longest-established HEA-accredited teacher training programmes available in the UK for PhD students. **ENCAP's flagship initiative, adopted as 'best practice' for all Schools in the College, is now in process of being rolled out across the whole University** as part of a new formal suite of continuing professional development opportunities.

Integration into the School's research culture: Our students are fully embedded in our research centres and groups, and contribute to the running of research seminar series. In addition to **organising over 25 PGR symposia** in the cycle, they were key members of Cardiff organising teams and thus **instrumental in ensuring the success of large-scale international conferences**. We have also been keen to support PGRs in **outward-facing student-led initiatives** such as the online Creative Writing magazine *The Cardiff Review* and the multi/cross-disciplinary research group *Assuming Gender*, supported with an annual budget of £750. Activities include a research seminar series, film discussion sessions, an Annual Lecture, regular symposia, and an online journal (part of Cardiff's OA journal list).

The external recognition of our doctoral students attests to the robustness of our support structures. Of our 15 PGRs invited to BBCR3/AHRC New Generation Thinkers workshops (2018-20), one (Whitehead) was selected to contribute to R3 programming on Dickens. **Student awards**

include the 2019 Breaking Boundaries People's Choice Award for a Saudi Arabian Higher Education Ministry-funded PhD project on 'The Poetic and Pictorial East in Nineteenth Century Europe'. Our PGRs have also been supported in the production of **high-quality outputs that were shortlisted for or awarded prizes**. Examples from Creative Writing include being shortlisted for the 2014 Costa Short Story award; gaining the Best Film Award at the 2016 'It's My Shout' programme funded by BBC Wales, S4C and the Arts Council of Wales; attaining second prize in the 2016 New Welsh Writing Awards; securing a 'highly commended' award in the 2017 Bridport Prize for poetry; being runner up in the 2017 Neil Gunn Writing Competition; novella shortlist for the 2017 Ameri-Cymru Prize; receiving two 2018 Writers Bursaries for creative talent in Wales; and achieving 'best dystopian novella' in the New Welsh Writing Awards 2019.

The **academic or academic-related destination of many of our PhD students** is further testament to the success of our support culture. Our students have moved from part-time or full-time teaching positions in ENCAP and other academic Schools within Cardiff University to funded (including BA) postdoctoral research in Birmingham and Exeter; taken up academic-related posts in universities (South Wales; Minnesota), Research Councils (AHRC and ESRC) and Welsh Government; and have obtained teaching and lecturing positions nationally (Edinburgh, Glasgow and Southampton) and internationally (Canada, Germany, Hong Kong, Netherlands, India, Iraq, Japan, Singapore, South Korea, Thailand).

Our **commitment to PGR development and support** is reflected in two consecutive appointments as **College Dean of Postgraduate Studies** being held by ENCAP staff (Kayman, Gossedge). Externally, we have been engaged in the **delivery of training and profile development opportunities for the wider national and international PGR community**. We delivered annual doctoral masterclasses (University of Málaga), and took part in 'speed mentoring' sessions ('English Shared Futures' conference 2017) and in PGR seminars and discussions on academic editing (University of Ghent). Further training involved workshops in linguistics (Sheffield), on the postdoctoral jobs market (British Association for Victorian Studies), as well as contributions to sessions of the ESRC Festival of Social Science (Bath). With the School of Advanced Study (London) and the University of Durham, ENCAP staff delivered the AHRC-funded PGR/ECR skills development programme *WISE: What Is Scholarly Editing?*. International training contributions were made on critical thinking (Auckland) and to the University of Warsaw's first PGR-focused symposia series, 'Rising Stars'.

2.5 Equality and diversity

We recognise that a staff and student body that is diverse in ethnicity, nationality, bodily experience, gender and sexual orientation, social class, religious affiliation, age, family organisation and general life experience is instrumental in helping us sustain a dynamic, intellectually stimulating working environment. Our best work as researchers, academic teachers, supervisors and administrators is undertaken in conditions that foster the principles of equality and diversity and ensure a healthy work-life balance (e.g. emails being restricted to 8am-6pm, and research seminars scheduled at different times, including lunchtime, to accommodate a variety of staff and student needs). These principles are also the prerequisites for facilitating and maintaining our cross-disciplinary, collaborative research practices and the School's operational models.

Following REF2014, our policies and processes were reviewed to embed attention to EDI in all structures. This is when our **EDI Committee** was set up; the EDI chair sits on the Research Committee, and **EDI is a standing item for all School committee agendas**. The post of **Director of Internationalisation** was created with the specific remit to increase diversity. A recently appointed colleague with previous Athena SWAN panel service and experience of working with the Equality Challenge Unit (now AdvanceHE) advises on EDI policies, and another member of staff sits on the **University EDI committee** representing disability. ENCAP's **Athena SWAN** application for Bronze accreditation, intended for submission in Spring 2020, had to be postponed until 2021/22 due to Covid-19.

Promotion and recruitment materials, for students and staff, include explicit reference to EDI matters to extend a welcome to as diverse a pool of applicants as possible, and explicitly encourage members of underrepresented groups to make ENCAP their intellectual home. **Our research has long been engaged with EDI-related concerns** (see ICS4-5) and seeks to make

interventions into the conceptualisation, cultural construction, social engagement with, and policy considerations in addressing gender and (trans)sexuality (see work by Beeston, Bigold, Darcy, Furneaux, Heilmann, Mandal, Miller, Munford); disability, ill health and age (Aldridge, El Refaie, Wray); race and ethnicity in relation to slavery, migration, war and trauma studies (Cotton, Mohanram, Plasa); intercultural communication (Butler, Handford, Reynolds); and the ethics of discourse and exclusionary practices in social and political interaction (Heffer, Tanesini).

Maternity/paternity/adoption/parental/carer leave: Eleven staff took 18 periods of family-related leave. One colleague on a year's adoption leave was granted a third semester's leave and accrued a fourth semester via annual leave and 'Keeping in Touch' days. Another colleague with time-sensitive caring responsibilities abroad was offered a one-semester teaching and administrative load in order to facilitate a focus on research while overseas.

EDI training: Our commitment to Cardiff's EDI policies, training processes and championing of protected characteristics (REF5a_3.1) enhances our own School-specific practices. We have had productive input into the University's approach to EDI and Unconscious Bias training by proposing an extension of the training module from line managers and REF output readers to a larger staff base (REF5a_3.6). The **University-based training module is complemented by an ENCAP pilot** in which trained staff in turn train further ENCAP colleagues.

REF processes: We believe that **our collaborative practice goes hand-in-hand with shared responsibility and collegial interchange**. From a small base of senior staff with REF output reading responsibilities, we have expanded our internal peer-review and calibration training to more than a third of staff. In reflection of our **commitment to transparency and inclusion**, our peer review group is not constituted as a 'top down' senior staff initiative, but comprises colleagues at all career stages. Our long-term aim is to have a peer review collective that is made up of all colleagues, from ECR to senior professor, who, through mutual support and exchange, optimise the quality and impact of our research.

ENCAP has provided the template for the institutional development on REF output reviewing processes: the internal reviewing and self-assessment model we designed was **adopted as best practice** by the College and subsequently approved for use of all Schools across the University.

REF decision-making processes: Our selection of outputs complies with the EDI principles outlined in Cardiff's REF2021 Code of Practice (REF5a_3.6) and was guided by the **principles of excellence, transparency and inclusion**, with the additional emphasis within ENCAP on ensuring the outputs selection process was reflective of the different stages and rhythms of individual researchers across REF periods. For example, a number of staff submitted multiple, sustained long-form outputs into REF2014 as the culmination of major programmes of research towards the end of the last cycle. Consequently, their output contribution to REF2021 may bear resemblance to the developmental phases of new scholarly enquiry; in other cases, the opposite might be the case. **We view our submission as a collective and inclusive endeavour that celebrates our diversity and recognises that the contribution of individual colleagues sits across all aspects of the submission (outputs and impacts).**

Section 3 (S3). Income, infrastructure and facilities

Since August 2013, we have generated total research income of £2,228,575 (a steep rise from £1,027,323 in our combined 2014 submission). Our year-in-year increase – from £130,498 in 2013-2014 to £514,606 in 2019/20 – continues to grow, with £1,327,396 of awards in 2018-20, including two notable AHRC awards, totalling £843,645, extending into the next cycle. This acceleration in activity and awards bears testament to the effectiveness of our strategy and support structures.

Our research funding enables pioneering work that reaches across our disciplines and boosts interaction between them. Our grant projects, our distinctive infrastructure and the facilities of the extended University estate come together to provide bespoke support for our key research principle of trans-disciplinary creative-critical collaboration.

3.1 Income

ENCAP research is funded from a variety of sources: UKRI, major charities and trusts (national and international), arts and creative organisations, and government. Our portfolio ranges from sole-scholar fellowships (Leverhulme; AHRC Leadership fellowship awarded at the end of the cycle), through developmental or seed-corn funding from the British Academy, to large-scale collaborative grants from the AHRC, ESRC, and the John Templeton Foundation. Our awards demonstrate the value of our innovative creative-critical practices and underpin our ambition to continue redefining our fields into the 2020s. This is illustrated by four examples of small-, mid- and large-scale grants, across and within our disciplinary fields, awarded from a range of funders:

- Creative-critical interventions:** Gwyn's attainment of **The Creative Wales Ambassador Award (Arts Council of Wales, 2014, £25k)** for developing a new model of travel writing as a means of cultural, linguistic and literary investigation and a mode of philosophical reflection on the nature of genre, identity, nationhood and language, reflects our engagement with wider agendas around innovation in form, subject and approach. The award, which rewards significant individual achievement in the arts alongside the aim to raise the profile of Welsh culture outside of Wales, funded Gwyn's 'Unfinished Journey', a series of lectures and poetry readings at literary festivals and universities across Latin America, accompanied by interviews with newspapers, magazines and radio programmes. Additional sponsors included **Wales Literature Exchange** and the Club de Traductores Literarios de Buenos Aires, Argentina, with supporting partners at the Universidad Austral, in Valdivia, Chile; the International Poetry Festival of Medellín, Colombia; and the Periódico de Poesía, at the Universidad Nacional Autónoma de México in Mexico City. This was complemented by Gwyn establishing an equivalent public platform in Cardiff with **Fiction Fiesta**, an annual Latin American literary festival designed to introduce diverse publics to fiction and poetry in translation through visits by leading novelists, poets, publishers and journalists. The project was supported by the **British Council, Wales Arts International**, the Argentine and Mexican Embassies, and, in 2017, by UEFA, to coincide with Cardiff hosting the European Champions League Final. Events were also organised in collaboration with the Argentine Ambassador's London residence, the Wales Millennium Centre and Hay Festival.
- Literature:** An example of **trans-disciplinary and (inter)national collaboration** is **The ScienceHumanities Initiative** led by Willis (supported with three grants from the **AHRC and Wellcome Trust, 2015-21, £42,938, ENCAP: £27,139.19**). Spearheaded by ENCAP and the School of History, Archaeology and Religion, *ScienceHumanities* draws on collaboration with colleagues in Biosciences, Mathematics and Medicine. Cross-institutionally, the project is one of three flagship research projects within the Bremen-Cardiff University strategic partnership, and also involves our regional partners within the Great Western 4 (GW4) alliance, Bristol and Exeter. *ScienceHumanities* has enhanced postgraduate provision, delivered new research and impact projects, and advanced novel policy approaches by developing best practice models for collaborative interdisciplinary research. Supported by **ESRC Impact Accelerator Account** funding (£34,300), this policy work has contributed to the development of wider institutional interdisciplinary agendas such as the building of the new Innovation Campus (REF5a_4.4.2), and internationally has advised interdisciplinary activity in France, the Netherlands and Chile. The focus on 'Populations' (2018-19), 'Energies' (2019-20) and 'Healthy Futures' (2020-21) has delivered significant programmes of doctoral and staff exchange, placements and summer school/masterclasses with partners in Germany, North America and Australasia.
- Work led from **Philosophy** (Tanesini) funded by the **John Templeton Foundation** (2017-19, c.£180K) marks another space where the collaborative nature of research and impact within ENCAP benefitted from the diverse disciplinary range at play. Based on a partnership with Psychologists at Bath and Philosophers at Nottingham, **Changing Attitudes in Public Discourse** developed and tested practical interventions to reduce arrogance in public debate. The project energised synergies with Language research (Heffer) that explored questions of truth, post-truth and 'bullshitting' in contemporary politics and society. Supported by two cross-School 'Cardiff Speaks' public engagement

initiatives on 'Populism and Hurtful Speech' and 'Constructing the Welsh Public Sphere' (Williams), events included a public debate organised in collaboration with the Welsh Assembly at the Senedd on 'Responding to Populism: education, voting & constructing the public sphere' (2017). A fortnightly (guest) blog series ('Open for Debate') engages the general public in reflecting on fake news, arrogance and closed-mindedness, trust, and empathy, and has garnered responses from 52 countries.

- In **Language**, Knight's major corpus construction project **CorCenCC** (2016-20, £1.8m AHRC/ESRC) exemplifies ENCAP's community-driven vision in the context of our location in Wales. Following on from *WordNet Cymraeg* (a database funded by the **Welsh Government's Grant Cymraeg** scheme that developed new Welsh-language technologies in conjunction with a Welsh Stemmer, with a subsequent project on Welsh word and term embeddings), **CorCenCC** enables community users to investigate dialect variation or idiosyncrasies of their own language use; professional users to profile texts for readability or develop digital language tools; teachers to develop and utilise pedagogic tools and materials; and researchers to investigate patterns of language use and change. Partners and collaborators included: BBC, S4C, Welsh Government, Say Something In.com, the National Dictionary of Wales, the Welsh Language Commissioner, the National Library of Wales, CBAC-WJEC (Welsh Baccalaureate and exam board), and HEIs in the UK and internationally. The project provides a major tool in addressing Welsh Government concerns about Welsh language transmission and use in families (see ICS3).

Funding not recorded in HESA returns: We secured a range of competitive funding awards for the production of (predominantly creative) outputs, associated research requirements and/or dissemination to public audiences. **Over £77,103** was awarded by the American Philosophical Society, Arts Councils of England and Wales, the British Council, Ffilm Cymru, National Lottery, Severnside Community Rail Network, Wales Art International, and Wales Literature Exchange.

Enablers and support mechanisms: Our ability to scale up grant income was underpinned by a robust and dynamic support strategy. Research grant planning and application is supported by three professional services staff and an internal team of grant advisers and reviewers led by the DoR. Staff are encouraged to consult mentors, discuss funding plans with their line manager as part of the PDR process, and attend in-School and College/University-run training. In 2017 we created the designated role of DoRF (Llewellyn, formerly AHRC Director of Research). The training and mentoring programme led by Llewellyn (who also holds an advisory College role) facilitated a more targeted approach to research funding; major recent awards are evidence for the efficacy of this strategy.

A further enabler was **College and University funding**, including £24,999 for a network funding initiator (2015); international initiatives funding of £48,280 (2016), and £17,787 for impact development (2019), with additional support for a prospective case study. Five awards from Cardiff's **ESRC Impact Accelerator Account** (£28,955) supported two impact case studies and a *ScienceHumanities* sub-project.

3.2 Value-added institutional investment through supplementary University research leave awards

The (competitive) **University Research Leave Fellowship scheme (URLS, REF5a_2.1.5)** invested £392,854 into bids from ENCAP, enhancing School research leave by enabling year-long sabbaticals. ENCAP's **high success rate** involved 4-6 awards p.a., culminating in eight awards in 2018/19 (6F:2M). Our selection process for the scheme – including extensive mentoring and application development support – resulted in a total of **24 awards** (13F:11M), **equivalent to a third of our staff receiving leave additional to the School rota**.

URLS allowed for the completion of major book and impact projects for REF2021, such as

- *The Afterlives of Roland Barthes* (Bloomsbury, 2016)
- Centenary Barthes conference and establishment of *OA Barthes Studies*
- *The Other Tiger: Contemporary Poetry from Latin America* (Seren, 2016)

- *Nineteenth-century Illustration and the Digital* (Palgrave, 2017) and work towards ICS2
- *The Dynamics of Dementia Communication* (OUP, 2020) and work towards ICS4

Following the URLS's strategic review in 2018/19, ENCAP continued to perform to a high standard, resulting in three Disglair ECR appointments (REF5a_2.1.5; S2.2) to cover seven leave periods in 2019-20 and 2020-21. This has supported ECR development, releasing time for funding bids (Dunne, AHRC Research, Development and Engagement Fellowship application), yielding a grant award (Roberts, Innovate UK, for a Software Service for Predicting and Responding to COVID-19 Outbreaks), and supporting the completion of three post-REF2021 monographs (Cotton, Gilchrist).

3.3 Infrastructure and facilities

Our research, impact activities and postgraduate teaching were supported by sustained engagement with the University's **Special Collections and Archives**. The archive was the venue for MA modules, an annual student conference, and our Romanticist research seminar. Special Collections was an important collaborator in visual and illustration studies, such as Victorian digital resources. Further collaborative work involved research on the history of the book. Recent archival acquisitions (like the **W.G. Collingwood family papers** with materials related to Ruskin) have catalysed new research projects. Thus the **Janet Powney Collection of Victorian and Edwardian Fiction** (initiated and organised by CEIR and catalogued within ENCAP) was a key resource for O'Hagan's ESRC Postdoctoral Fellowship project on 'Understanding Literacies and Class Conflict through the Edwardian Book Inscription', enabling a digital exhibition on 'Prize Books and Politics: Rethinking Working-Class Life in Victorian Britain'.

A notable example of how the infrastructure afforded by Special Collections enables new critical engagement and creative work is Munford's **Women in Trousers** project, which brings together images of bloomers, knickerbockers, culottes and all manner of bifurcated or 'divided' garments to tell the story of trouser-wearing women through an online gallery of digital images. The visual account of the complex and sometimes contradictory meanings represented by women 'wearing the trousers' from the 1850s to the 1960s documents the cultural, historical and political shifts affecting women's lives across this period. The archive is designed to be used by researchers, students and school-level learners, and includes teaching resources on gender and dress history. In line with the ethos outlined in S1 about creative-critical interactions and new forms of repurposing artistic interventions, the launch event included an online exhibition of original artworks by the artist Anne Thalheim, entitled *Astride Two Worlds*, inspired by the project, and was accompanied by a specially curated trouser display from the National Museum of Wales' textile collection.

ENCAP research has additionally benefitted from Cardiff's broader facilities. Most important of these is **CUBRIC (the Cardiff University Brain Research Imaging Centre, £44m investment, REF5a_4.4.2)**. CUBRIC's sleep laboratory catalysed innovative new research methodologies for *ScienceHumanities* and work in Literature and Visual Cultures in relation to nineteenth-century and medieval literary, artistic and scientific accounts of sleep, sleeplessness, insomnia and dreams (see outputs by Willis and Leitch [monograph in press]). Literary research on Victorian constructions of sleep was able to be placed in a novel conceptual context through personal observation of contemporary sleep research in the CUBRIC laboratory. Similarly, large-scale Language projects like CorCenCC (as well as digital projects in Literature) have been supported in research collaboration with **Computer Science**.

Section 4 (S4). Collaboration and contribution to the research base, economy and society

Sustaining and invigorating our research communities is at the heart of ENCAP's identity. The collaborative spirit that shapes our interdisciplinary practices also energises our partnerships locally, nationally and internationally. Our spearheading of collaborations with researchers, stakeholders, and diverse publics, the comprehensive nature and impact of our contributions to knowledge production and research governance, and the pre-eminent standing of our staff in the global community, as evidenced by significant distinctions and major strategic roles, bear testament to ENCAP's prominence as a key player within and across our disciplines.

4.1 Collaborations, networks and partnerships

Initiatives like **ScienceHumanities** demonstrate our interventions into debates and policies around the means by which **collaborations across disciplines** (humanities, biosciences, medicine, psychology) might work towards the **development of a ‘team research’ approach** within the humanities and social sciences. An ESRC-funded sub-project, ‘**Shaping Best Practice in Science-Social Science-Humanities Collaborations**’, examined the methods and practices of cross-disciplinary collaboration to generate a series of best-practice recommendations to inform the future work of practitioners, government bodies, and third sector organisations, which were then shared with the Office of the Chief Scientific Advisor for Wales, Arts Council Wales, the Sêr Cymru Programme, Cancer Research UK, and HEFCW. The aim in taking this work forward into the next cycle is to effect change upon the policies of cross-disciplinary engagement that emerge from third-sector and governmental organisations.

‘Shaping Best Practice’ is representative of the way in which **our approach to research is grounded in sustained collaborative practice, engagement with evolving discourses surrounding partnership, co-production and co-design of research, and attention to the complexities in the relationship between research, practice and creative, cultural and other organisations**. An example in the context of our location in the capital of Wales is our work with the National Museum of Wales (NMW). Building on prior collaboration (*Illustration Archive*, ICS2) and cemented by two successive chairs of the implementation group (Kayman, Llewellyn), ENCAP’s leadership of the partnership between Cardiff University and the NMW has generated further joint projects (*Refugee Wales*, S4.2).

The multiple mutual benefits of **sustained local collaboration** are illustrated by a Language project with the Royal Gwent Hospital (Newport) on effective clinical handover communication methods. The subsequent appointment of ENCAP staff to the steering group for collaborations with the Aneurin Bevan University Health Board acted as the catalyst for a project on practice methods and needs, supported by the ESRC Impact Accelerator Account (£15,000), which in turn led to an ESRC-funded Collaborative Doctoral Award studentship.

In the broader **national context**, ENCAP assumed a key role in collaborative projects within the **GW4 partnership** with initiatives like **Remediating the Archive**. Funded by the GW4 ‘Building Communities’ Initiator Award scheme, this project supported two workshops, a JISC/GW4 hackday, development of an online resource, and a continuing/live database of expertise and resources. In a second example, we delivered on aspects of the Creative Industries strand of the interdisciplinary **AHRC/GW4-funded Bridging the Gap project**, focusing on the creative economy, heritage, modern languages and environmental humanities, in collaboration with the National Trust, Bristol Watershed, Ffilm Cymru, National Theatre Wales and NMW.

An important enabler of **international collaboration** is our Visiting Scholar programme. We hosted 152 visitors, from PhD students to senior academics, including a BA Visiting Fellow (University of South Pacific, Fiji), from overseas institutions in Australia, Canada, China, Finland, France, Germany, The Netherlands, Spain, Switzerland, South Korea, and the USA. Research visits frequently originated from and further developed collaborative international networks, such as two ENCAP colleagues being invited to join a three-year (2018-21) Spanish-government funded research project led by the University of Málaga.

The most notable example of the vitality of our international collaboration is ENCAP’s **joint research on interculturality with partners in Japan**, which has been instrumental in **opening up wider economic and business concerns** in relation to tourism and engineering education. A heritage project on ‘Children’s Fantasy Literature and Japanese Fantasy Tourism, in Japan and the Cotswolds’ (supported by the Japan Foundation Endowment Committee and involving a series of lectures, visiting classes and symposia contributions at four Japanese universities) consolidated collaborative research plans that will see delivery in the next cycle. Butler’s literary research on the heritage and experience economy in Japan and its engagement with British literature as a cultural export is complemented by Handford’s partnership with multinational construction companies in Japan in collaboration with international colleagues in the social sciences and engineering, members of the Tokyo-Warwick research group, and the Deans’ Forum (a network of leading international engineering institutes, such as Oxford, Cambridge, Tokyo, UCB, KTH,

ETH, MIT, and companies including IBM, Rolls Royce, Dyson, Hitachi and Scania). The opportunity for enhanced relationships with Cardiff's partners resulted in a (staff and student) mobility exchange with Leuven University. The collaboration has yielded an influential team-authored publication that conceptualises a new model for improving intercultural and professional communication for Japanese engineers operating in international environments, offering good potential for impact development.

4.2 Wider contributions to the research base, society and the economy

Our impact work demonstrates the range, scope and depth of our engagement with social, medical, public sector, educational and cultural life. This is reflected in nominations for prestigious impact prizes such as the Emerald Real Impact Award (Wray, 2019) for 'Mobilising Research Into Action' in the field of dementia communication. Capitalising on our expertise in healthcare research, and supported by AHRC Image Gallery and Being Human Festival funding, a project led by Willis on *The Conditions of Seizures* engaged third-sector organisations focussed on epilepsy, alongside artists and other creative professionals connected to the epilepsy community, enhancing their work on representation, stigma, and public communication. An ongoing impact project is El Refaie's work on visual metaphor, which has led to the development of DrawingOut, an innovative patient support tool accessible online and through workshops. Creating new channels of communication and self-advocacy for individuals with conditions such as infertility, endometriosis, ME and kidney disease across the UK and in Zambia, the tool has been adapted for use with victims of violent conflict in Myanmar.

It is our **work with disadvantaged groups** – dementia sufferers, individuals with learning difficulties or chronic illness, refugees – that we consider our most significant contribution to society. This is illustrated by our Creative Writing team's engagement with different learner groups, in particular Rhys's work on '**Representations of the Autistic Experience**'. Supported by the Arts Council of Wales and the National Lottery, Rhys's plays on autism, young adult development and 'mate crime' address policy concerns in the National Assembly of Wales around the protection of vulnerable adults, and have been sponsored by a Member of the Senedd. The plays have produced important benefits for people with autism, their families, carers and wider support networks, and UK creative industries, by expanding public discourse about, and deepening understanding of, the challenges experienced by autistic people and their families, engaging with social care professionals and support organisations, including the National Autistic Society, and acting as a catalyst for the professional development of the lead actor. A third play is in planning, and we anticipate this work leading to an impact case study.

ENCAP's attention to underrepresented and disadvantaged communities is also evidenced by ***Refugee Wales: The Afterlife of Violence***. Overseen by Mohanram with Co-I Weedon (ENCAP Emerita) and supported by two PDRAs, this ongoing AHRC-funded project (2019-22, £624K) in collaboration with NMW enables refugees to articulate their changing experience of war, flight and integration into a new society; to nuance and expand trauma and memory studies by including non-Western subjects of trauma; and to produce knowledge that will contribute to better public understanding, policymaking and practice in relation to refugee experience.

Our commitment to our civic mission is complemented by our contribution to the **creative economy**, as illustrated by Mandal's ***Jekyll 2.0: Embodying the Gothic Text***. Supported with two AHRC REACT awards (2013; 2015: £50k), this digital project combined expertise in Gothic literature with Bristol-based design SME Slingshot to develop an interactive installation (*Jekyll*) and game (*Black Maze*) that enabled public audiences to experience a Gothic sensorium. Showcased at gaming festivals, *Black Maze* challenged players to rethink the relationship between the human body and technology through its use of bio-data and heartbeats of players in interaction with the gaming experience. Collaborative outreach included talks for business networking events, schools outreach initiatives and interactive workshops aimed at postgraduates around the UK, as well as engagement with other prospective partners (e.g. Yello Brick, Cardiff; StoryJuice, Plymouth) and doctoral supervisions in the emergent field of gamification and literary culture (2017-19, 2019-).

4.3 Models of engaging diverse communities and publics

Public engagement is organically embedded in ENCAP's research practices, as reflected in regular contributions to public festivals (Cheltenham, Hay) and the media, in print (*Aeon*, *Conversation*, *Guardian*, *Evening Standard*, *Independent*, *New Statesman*, *The Quietus*) or on radio or TV (BBC Radio 3, 4, 5; BBC Wales, Radio Birmingham; Radio Coventry; Radio Cymru; S4C documentaries; Sky Arts; the World Service). Our research seeks to engage diverse audiences and stakeholders, ranging from literary consultancy for the BBC One Series *Dickensian* and philosophy workshoping with actors in the Welsh-language soap opera *Pobol Y Cwm* (S4C/BBC Studios), to public debates on Brexit and presenting to the 2016 meeting of the Cardiff United Nations Association on the International Criminal Tribunal for the former Yugoslavia on issues of linguistics and law.

We organise a range of **creative-critical platforms**:

Our **Cardiff BookTalk** series provides engagement opportunities for PGRs, and delivers discussion events that place into dynamic interplay academic perspectives across a range of disciplines and readers' responses to classic and contemporary fiction.

The Cardiff Poetry Experiment brings experimental poetry to a wider audience while fostering connections between poets and collaborations with other bodies, such as the Glasfryn Seminars, Ghost Jam, *Poetry Wales*, the Welsh Enemies Project, and Seren Poetry Festival.

Grangetown Philosophy Café: Organised in the most ethnically diverse and disadvantaged ward in Wales as part of the University's wider engagement scheme, this community café project was inspired by local residents' interest and addresses subjects that encourage members of the community to reflect on their lived collective experience.

4.4 Wider influence: Contributions to the discipline and international recognition

Funding bodies and research councils: Our commitment to advancing national and international research agendas in the arts and humanities has been underpinned by the assumption of major responsibilities in our work with key funding bodies and research councils. Heilmann was a **sub-panellist for REF2014** (SP29) and now acts as a **Deputy Chair** of SP27, while Llewellyn held the office of **Director of Research for the AHRC** and has since served on a number of **ERC** grant boards chairing multi-national funding initiatives, including two rounds of the 2019 EU-funded **HERA** calls involving 24 EU funding agencies. The significance and time commitment of such leadership roles are recognised in our workload model, and our support mechanisms have in their turn ensured that mentorship and training processes are informed by senior strategic experience.

Alongside such senior interventions, ENCAP has a sustained record of dynamic contribution to major international funding programmes, involving standing membership of the **AHRC Peer Review College** (Furneaux, Heilmann, Mandal, Robinson, Sullivan, Tanesini, Willis); **Australian Research Council College of Assessors** (Heilmann); **British Academy** (Willis); **ESRC and ESRC CDT Peer Review Colleges** (Durham, Knight, Wray); **Irish Research Council** (Irvine, Moore); **UKRI Future Leadership Fellows Review College** (Llewellyn); **Wellcome Trust** (Willis).

ENCAP staff have **advised national and international funding bodies**, ranging across the Arts Council Wales; Austrian Science Fund; Belgian Research Foundation; British Academy; British Council; Carnegie Trust; Czech Science Foundation; DAAD and DFG (Germany); ERC (Horizon 2020; Marie Curie); Estonian Research Council; Hungarian Research Council; Israel Science Foundation; Leverhulme; MRC; National Science Foundation; Netherlands Organisation for Scientific Research; Polish Research Council; Portuguese Ministry of Economics and Culture; Rannis-Icelandic Research Fund; Research Foundation Flanders; Research Promotion Foundation, Cyprus; SSHRC (Canada); Swiss National Research Foundation.

Research consultancies and assessments: We acted as invited assessors on 44 appointments and professorial promotions panels, including for overseas institutions in Australia, Canada, Denmark, Finland, France, Germany and the USA. Additionally, senior staff (Handford, Heffer, Heilmann, Llewellyn, Willis) undertook **research consultancies**, including REF and research-

quality-related advisory work, for a large number of HEIs in the UK and internationally (ANU, Hong Kong, NUI Galway, Tokyo).

Fellowships: The prominent international reputation of our staff has resulted in significant distinctions. ENCAP's six **Fellows of the Learned Society of Wales** represent our four disciplines (Gramich [recently retired], Heilmann, Tanesini, Thomas, Walford Davies, Wray). Four of these served (including as chair) on three LSW committees. Seven staff are **Fellows of the English Association** (Furneaux, Heilmann, Llewellyn, Sullivan; recently retired: Coyle, Gramich, Kayman); two are Fellows of the **International Association of University Professors of English** (Heilmann, Pons-Sanz). Wray is a Fellow of the **Academy of Social Sciences**, Webber was a member of Council at the **Royal Institute of Philosophy** and two Literature colleagues were appointed Fellows of the **Royal Historical Society** (Sullivan) and the **Royal Society of Arts** (Willis).

Prizes: Our Creative Writers achieved two Wales Book of the Year awards (Darcy, Hughes). Other awards include: Winner of Edward Stanford Award for Fiction with a Sense of Place (Hughes); The Writers' Trust of Canada Journey Prize (Keevil), The O. Henry Award (for stories; Hughes) and the Sir Karl Popper Prize for 2016 from the *British Journal for the Philosophy of Science* (Irvine).

Major roles and executive responsibilities in Learned Societies and research networks (entailing Chair/President, Advisory Council, Book Prize coordinator/judge, Grant Advisory Board, Membership Secretary, Secretary, Treasurer, Trustee roles) include: Alzheimer's Society (Wray); Analysis Trust (Shackel); British Association for Applied Linguistics (Knight, Potts, Spilioti); British Association for Romantic Studies (Mandal); British Association for Victorian Studies (Heilmann); British Comparative Literature Association (Robinson); British Philosophical Association (Tanesini); British Society of Aesthetics (Paris); British Society for Ethical Theory (Webber); British Society for Literature and Science (Willis); Corpus Linguistics (Fontaine); European and International Systemic Functional Linguistics Associations (Fontaine); Institute of English Studies (Potts); Institute of Philosophy (Tanesini); International Association of Languages and Intercultural Communication (Reynolds); Literature Wales (Walford Davies; Mohanram); MLA: Opera and Musical Performance (Morra); Réseau des Barthésiens (Badmington); Royal Institute of Philosophy (Irvine, Tanesini, Webber); Society for Literature, Science and the Arts in Europe (Willis); Society for Renaissance Studies (Sullivan); UK Sartre Society (Webber); UK Society for Women in Philosophy (Tanesini); Viking Society for Northern Research (Phelpstead).

ENCAP staff have held a range of **writing residencies** (including Cill Rialaig Artist Retreat, Ireland) and **visiting scholarships/fellowships** at ANU; Huntington Library, Lewis Walpole Library; Universities of Göttingen, Jadavpur (Kolkata), Leuven, Manitoba, Munich, Nehru (Delhi), Sydney; Tokyo; Toronto, Vienna.

Our expertise is regularly sought at key conferences. ENCAP staff delivered **225 keynotes and plenaries (91 international)** and presented **298 guest and public lectures (113 international)**. The international presence of our research includes the **translation of outputs** into Chinese, Italian, Macedonian, Norwegian, Portuguese, Russian, Spanish and Turkish.

The REF cycle saw a dedicated programme of ENCAP-led or co-organised conferences, symposia and workshops (95 in total). **Major international conferences, organised in collaboration with key subject associations and/or key academic bodies or stakeholders** include, in annual sequence:

- **2015: 'Roland Barthes at 100':** supported by the Institut français Royaume-Uni, this centenary event saw the launch of *Barthes Studies*. Later that year ENCAP hosted 'Romantic Imprints', the **largest annual British Association for Romantic Studies conference** to that date.
- **2016** was a particularly productive year, with three major events which all constituted the largest in the association's history. The **annual British Association for Victorian Studies conference**, 'Consuming (the) Victorians', was accompanied by a *Dickensian* exhibition co-curated with the Charles Dickens Museum, and the **Rolald Dahl Centenary conference** provided access to manuscript and visual material from the Dahl archive at Great

Missenden. The **90th Joint Session of the Aristotelian Society and the Mind Association** was flanked by the annual conferences of the British Society for the Philosophy of Science and the British Society for Ethical Theory.

- In **2017** our venue moved to London for the '**Britain, Canada and the Arts: Cultural Exchange as Postwar Renewal**' conference, run in partnership with the British Film Institute, the National Film Board of Canada, the Institute of English Studies, the Canadian High Commission and the Canada-UK Foundation.
- In **2018**, Cardiff hosted the annual **Applied Linguistics and Professional Practice conference**. Supported by the ESRC, the event brought together scholars and practitioners working in mediation, management, business, law, journalism, education, healthcare, social care, therapy, translation and interpreting.
- **2019** completed our cycle of world-leading conferences with the four-day **International Corpus Linguistics conference**, which included a British Council-sponsored colloquium in conjunction with the UK Association for Language Testing and Assessment. With its app-based setup, the event also paved the way for greener practices, ensuring a paperless and plastic-free environment.

The practice of shaping our research fields goes hand-in-hand with our **commitment to PGR development and support**. We have **externally examined 131 PhDs (32 overseas**, including Australia, Belgium, Canada, France, Greece, Hong Kong, Iceland, India, Ireland, Netherlands, New Zealand, Pakistan, Slovakia, South Africa, Spain).

ENCAP's leading role in sustaining the health of our disciplines and revitalising the profession is also reflected in the **(co-)editorship of journals and book series**. Among the **journals** are *Arthurian Literature*; *Barthes Studies* (OA); *Children's Literature in Education*; *Essays and Studies*; *International Journal of Welsh Writing in English*; *Journal of Corpora and Discourse Studies*; *Journal of Literature and Science* (OA); *Journal of World Languages*; *The Library*; *Lingua*; *Revue Roland Barthes*; *Romantic Textualities* (OA); *Scintilla*; *Year's Work in Critical and Cultural Theory*. **Book series** include 'Emerald Studies in Digital Cultures'; 'Critical Perspectives on Theory, Culture and Politics' (Rowman & Littlefield); 'Gender and Genre' (Routledge); 'Gothic Originals' (University of Wales Press); 'History of Feminism' (Routledge); 'New Approaches to English Historical Linguistics' (Palgrave); 'Routledge Advances in Functional Linguistics'; 'Viking Society Text Series'. ENCAP staff are represented on 70 editorial boards and carried out 1,004 peer-reviews for journals and publishers.

Conclusion

The diversity and momentum of our interventions into and across our disciplines speak to the strengths of ENCAP's vision and ambition. Alert to identifying opportunities and keen to address challenges in our fields, we are committed to setting new research agendas and to sustaining, developing and supporting research leadership across all career stages, in close cooperation with our local, national and international partners. Our structures are invested in supporting trans-disciplinarity, an inclusive environment, and collaborative working practices as a means of testing boundaries and exploring innovative ways of thinking creatively and critically. Our research reflects our ethos of experimenting with new forms of output and new models of knowledge production in order to identify alternative ways of delivering transformative impact within and beyond our communities.