

Institution: University of Oxford

Unit of Assessment: 27 English Language and Literature

1. Unit context and structure, research and impact strategy

Overview

The Oxford English Faculty's research embraces language and literature from the 7th-century to 'global English' today. This historic and geographic range within a large and increasingly interdisciplinary research community (116 FTE) underpins delivery of our mission **to advance and enliven critical understanding of the long development of literatures and languages in the British Isles and of English globally**, lending fresh perspectives on emergent possibilities for English Studies. We have identified 6 replacement permanent posts (including one senior professorship) to focus on English transculturally in different periods, and made 7 further strategic appointments (3 at senior-professorial level) with an eye to improving our linguistic and geographic diversity and building interdisciplinary capacity with digital humanities, legal history, performance studies, philosophy, and visual culture. External grants have boosted postdoctoral numbers, funding 45 early career researchers since 2014 in addition to 40 ECRs funded by colleges. Most progress to further academic employment. As a first employer, in most cases, for these researchers and a training centre for up to 160 doctoral students at any one time, our aim is to ensure that they deploy their critical training in contemporary debates within and beyond the academy and contribute to education and culture on a variety of scales, local to international. We work within a flourishing network of university support for scholarship and public engagement, including The Oxford Centre for the Humanities (TORCH), GLAM (Gardens, Libraries and Museums), and the Rothermere American Institute. In keeping with the University's mission, **advancement of learning by teaching and research, and its dissemination by every means**, we invest time and financial resource in print and digital publications, including free Online Educational Resources. We collaborate, to our mutual benefit, with cultural institutions including galleries, museums, theatres, and heritage organizations in the UK, Europe, and further afield. Over this REF period strong links have developed with researchers in Belgium, Germany, India, and South Africa.

Oxford English in numbers

122 researchers (116 FTE)

ECR staff at census date: 20

Total postdoctoral researchers, 2014-20: 85. Externally funded: 45

Average doctoral cohort: 129

Average annual external research income: £1.8m p.a.

Volume of Research Outputs submitted: 295. 103 monographs/critical editions; 18 edited volumes; 30 chapters in books; 59 articles (31 subject to OA)

Cf. 2014: 74 monographs/critical editions; 3 edited vols; 258 articles from 87.79FTE

Impact Case Studies: 9

STRATEGIC AIMS FOR RESEARCH AND IMPACT

The Faculty's priorities in the period have been to ensure renewal of the subject in line with the evolving study of English and to improve our research productivity. We have also prioritised enhancements in how we communicate the breadth of our research to audiences within and beyond the university sector. Specifically, we have aimed: to deepen our attention to the diversity and complexity of English and related cultures across the historic range of our research; to grow our capacity for interdisciplinarity; to release academic time for research/scholarship; to communicate our work with clarity in and beyond the university;

to extend the diversity of research within our Open Educational Resource (OER) provision; and to embed systems and opportunities for innovation.

Development and delivery of the strategy: Three major review processes helped steer the articulation of these goals over the REF period.

(1) A Divisional review in 2016, with external members from Columbia University, UC Berkeley, and Southampton, offered a formal assessment of our research activity over the past ten years, the 2014 REF performance included.

(2) A subsequent faculty-wide consultation, inclusive of college staff, guided enactment of the review recommendations, producing a more refined strategic vision and setting the specific priorities for 2019-2024.

(3) This internal consultation was informed at every stage by an Athena Swan submission for the Bronze award, which led us to revise our processes around graduate funding and career progression.

As a result of this process, **attention to linguistic and cultural diversity across the historic and geographic range** of English has from 2017 been a priority reflected in appointments criteria—giving greater strategic clarity to our REF2014 emphasis on historical coverage. (See Section 2.)

Much of the achieved **growth in our capacity for interdisciplinary research** has been at the early career end of our operations, coming through success with large external grants and doctoral training partnerships led by experienced scholars. We have seen a marked influx of postdoctoral researchers in literature and medicine (7 postdocs, 1 doctoral researcher), literature and history of science (3 postdocs, 1 part-time graduate researcher), digital humanities (5 postdocs), and literature and history of travel, race, and immigration (3 postdocs, 2 doctoral researchers).

During the REF period the UOA developed effective and equitable processes to support academic staff running large projects and managing research grants teams which were brought fully into operation by 2019. We have made serious efforts in this REF period to develop an effective and equitable process for the **release of academic staff time for research/scholarship**. A workload model was trialled within the Faculty in 2018, brought into full use in 2019. .

In order to **communicate our vision and goals with clarity**, we created a part-time post in 2018 (initially 0.4 FTE, rising to 0.6 FTE) for a Communications Officer. The holders have made significant progress through regular maintenance of our websites and social media, introduction of an annual e-magazine for alumni and termly newsletter from the Chair of Faculty Board to all staff.

Considerable investment has been made in **extending the diversity of the research featured within our Open Educational Resource provision**. From 2016/17, the Great Writers Inspire website, featured in a 2014 Impact Case Study (ICS), has been joined by a Writers Make Worlds (WMW) companion site, supported by institutional and Faculty strategic funding. WMW adds resources on Black and Asian British authors, with new critical commentaries and original videos of writers in conversation. ICS 05 details its success in connecting research on contemporary BAME writing to audiences beyond the university and assisting school curriculum development.

A recently appointed Director of Innovation (started 2019) has led on **embedding systems and opportunities for innovation**, connecting the Faculty into financial, advisory, and technical support available from the central university for digital innovation and potential commercial developments. The first occupant of the role (A. Williams) represents the

Faculty on the planning committee for Oxford's new Schwarzman Centre for Humanities (Section 3).

STRUCTURE

Structure of Research in the Faculty

We support research and impact within the Faculty through leadership from a Director of Research, Research Committee, and Director of Doctoral Studies. All senior professors with responsibility for their subject areas serve on Research Committee, alongside ECR, doctoral and postholder representatives. The Committee encourages a cohesive sense of research community in an institution where, by virtue of scale, very diverse work is pursued. Its remit entails mentoring individual research careers, assisting development of individual and collective projects, encouraging and guiding bids for funding, enabling Public Engagement with Research (PER), generating innovation projects, and maintaining close collaborative relations with TORCH and GLAM institutions. All major and most minor funding bids are reviewed by the Director of Research, working with our designated Humanities Division Research Facilitator (calling on Committee expertise where needed). The Division also provides Impact support.

Representation up through the levels of the university research structure enables the Faculty to attune quickly to changes in the institutional, national, and international environment for research. The Faculty's Director of Research sits *ex officio* on the Divisional Research Committee. In addition to assessing competitive bids to the University's John Fell Fund (a crucial pump-priming source) and Wellcome Institutional Strategic Support Fund (ISSF), the Divisional Committee is where policy around Knowledge Exchange (KE) and PER is shaped. **The Faculty has provided two KE Champions to the Division**—A. Williams, 2013-15, Shepherd-Barr, 2015-18. Williams sat on the University Fell Fund Committee 2015-18, as did Beasley 2018-20. We saw **material benefits from increased interaction with the central research-support teams over this period** in a significant uplift in internal university funding for research (Section 3), enhanced activity with external culture and heritage institutions, and promising early-stage developments of Innovation projects. Improved integration runs all the way up through the University's research support structures: the University Research and Innovation Committee has had representation from English throughout this period, with Small representing the University Council and sitting on the REF Project Board. Handover planning for senior Faculty roles (2021-2) aims at ensuring continuity.

Externally funded research projects developed through the Research Committee and with the Research Facilitator have promoted a thriving interdisciplinary culture supporting multiple research themes across the Faculty's period and subject range. **Since 2014 five major research projects have been led from English**, employing 18 full-time and 2 part-time postdoctoral researchers and funding 3 DPhil studentships (also 1 doctoral studentship at the University of Leicester). They are: **Diseases of Modern Life** (ERC) (EUR2,362,659) and **Constructing Scientific Communities (ConSciCom)** (AHRC) (GBP1,572,192), both led by Shuttleworth, 2014-19; **Towards a New Edition of the Wycliffite Bible** (AHRC) (GBP671,063), led by Solopova, 2016-20, growing out of a Leverhulme collaboration with Hudson, 2012-2015; and the **Consolidated Library of Anglo-Saxon Poetry - CLASP** (ERC Horizon 2020) (EUR2,443,640), led by Orchard, 2016- (ongoing). **TIDE (Travel, Transculturality & Identity in England, 1550-1700)** (ERC) (EUR1,998, 519) (2016-), transferred to Oxford from Liverpool, 2019, with N. Das, PI (transfer-in value: EUR973,380.39). A faculty culture of celebrating smaller grant successes have helped to spread the benefits of externally funded research leave, postdoctoral appointments and research assistance across the unit's staffing (detailed Sections 2 and 3).

Interactions with Internal Research Bodies

TORCH. Close involvement with The Oxford Research Centre for the Humanities (see Institutional Environment Statement) has been the single biggest internal factor enabling expansion of interdisciplinary research. Integration of TORCH and Faculty strategy has been aided by representation within the Centre's governance team: Boehmer acted as Director, 2015-17, and Shepherd-Barr as Acting Director for a term, 2017. We have provided a member of the Management Board (Small), the 2 Knowledge Exchange (KE) champions mentioned above, 14 KE Fellows (Ballaster, Romaine, Smith, Horobin, Stern, McLoughlin, Ratcliffe, Smyth, Riach, Turner, Evangelista, Jones, and Palfrey twice), and 1 postdoctoral ECR rep, 2018-19 (Din-Kariuki). **KE Fellowships have supported collaborative exchanges with local and regional bodies** (e.g. an art studio, the Oxford Quaker Meeting, schools, an art charity empowering disabled and disadvantaged children, and Age UK Oxfordshire) plus some further afield (Shandy Hall in North Yorkshire, the Hidden Room Theatre, Austin Texas).

English has played a role in all the long-term programmes running since TORCH's inception in 2013: Dance Scholarship Oxford, Digital Humanities, Environmental Humanities, Heritage, Humanities and Performance, Medical Humanities, and Race and Resistance. Numerous Faculty members have been involved with networks, including Queer Studies and Oxford Comics. Under Boehmer's direction, TORCH expanded and deepened its interface with the **Global South** (South Asia, Brazil, Ghana, the Caribbean, southern Africa) through a visiting professor programme—placed on a permanent footing with All Souls support from 2020. The **new connections increased diversity in teaching and research and helped the Faculty's engagement with the range of Black British and British Asian writing**, via initiatives including Writers Make Worlds.

Three interdisciplinary areas have experienced strongest growth with TORCH facilitation: i) Medical Humanities; ii) Environmental Humanities; iii) Theatre and Performance Studies.

i). The 'Medical Humanities' and 'Humanities and Healthcare' groups have interwoven research in English, Theology, History of Medicine, and Anthropology, incubating relationships with medical partners which fed back into a new Humanities curriculum for all Oxford medical undergraduates. From 2011-18 Maguire co-convoked with Friend, Professor of Transplantation, a fortnightly cross-Divisional Literature and Medicine seminar series. In 2017 they founded an annual residential summer school for undergraduate and postgraduate students studying medicine and/or interested in interdisciplinarity. Maguire is co-founder and convenor of an annual Forum for Medicine and Theatre in Practice, partnered with the Globe Theatre (ICS 01). Ratcliffe took the lead on literary workshops and forums for NHS professionals from 2014 (ongoing). Collaborating with primary care networks nationwide, the workshops address continuing professional development needs and the problem of burnout. Medical Humanities initiatives by the Diseases of Modern Life project, also TORCH assisted, are described in ICS 02.

ii). English has been at the fore of the Environmental Humanities (EH) programme, chaired by Stafford since 2018, with Davidson on its cross-disciplinary Steering Committee. The programme works closely with the Oxford/National Trust Partnership. Stafford contributed to the Oxford/NT People's Landscape podcast series and co-convoked a NT Partnership Conference on 'Post-Conflict Landscape' (2019). EH's collaborations with the Oxford Heritage Network include workshops with the RHS on historic gardens and the Met Office on historic weather events. See ICS 09.

iii). Growth in performance and practice-based theatre studies reflects the importance of TORCH support for work with theatres. Shepherd-Barr used her time as KE Champion and Acting Director to drive key initiatives. As co-lead (with Curtis, Modern Languages) of the AHRC Cultural Engagement project 'Connecting Oxfordshire Theatres with Research', she assisted thirteen regional collaborations. She established three TORCH networks with a theatre focus: 1) the Ibsen Phenomenon network; 2) Nordic network; and 3) Theatre and

Performance network. A distinctive area of concentration is Dance Scholarship Oxford, led by Jones: an international forum for researchers and practitioners of dance/choreographic history, theory, and performance drawing in literature, music, art history, philosophy, anthropology, and neuroscience.

GLAM (Gardens, Libraries and Museums) have had senior-level support from English throughout this period, with E. Smith a Curator of the University Libraries, O'Brien on the Board of Visitors overseeing Ashmolean Museum operations, Horobin and Johnston serving on the Museum of Natural History and Pitt Rivers Museum boards, and Shuttleworth and Stafford on the Board of the Botanic Gardens. Collectively we work in constant partnership with the **Bodleian Libraries**, assisting preservation and interpretation of collections. The Bodleian's **Centre for the Study of the Book**, as described in 2014, curates research events supporting book and manuscript history and since 2015 has provided a dedicated space for Visiting Fellows working in Special Collections. The Centre hosts the inter-Faculty Palaeography Committee's graduate masterclasses in handwriting and manuscript studies (led by Wakelin and the Collections curator). Our researchers' contribution to the library's public engagement is highlighted by six major research-based exhibitions for the main exhibition space of the Weston Library: **'Shakespeare's Dead'** (2016), curated by Smith and Palfrey (ICS 01), **'Which Jane Austen?'** (2017), curated by Sutherland, **'Designing English'** (2017-18), led by Wakelin (ICS 03), **'The Language of Advertising'** (2019), curated by Mugglestone. Bennett assisted the 2019-20 exhibition on 'Thinking 3D: Leonardo to the Present', presenting books from John Aubrey's library. The latest curatorial project is **'Sensational Books'** (2020; on hold through Covid), a collaborative venture between Smith and Rudy (St Andrews) exploring how the book engages senses beyond sight. Further smaller exhibitions have brought Faculty expertise to wide attention, most recently 'Meet the Edgeworths', curated by Ballaster (2019).

The faculty has helped drive the development of four **funded projects with GLAM**. The longest-running is **Cultures of Knowledge**, a collaboration between the Bodleian and Oxford e-Research Centre, led from History, electronically reassembling Early Modern correspondence networks. **Morison's Herbaria** is a collaboration between the Botanic Garden, Herbaria, Ashmolean, Bodleian, OUP, and Centre for Digital Scholarship, studying and digitally imaging the Morison copperplates alongside early prints and original plant specimens. **Chromotope** is an ERC-funded Consolidator Grant project (2018-), led by Ribeyrol of the Sorbonne, working with Evangelista, TORCH, and an Ashmolean Conservation team to explore the cultural impact of scientific approaches to colour in the late-19C. The Faculty received John Fell funding in 2020 to establish a **Digital Fair** (post-lockdown) aimed at increasing the visibility of existing datasets and stimulating new research.

Several Faculty members, including Perkins, Williams, Sutherland and Gerrard, have worked with **Ashmolean** collections and their curators to develop innovative exhibition forms such as the digital platform 'Cabinet', which provides annotated 3D rotatable images of museum artefacts, enhancing ability to undertake remote primary research in 18C popular literature, consumer taste and material culture.

English collaborates closely with the **Rothermere American Institute**, shaping the environment for studying American culture. Two members of Faculty have served as Deputy Director and Director of Academic Studies in the REF period (Mendelssohn, 2015-17; Stubbs 2017-20). Roynon, Bayley and Malkin have held senior fellowships; Setz an Associate Fellowship. A. Kelly was a Junior Research Fellow, 2016-19, and led on academic direction part-time through later 2020. Key initiatives focusing on race and gender equality were: Reflections on the Obamas, the James Baldwin Reading Group (studying influential African American writers of the 20C) and Intersectional Feminisms (a reading group examining how women's issues intersect with economic and racial justice). Each year, two DPhil students in English have received fourth-year scholarships at the RAI and helped to run the American Literature seminars. A public-facing series, 'RAI Live', provoked interdisciplinary conversations with the wider Oxford community, including a literary speakeasy to coincide with the Ashmolean's 'American Cool' exhibition.

English researchers steered the popular 'American fiction book club', and, during lockdown, a *New Yorker* short fiction online book club.

Digital Humanities@Oxford (DH), led by the Humanities Division, has supported several major projects through an extensive network of expertise (Bodleian Library, IT Services, and the Oxford e Research Centre). Faculty-led projects have progressed apace in areas such as increasing access to primary research material (Wycliffite Bible), using technology to analyse large textual corpora (CLASP), and engaging the public with research through social media (e.g. ConSciCom, Great Writers Inspire, Writers Make Worlds, #OwenLastDays). The Faculty is involved in development of DH via central services (Bodleian Library, Humanities Division, IT Services), inputting into decisions about support in the Schwarzman Centre.

We enjoy active working relations with **Ertegun House**, the private foundation housing Ertegun Graduate Scholars in the Humanities and fostering dialogue across academic disciplines, often sharing resources with TORCH. Lewis was Director, 2016-17, instigating termly 'Conversations' with major writers (podcasts are archived on Oxford iTunes).

Centres

The Faculty is home to 5 centres fostering cross-departmental research. Each has its own identity; all have succeeded in securing sustainable financing; two disburse grants to assist doctoral study.

The longest established is the **Centre for Early Modern Studies** or **CEMS**, founded by Norbrook and revived by Hutson on her arrival. Its fortnightly research seminars and annual funding competition for Oxford-based events provide central support for staff and students from English and other disciplines. Its online presence ensures wider impact. The CEMS website was **redesigned in 2017, and funding secured in 2018-19** for a paid postgraduate coordinator who keeps publication announcements and events notifications up-to-date. With at least 500 visitors a month and 2833 Twitter followers, it is now a 'go-to' site for UK-based Early Modernists (advertising 195 different events across 34 programmes in 2017/18). It has increased the accessibility of college events to those beyond Oxford, including publishers, agents and visiting academics.

The Oxford Centre for Life Writing at Wolfson College, briefly described in 2014, has become securely established. An influential institutional base for promotion and study of creative biography, it draws writer-practitioners into discussion with critics and historians, attracting high levels of public participation in its seminars, conferences, and workshops. A significant number of outputs submitted to the REF represent the growth of life-writing across the unit, with welcome public recognition for quality (Prizes, Section 2). The vitality of PER in this area is reflected in two ICSs (06 and 09). In 2018 the Faculty signed an agreement with OCLW to make joint grant applications and plan activities that open up development opportunities.

In 2014 we noted an **ambition to create inter-disciplinary centres for Medieval Studies** and **Comparative Literature**. Both have been realised on a cross-Faculty basis.

Oxford Medieval Studies (OMS) has grown into the largest forum in the English-speaking world for interdisciplinary research on the Middle Ages. Hosted by TORCH, co-led from Modern Languages (Lähnemann) and English (Leneghan, then M. Williams), it has been instrumental to developing expertise from codicology and archaeology to medievalism and film, organising termly lectures and generating successful funding bids. The OxMedStud Twitter account has 3,593 followers (often retweeting the Faculty's @MedEngOxon account, 3,839 followers). Both have much wider reach, feeding into the keenly active medieval Twitter scene. The OMS Small Grants scheme supports graduate-student and ECR-led events, including conferences, symposia, workshops, exhibitions and performances across the University. The latest termly booklet for Medieval Studies had 800 downloads.

The Oxford Comparative Criticism and Translation Research Centre (OCCT), chaired by Reynolds, has established itself as a leading global centre for comparative literature and translation studies. Its weekly newsletter has 2,700 subscribers (a significant proportion from North America and East Asia); its website had 11,000 unique users in 2019 alone. In 2018-19 OCCT joined research centres from the Universities of Chile, Western Cape and California Irvine to form a CHCI [Consortium of Humanities Centers and Institutes]- Mellon funded Global Humanities Institute on 'The Challenges of Translation'. Other international collaborations have been with Stanford and Ben-Gurion University of the Negev and with Metabolic Studio Los Angeles and Palermo. A key project since 2016 has been the AHRC-funded 'Prismatic Translation', with Reynolds leading a global team of 40 researchers (see ICS 08). The Centre holds several seminars each term and a conference (roughly annual, attendance about 50). OCCT edits a book series, *Transcript*, with Legenda (24 titles to date), publishes *OCCT Review* (an online postgraduate-edited book-review journal) and runs *Oxford Translation Day*, a public-facing literary festival each June (attendance c. 120).

One entirely new centre has been started. The development of **OCTET**, the **Oxford Centre for Textual Editing and Theory**, established 2017, is a cornerstone 'Innovation' element in the Faculty's Strategic Plan (2019-2024)—a key aim being to secure starter funding for activities that may generate larger grants enabling collaborative research within the unit and beyond. OCTET reflects the critical mass of Oxford researchers working in scholarly and print editing, including in Modern Languages and History. Appointment of Van Hulle to the Professorship of Bibliography in 2019 enhanced the digital dimension. Taking over the Directorship from Perry, he is pursuing post-lockdown opportunities for digital editing conferences and graduate training workshops in association with a team at the University of Antwerp (see Section 2) with a University Memorandum of Understanding formalising this relationship. It is a timely moment to grow OCTET in conjunction with Divisional plans for a Masters in Digital Humanities and success in securing major strategic funding (GBP2.4 million) to drive digital innovation and open scholarship at Oxford.

Clusters

The 'Cluster' terminology employed in our 2014 return designated areas of cross-period research collaboration that are not dedicated foci of undergraduate or graduate teaching and do not as yet have secure funding streams. We identified three in 2013/14: Medical Humanities, Life Writing, and Cognitive Criticism. With the first now supported within TORCH, and the second established as a Centre, Cognitive Criticism and (a new grouping) Writing War are currently the two clearest areas of activity without a sustained income source but with identified potential to attract it.

Cognitive Criticism has developed on a cross-disciplinary basis with Modern Languages and Sociology, supported by two colleges. St John's College provided funding to 2015 for Terence Cave's 'Literature as an Object of Knowledge' (LOK) project, initially funded by the Balzan Foundation (to 2013). The research group consisted of Cave, 2 postdoctoral researchers from English (O. Smith, now Wellcome Trust Research Fellow at Wolfson College and Kukkonen, now at Oslo) and 5 from other universities. The Calvea Research Centre at Magdalen College funded a three-year Cognitive Criticism project 'Adults at Play(s)', 2014-17. Maguire, Duncan and Teasdale (English/Psychology) collaborated with researchers from Classics and Psychology, focusing on the problems of why, and how far, we respond emotionally to fictional stories as though they were real, and in what sense we take 'pleasure' in tragedy (see ICS 01).

Writing War reflects the cross-period interests of 12 members of Faculty and 5 current doctoral students in the language and literature of war. Curated by McLoughlin, its website provided a platform for her 'Post-War: Commemoration, Reconstruction, Reconciliation' Mellon-Sawyer seminars 2017-18 (see ICS 07). The website drives traffic toward: two major digital archiving projects led by Lee (the First World War Poetry Digital Archive and World War I Centenary: Continuations and Beginnings websites); the #OwenLastDays campaign (also Lee); Mugglestone's lexicographic project *English Words in Wartime* (a research-in-progress blog,

subsequently supported by a Leverhulme Research Fellowship); and a creative venture by Stafford, *The Dimlight Hours*—a play inspired by the diary of her great-grandmother.

Colleges make important contributions to the research infrastructure for English, especially in support for creative writing and visiting researchers. Indicatively: **All Souls** has expanded its research presence in English, with S. Das's appointment as the second permanent Fellow in English alongside two prize Fellows (doctoral and post-doctoral), one Junior Research Fellow (Bryant), a 'Fifty Pound' Fellow (novelist Katherine Rundell), and Distinguished Fellow Marina Warner. Tower Poetry's activities at **Christ Church** focus on encouraging poetry writing in schools, but its publishing activities and support for creative endeavours in poetry (led by McDonald) make a major contribution to the environment for poetry writing. **Keble College** has supported termly readings by poets (audiences c. 100-120); also a fortnightly poetry reading group and a termly seminar on 'The Poet's Essay' with Adam Phillips. **Merton College** established a Visiting Research Fellowship in the Creative Arts in 2017, promoting synergies between academic and creative writing.

Period and Subject groupings For the purposes of doctoral training and maintaining the strength of specialist work across our range, the key research groupings (with some minor relabelling) continue to be: Medieval (including Old English and Old Norse), Early Modern, 18C and Romantic (increasingly joined for research training purposes), Victorian, Modern and Contemporary, American, Postcolonial and World literatures in English, Language and Linguistics. Details of their main areas of concentration, activities, and events are available on the Faculty's 'Research' web pages. Though new appointments have made significant differences, especially to Medieval and American studies (see Section 2), the structural function of the groupings remains unchanged since 2014. For that reason they are not described in detail. Bi-weekly research seminars are a long-standing strength of this system, bringing together researchers to hear about developments in each field and hosting speakers from around the world. 9 subject-seminars have been active throughout the period, moving online during the pandemic.

IMPACT STRATEGY

Impact was the strongest element of the Faculty's submission in 2014, building on long-standing public engagement, good working relations with schools, and collaborations with libraries, museums and theatres in Oxford, across the UK, and to some extent globally (the US to the fore). Strategic oversight rests with the Director of Research and Research Facilitator, who review the impact elements of all external grant applications. Much of what is achieved is facilitated through TORCH, GLAM, and the Rothermere American Institute, greatly enhancing our capacity for identifying Impact partners and generating Public Engagement. In the current REF cycle we have focused on establishing relationships with new collaborator institutions (including the Natural History Museum, London; Chipping Norton Theatre; and Mount Stuart House, Isle of Bute) and building capacity through gradual progression from seed funding to larger scale enterprises (e.g. ICS nos. 01, 04, 05).

We have capitalised on the outward-facing culture that has characterised the Faculty over many decades. Our researchers feature regularly in the national and international press, on radio and television, called on to address specialist subjects and provide informed responses to topics in the news. Colleagues with strong media profiles include Ashe, Bate, Boehmer, N. Das, S. Das, Emre, Horobin, Larrington, Lee, Maguire, Mugglestone, Purkiss, Shepherd-Barr, Shuttleworth, Smith, Stafford, Turner, Van Es, A. Williams. Many review regularly for newspapers and the general literary press, including Burrow, Douglas-Fairhurst, and Perry. They and others help to shape the public conversation around historical and contemporary language use, particular works of literature, and achievements of specific writers (e.g. Horobin on the Oxford dictionaries' 'word of the year'; Bate on Ted Hughes; Lee on Stoppard). We have asked **experienced broadcasters to act as mentors to doctoral, postdoctoral or early career researchers** wanting to develop their skills (see Section 2). Postdoctoral researchers on large funded projects have had built-in impact

mentoring from the PI (e.g. Shuttleworth provided public speaking guidance and N. Das media engagement training prior to BBC involvements), with professional media training accessed through the Division.

The track-record of success in the annual **AHRC/BBC New Generation Thinkers** competition has continued. Four early career researchers proactively engaged with the scheme: Abberley, 2014 (now Sussex); Murray, 2015 (Cambridge); Lybeck, 2017 (Liverpool); Mullen, 2018 (Cambridge). The training has enhanced their ability to contribute to high quality broadcasting and will assist impact across their research careers.

Since REF2014 **impact and engagement support across the unit of assessment has been enhanced by Divisional appointments: a dedicated Heritage Engagement Fellow (2016), an Impact & Evaluation Officer (2017), and a National Trust Partnership Lead (2018)**. Individually and collectively their expertise has increased our ability to generate and sustain productive collaborations. This is especially true for KE and PER partnerships with the heritage sector (public and private), creative industries, schools, charitable organisations, and government. The influence can be seen across our case study portfolio. The choice to submit two case studies focused on Shuttleworth's research teams reflects the scale of funding behind them, but their capacity to develop impact routes beyond institutional collaborations identified in the initial grant applications has been substantially enhanced via Divisional support structures, including event-specific impact tracking.

With help from the Divisional Research Facilitation team, several John Fell funded **'Major Project' grants (fostering 'creativity and a proactive approach to research opportunities') generated Impact-focused grants further down the line:** e.g. the funding of Reynolds's work with schools in 2014 led to the Co-I role in the major AHRC grant supporting his ICS, and then to an AHRC Follow-On Funding bid under consideration. Similarly, Evangelista's 2016 project on cosmopolitanism led to an AHRC Network Grant 2017, then AHRC Follow-On funding 2020. **TORCH KE Fellowships have pump-primed bids for larger research grants with Impact planned** alongside the core scholarly undertaking: e.g. McLoughlin's work with the Oxford Quaker Meeting, 2015-16 generated a successful Major Leverhulme Fellowship, starting 2019, for a literary history of silence with new European impacts now emerging (Section 3); Ratcliffe's work with Compton Verney, 2015-16 generated a BA Mid-Career Grant application (September 2020) which, if successful, will build on her experience at Compton Verney to collaborate with a range of institutions exploring the affective dimensions of library use.

Collaborative doctoral awards have helped to facilitate exchanges outside academia: current collaborators are Royal and Derngate Theatre, Northampton (supervisor Ballaster), Chipping Norton theatre (Shepherd-Barr), Wrest Park (Gerrard), the Geffrye Museum, London (A. Williams).

Our sense of our **primary beneficiaries** (featured in the ICSs and extending well beyond that selection) shows **continuities with 2014 plus some key developments:**

(a) we continue to provide substantial benefits to schoolteachers and students. Nuttall reviewed the content and presentation of Great Writers Inspire and made recommendations with respect to beneficiary needs—improving our **understanding of our OER users** (see Section 4). Building on the success of the Great War Archive project, described in 2014, Lee **enhanced our engagement with social media as a route to impact in schools:** his #OwenLastDays campaign boosted usage, with Twitter 'impressions' for @ww1lit hitting 122,800 (average 7,600 per day). The First World War Poetry Digital Archive saw particularly dramatic growth in traffic, with users (mainly UK) increasing from 6,048 in 2017 to 14,016 in 2018.

(b) we have advanced our ability to identify and build productive collaborations with **cultural institutions in the Oxfordshire area and beyond** who can benefit from our research. New connections with **theatres** (noted above) have enhanced our impact on interpretation, performance and reception of theatre and dance. Indicatively: Ballaster's KE Fellowship with the Royal and Derngate Theatre in 2014 (and a consultancy agreement thereafter) supported productions through the dramaturgy and rehearsal processes. Stern's KE collaboration with Hidden Room is described in ICS 01. In 2019 Taylor co-founded the R/18 Collective with theatre scholars based at the universities of Guelph, Northwestern, Carnegie Mellon, Tennessee Knoxville, and Illinois at Chicago, generating dramaturgical knowledge to assist productions.

Innovation Strategy

In developing a specific strategy around **innovation**, we have kept in view work done in 2015 by an 'Entrepreneurship, Education and Support Sub-Group' of the University's Innovation Working Group (OIWG) led by Mapstone and A. Williams. The group defined Innovation broadly as: '**encouraging students and researchers to exchange knowledge across disciplinary and institutional boundaries, to take risks, and to realise the latent potential of their intellectual capital. The impacts of our innovation may take many forms, including entrepreneurial activity, social enterprise, or cultural engagement, but all share their roots in a commitment to creative and lateral ways of thinking, connecting and problem-solving.**' The ongoing challenge is to adapt a model designed largely for science and technology spin-out companies to make it work meaningfully in the context of literature and language research.

Faculty members have pursued three lines of activity: **1) creative innovation in digital apps and gaming; 2) digital innovations in the study of special collections; 3) creative extension of forms of criticism, via film and other visual media.**

1) Digital apps and gaming: Two apps, one spin-off, and two games are at different stages of development, supported by Oxford University Innovation. Building a Writing Space is **an interactive writing app**, conceived by Bayley as an imaginative tool to assist 6th Form and university students learning to structure ideas effectively. Employing the principles and design imagery of architecture, the app teaches users to build arguments 'from the ground up'. It was given first-stage development funding of GBP60,000 from the University's Staff Innovation Fund and is in technical development.

LitHits, created by Shepherd-Barr (founder) and Paddock (postdoctoral researcher), is **an app aimed at breaking down barriers to reading** that arise from pressure of time, lack of familiarity with literary texts, or uncertainty in making new choices. It helps readers engage with literature by providing curated excerpts which are selected through innovative search tools. Initially funded by the 2017 Humanities Division Innovation challenge, LitHits has to date raised GBP105,574. It became a registered company in May 2020, and aims to launch commercially in 2021.

Ten-Minute Book Club is a spin-off from LitHits—an outreach collaboration between the Faculty and the Division, beginning 31st July 2020, designed as **a literary intervention to mitigate the social and mental-health damage of lockdown**. Based on the core concept and materials of LitHits, it provides free online resources for readers to create their own informal book clubs. Selected English Faculty post-holders wrote introductions for texts in their areas of expertise. This project is ongoing: at its mid-point (8 September 2020), it had 11,291 unique page-views.

One game has been fully developed and is now seeking investors: Mind-Boggling Medical History, **an online and physical card game is used as a training tool for nurses** (with wider public appeal). Its impact is described in ICS 04.

WillPlay is an educational resource designed for secondary school students by A. Williams, Hodge and Brown (both postgraduates in English) in collaboration with To Play For, a local games company. Using a machine-learning platform called Charisma.ai, WillPlay offers **online interactive engagement with Shakespeare's plays, mimicking contemporary social media forms, with linked learning resources**. In September 2020, it was granted GBP1500 development support money by NESTA after winning second place in an Alternarratives competition for innovative forms of storytelling for young audiences. Licensing agreements and spin out options are in development.

2) **Digital innovations in the study of early manuscripts and printed books**. External funding has enabled technical innovations in extraction and manipulation of linguistic content from digitized manuscripts. CLASP is a multi-layered **tool for mapping the transition from script to print** in ways previously unimaginable. Two Zooniverse projects funded by Shuttleworth's ConSciCom grant have demonstrated the value of **crowdsourcing for interdisciplinary study of literature and science**. Their methods and impact are described in ICS 04.

3) **Creative extension of forms of criticism**. Three projects have **used drama and film to take literary criticism off the page and explore its creative potential** with audiences outside the academy. Contagion Cabaret, adapting 19thC popular drama and music for the stage with interspersed educational talks is a subject of ICS 02. Demons Land, led by Palfrey, is a multimedia project reimagining Spenser's *Faerie Queene* as a seminal text of colonial history. Funded through two major AHRC grants, two TORCH KE Fellowships, Fell Fund, Australian Research Council, UQ, and the National Trust, Demons Land is designed so that each performance responds to its specific occasion and location (venues include Stowe; Dechaineux Arts Centre Hobart; UWA; University of Sydney; CAA, New York City). Most recently, K. Sutherland (Emeritus) has collaborated with Palma Studios, developing short films and an interactive writing game for the Jane Austen House website, introducing teenagers to Austen's teenage writings, linking to her texts (from Sutherland and Johnston's edition), and encouraging RADA students to go wild reimagining the stories. All three projects provide models for scaling up from small starting ventures to larger collaborations.

[The Open Research Environment Strategy](#)

In making progress towards an open research environment and effective sharing and management of research data, we have worked with the Bodleian Library to facilitate deposition of journal articles into Oxford's Open Research Archive. Beyond this core institutional repository we facilitate free public access to our published research and underpinning data via several routes. We have been heavily involved with or led University-wide initiatives concerning digital preservation and sustainability (the First World War Poetry Digital Archive was selected in 2019 as one of three projects for a scoping case-study). Websites for our Centres, Clusters, and Period and Subject Groups are cross-linked to publications and data storage sites. Externally funded grants provide dedicated resource for digests of research and related activity (see, for example, the TIDE project website). Many individual researchers maintain blogs. Researchers working with the Bodleian libraries and Oxford University Press produce free Open Access materials communicating the insights of exhibitions and publications—e.g. Ballaster's 'Opening the Edgeworth Papers', hosted on the Bodleian archives and manuscripts blog; and OUP blogs by Burrow, Larrington, Mendelssohn accompanying publication of books. Contributions to the national research environment around OA are detailed in Section 4.

We expect high standards of research integrity, and require staff to adhere to ethical, legal and professional frameworks implemented University-wide. The University is a signatory of the San Francisco Declaration on Research Assessment (DORA). Research involving human participants and personal data is subject to review by the University's Research Ethics Committee.

2. People

Staffing Context

It is a distinctive feature of the Oxford Humanities research environment that most permanent research staff (65 Associate Professors in English) have two separate employment contracts: one with the university and one with a college. Colleges support the research of 'joint' postholders; the 11 senior professorial staff employed solely by the Faculty have an association with a college

which may afford additional research support. 28 college-only employees, 9 departmental lecturers, 2 employees of the Continuing Education Department, 1 senior University office holder, and 6 externally funded postdocs (2 Leverhulme, 2 Marie Skłodowska-Curie, 1 Wellcome, and 1 GLAM employee) account for the rest of the 122 staff members submitted.

Clarification of contracts in the 38 colleges and 6 Permanent Private Halls and colleges plus expansion in our ECR community are the principal drivers behind the unit's growth from 87.79 FTE in the last REF assessment to 116. The 20 postdoctoral researchers, Junior Research Fellows (JRFs) and departmental lecturers submitted are those fixed-term early career staff still in post at the census date, out of a total of 85 holding such contracts during the REF period. Of that 85, 19 full-time postdocs and 1 part time came through external funding for the four largest research projects, 25 further fixed-term postdoctoral research positions were funded through standard and smaller grants. 40 Early Career researchers have held JRFs or Career Development Fellowships (research posts with some teaching) in colleges.

The balance between long-term and short-term contract staff is weighted heavily toward permanent staff. At the census date, 12% of our Faculty staff (7 of 90) are on fixed term contracts of 1-3 years, far lower than in most institutions (on most recent HESA data). Staff retention is high. Only 4 established researchers have left in this period to take up posts elsewhere, 6 members of staff have retired.

14 Faculty posts have been filled with a view to meeting the new strategic priorities. At senior professorial level, **Pratt** moved to the Drue Heinz Professorship of American Literature in 2016 with a remit to consolidate and expand scholarship in African American, Asian American, Latinx, and Native American literatures. **Hutson's** 2016 appointment as Merton Professor of English Literature supports the interdisciplinary expansion of early modern studies, while **Small**, appointed in 2018 to the redesignated Merton Professorship of Literature and Language, leads research in 19C literature and philosophy. We have extended Bibliography into the modern period with a new full Professorship (formerly a Readership): **Van Hulle**, appointed 2019, has technical as well as theoretical expertise in digital editing, and has already reconfigured our Masters and doctoral-level research training in this area.

The strategic aim of **increasing linguistic and cultural diversity across our historic and geographic range** guided replacement appointments for **9 permanent Associate Professorships** ('joint' Faculty/college posts) becoming vacant from 2017 and **one new Associate Professorship linked with Oriel**. The appointees are: **M. Williams** (medieval Wales and Ireland in the original languages, plus the minor Celtic languages); **N. Das** (early modern travel, race, migration and belonging); **Moshenska** (theory, embodiment, early modernity, creative criticism); **Sugimura** (Milton reception; intellectual history); **Taylor** (textual, dramatic and visual cultures, 1660-1830); **Dasgupta** (19th c. literature and urban space); **Emre** (20th c American, literary sociology); **Gaskill** (19th & 20thc American, race, children's literature, visual culture); **McAlpine** (19c poetry on both sides of the Atlantic, 20th and 21st c American poetry). **S. Das's** appointment at All Souls is also of benefit here (20C British literature, histories of war, empire and the senses).

Maintenance of strong links with European partners in the wake of Brexit has been a key strategic concern. 9 REF-returned members of staff self-identified as 'European'. In common with the rest of the HE sector we are glad to have confirmation of UK Associate membership status and eligibility for full participation in Horizon Europe. At the time of writing we await confirmation on details and timing for the first grant calls. In the interim, colleagues have been active in pursuing opportunities presented by existing and developing collaborations.

Appointment of **Van Hulle** at .8 FTE, retaining a .2 FTE post at Antwerp, has enabled digital editing **collaborations with Belgium**. He is PI on four ongoing Antwerp-based collaborative projects, funded by FWO Research Foundation Flanders and the BOF Antwerp research fund (cumulative value c. EUR2m, supporting 1 postdoc, 4 funded PhD students, 1 technical expert) and Co-PI on 4 further projects (total value EUR500K supporting 3 PhD Students, 2 postdocs). Their expertise is shared with our research community, including graduate students undertaking compulsory bibliographic training. Van Hulle's Directorship of OCTET will enable the relationship to grow through academic exchanges, conferencing, and joint funding applications. A GBP50,000 grant secured in November 2020 from the King Baudouin Foundation will fund OCTET's operational costs, including research assistance, development of the Beckett Digital Manuscript Project, organization of graduate workshops, international conferences, exhibitions and colloquia on manuscript research, and masterclasses in digital textual editing. With Dunning (Bodleian Curator of Medieval Manuscripts), Van Hulle is co-ordinating digital scholarship support to maximize the combined resources of OCTET, the Schwarzman Centre, Jesus College Digital Hub (launching 2021), and Antwerp collaborations.

We have been active in pursuing opportunities presented by **ties with Germany**. McLoughlin and Small have participated in workshops under the aegis of the University's Berlin Partnership, looking to build collaborations with the Universität der Künste. A first venture is McLoughlin's construction (with Jessulat et al.) of an online collection of urban silences assisting artistic composition and research into well-being. Evangelista has co-run a graduate school and research-led exhibition/event (2018-19) with Humboldt on 'transnational citizenship', funded by the Oxford-Berlin Partnership. His AHRC-funded work on literary cosmopolitanism generated follow-on funding for collaboration with Humboldt, the Literaturhaus-Berlin, the Stephen Spender Trust, and the Bodleian, preparing a research-based exhibition exploring British writers' responses to Berlin. Murphy held a Fellowship at the Freie Universität, Berlin, 2015, working with Traninger, and serves on the steering committee for the Oxford-Berlin Enlightenment Hub, whose 2019 conference prompted a further collaboration with Günther. Boehmer remains part of Marie Skłodowska-Curie funded ITN network group Constructions of Home and Belonging (completed 2014). She is Oxford PI for a current Oxford-Berlin Seed Funding Project (2019-20) studying Autofiction in Global Perspective. Shuttleworth held a Fellowship at the Max Planck Institute for the History of Science, 2015, with conferences in Berlin and Oxford. All these ventures open possible routes to future ERC collaborations through Germany.

Evangelista worked closely with CNRS, **Paris** over 2017-18, setting up graduate workshops and seminars on the topic of 'the transnational literary field' and establishing collaborative relationships that may yield funding opportunities. Recent Visiting Fellowships to Paris by Marcus and Ghosh widen the number of contacts.

Similarly, the Oxford-Venice initiative has enabled two researchers to work with the rich collections of the Fondazione Giorgio Cini and expanded our Italian connections.

Support for permanent staff

A cornerstone to ensuring that our permanent researchers can maintain, develop and enhance their research careers is entitlement to research leave. Permanent postholders continue to have one term in seven as dispensation from teaching, with maximum accrual of one year. Part-time postholders are treated identically (*pro rata*). Requests for leave are assessed by the Faculty's Planning, Personnel and Resources Committee, on which the Director of Research sits *ex officio*. Unpaid leave may be granted for colleagues to take up research posts and visiting

professorships elsewhere (Lewis at Princeton; Mukherjee at Johns Hopkins). The Faculty agreed in 2018 to grant additional teaching relief to PIs and Co-Is of major collaborative research grants, proportionate to percentage of time spent on the grant, enabling them to project-manage effectively. A Strategic Fund has been created to help fixed term staff (e.g. DLs, ECFs) not normally entitled to research or sabbatical leave, financing short-term teaching buyouts, research assistance with proof-reading, or reference checking to assist completion of major publications. Research leave entitlements were unchanged during the pandemic. 3 recently appointees applied to the university's Covid Rebuilding Research Momentum Fund to alleviate the impact of family sickness, caring responsibilities, and/or home schooling; 1 was awarded teaching relief for 2022.

The probationary process for those in permanent posts extends over the first five years in post. Research training for staff and graduate students is provided through the Division and the University's Centre for Teaching and Learning (CTL). Personal and professional development training, including Equality and Diversity and implicit bias training, with specific programmes for women, is available via the People and Organisational Development Team.

There are **two active forms of appraisal and development review** for Faculty post-holders: (1) a compulsory discussion is held every year between the Chair of Faculty Board and appointees in their Initial Period of Office (IPO). Targets are agreed, with advice on teaching and administration. All new post-holders are assigned a mentor and an assessor from among senior post-holders. The mentor has a formal meeting annually with the post-holder, and provides support as needed. Evaluation is conducted at interim and final review through observation and reports by the post-holder, the faculty assessor, and the Faculty Board Chair. These are considered by a Faculty Review Committee (including the Director of Research), with further reports from two expert external assessors of research achievement at the final stage. (2) The Faculty Board Chair conducts one-to-one compulsory 5-year appraisal/development discussions with Faculty post-holders (on average, 10 p.a.). These measures have, we believe, substantially improved our implementation of the Concordat to Support the Career Development of Researchers.

The Faculty has oversight through Research Committee of all researchers' progress, across the career trajectory, through a long-compulsory **annual 'research return' exercise**. Not part of the formal appraisal process, the returns can enable additional mentoring. We have introduced more opportunities to hear about each other's research: Faculty, early career and doctoral representation as speakers at research seminars has increased, as have initiatives to discuss work-in-progress.

The main route to **progression for those in permanent posts** is through two formal means of recognizing and rewarding excellence: the award of a titular professorship, with a small salary increment, via the Recognition of Distinction process; and further increments in salary via the Professorial Merit Pay Scheme. From a total of 43 Faculty and College applicants in the REF period, 32 Associate Professors have been awarded the title of Professor. Professorial Merit Pay is open to all those with the title of full professor. Applications are invited annually for salary increments on a revised scale. Since 2016, 19 applications (near-exactly balanced as to gender) have gone forward from a potential group of 26 eligible applicants. 15 were successful, with female applications marginally more successful than male. Fixed-term research staff whose role has grown such that they are required to work 'above' their grade can apply to be regraded.

Early Career Support

A key concern is to **ensure that our many early career scholars are equipped to compete in a very constrained job market**. We have **improved our contracts, governance, and mentoring** in this period. We have extended the provision of a **Faculty mentor** (required for Leverhulme and British Academy post-docs) to all postdocs and departmental lecturers. Mentors meet with mentees at least once a term in the case of departmental lecturers, less frequently with postdocs (who have PIs advising them)—discussing research progress, advising on publishing and conference activities, assisting prioritisations, and in many cases providing references and job application advice. Mentees are encouraged to complete the annual research return so that their progress can be reviewed by the Research Committee. Junior Research Fellows in college are mentored by permanent staff in English there. As part of our REF preparation, all Early Career researchers on contracts terminating in the year before the census date were offered the chance to have their published work, and work in or soon to be in press, reviewed by one of our external readers.

The Director of Doctoral Studies now sits on Research Committee alongside a representative of the ECR community, so that the Committee has oversight of all research activity from PGR level upward, and the ability to assist greater integration between career stages. **Targeted career-development talks are provided** by the Director of Doctoral Studies and the Research Staff and Students Training Co-ordinator, with further **training events (including interview preparation) organised by the English Graduate Organization (EGO)**. A DPhil student is paid to support the EGO programme of career development talks and liaise with Faculty. A well-attended *English Graduate Careers* day in March 2020 covered CV-adaption (Leneghan); the ECR experience (Sawyer); publishing careers (Careers Service) and Library/Archive Careers (English Faculty Librarian). Topics for the November 'Getting Your Writing Out There' drop-in day were academic blogging (Varnam); conferences (DPhil panel); publishing in journals (Burrow); and turning your DPhil in to a book (Marcus). A remote 'Preparing for Learning and Teaching at Oxford' afternoon was delivered to DPhil students in lockdown. EGO organises an annual conference and publishes an annual journal and its own online journal, *Oxford Research in English*, now in its 11th annual issue.

The Faculty keeps all research staff and students informed of their obligations and general good practice around ethical use of data, including fair use of quotations, with training provided by the English Faculty Library and Bodleian Libraries. Researchers working with human participants and personal data are trained to respect the dignity, rights and welfare of those concerned: they are required to undertake integrity and ethics courses overseen by the Central University Research Ethics Committee (CUREC). All ECRs and visiting researchers are directed to these resources when undertaking (e.g.) interview-based research or working on archives in private possession. Online courses on 'Good research conduct', 'Working with human participants', and are extensively utilised – e.g. by the many researchers working with schoolchildren.

Postdocs and doctoral students are encouraged to **integrate closely with their period and subject groups**. Several have helped to run the regular seminars, and some have started their own seminar and reading groups. Numerous conferences and symposia have been led by postdocs and doctoral students, including: Edward Thomas; Sylvia Plath; Modern Book History; Cinema and Modernism; Modernism and Visual Culture; Colonial and Post-colonial Cultures of the Book; and Jewish Identity and American Writing. Two Queer Modernisms conferences were organised by doctoral students in 2018 and 2019. A Faculty-based group Romanticism and Eighteenth-Century Studies at Oxford operated 2015-19; led by two doctoral students in English, it secured TORCH network status. Many fixed-term contract researchers are involved with TORCH interdisciplinary programmes and networks, and it is a funding requirement that there be evidence of collaboration and co-operation between senior research staff and those in earlier career. Examples of groups led by younger members include the Queer Studies and Comics networks.

A popular initiative by EC researcher A. Kelly, with funding from TORCH and the English Faculty, has been an **Early Career Writing Support workshop** (writing 'boot camp'), meeting frequently from 2015 (ongoing). Clear gains in writing productivity, critical confidence, and morale were detailed in Kelly's *Times Higher Education* article, 2017. From 2018, Early Career and graduate researchers benefitted from the **Baillie Gifford Writing Partnerships Programme** established through the Humanities Division Research Development and Training Programme with the similar goal of encouraging good writing habits and tackling potential feelings of isolation. 18 English graduates participated in 2019-20 (the only year of data). The Faculty warmly encourages its PGRs to make the most of the training and personal development opportunities offered by the University's Learning and Teaching Training programme. The CTL offers routes to a Postgraduate Certificate in Teaching and Learning in HE and an accredited Teaching Recognition Scheme. The University's Language Centre supports our students' language skills, and offers 11 online courses in addition to many courses on-site.

We see the benefit of these support structures in our **early career scholar destinations**: the great majority have progressed to further academic employment in the UK or abroad. In several cases, doctoral students have found employment as postdoctoral RAs, then progressed to junior research fellowships or independent postdoctoral research roles on major grants. 5 former ECRs moved into HEI administration; 2 into library/museum curation; 2 into secondary teaching; 2 are freelance writers.

Recognition of Staff Achievements

We take pleasure in recognizing the publications, impact, and other achievements of our research staff. 5 Faculty members have been elected to the British Academy (Shuttleworth, 2015; Orchard, 2015; Hutson, 2016; Small, 2018; Stafford, 2018; Burrow, 2020). Poole was elected to the Society of Antiquaries of London in 2015. Two Faculty members have been elected to the Royal Society of Literature (Douglas-Fairhurst, 2015; Boehmer, 2019). N. Das was elected to the English Association in 2020. Bate received a Knighthood for Services to literary scholarship in 2015. Larrington received an Order of the Falcon 2019 for services to Icelandic literature in 2019. Marcus received an honorary degree from Kent in 2016.

The following 26 Faculty members were awarded prizes for research quality: Maguire and Smith shared the Calvin and Rose G. Hoffman prize for a distinguished scholarly essay on Christopher Marlowe (2014); Moshenska, the Isabel MacCaffrey Award (2014); Mukherjee, British Academy Rose Mary Crawshay Prize (2015); Wakelin, DeLong Book History Prize (joint winner, 2015); Bate, Biographers' International Organization Best Biography (Arts and Literature) (2015); Kalisch, Ambassador's Essay Prize (2015); Boehmer, Biennial European Society for the Study of English (ESSE) Prize (2016); Moshenska, Louis Round Wilson Prize (2016); Sullivan, Gordon Duff Prize in the Arts of Manuscripts (2016); A. Sutherland, Beatrice White Prize (2017); Bennett, Rose Mary Crawshay Prize (2017); Johnston, RES Editor's Choice (2017); Van Es, Costa Biography Prize (2018), Slightly Foxed Best First Biography Prize (2018), and Costa Book of the Year 2018 (awarded 2019); Gerrard, OxTALENT award (2018); Hutson, Roland Bainton Prize for best reference book (2018); Bevis, *Poetry Magazine* Editor's Prize for best feature article (2018); Van Hulle, MLA Prize for a Bibliography, Archive or Digital Project (2019); Boehmer, Olive Schreiner Triennial Prize for Prose (2019); Sullivan, T.S. Eliot Poetry Prize (2019) and John Pollard Foundation International Poetry Prize (2019); Moshenska, Philip Leverhulme Prize (2019); MacKay, British Academy Rose Mary Crawshay Prize (2019); Emre, Philip Leverhulme Prize (2019); Das, Hindu Literary Prize (2019); Anand Coomaraswamy Prize (2020) and ESSE Book Prize (2020); Turner, Rose Mary Crawshay Prize (2020).

Faculty members held Visiting Fellowships all around the world: Mukherjee (Humanities Research Centre, Australian National University, 2014); Sawyer (Huntington Library, CA, 2014); Wakelin (Center for Medieval and Renaissance Studies, UCLA, 2014); Pratt (Emory U, 2015); Sullivan (Harvard University, 2015); Ashe (Harvard University, 2016); Atherton (Dusseldorf, 2016); Marcus (Zurich, 2016); Marcus (Washington, St Louis, 2017), Huntington Library, 2018); Womersley (C.F. von Siemens Stiftung, Munich, 2018); Mukherjee (Johns Hopkins University, 2019); Wakelin (Huntington Library, 2019); Cattaneo (Marsh's Library, Dublin, 2019-20); Ghosh (Ecole Pratique des Hautes Etudes, Université de Paris), 2020); Marcus (Institut d'Etudes Avancées de Paris, 2020); Shuttleworth (University of Dunedin, NZ, 2020).

We have seen pleasing successes with Oxford's internal award schemes including two Vice Chancellor's Public Engagement Awards (Ratcliffe; Shuttleworth) and a VC's Diversity Award nomination for Mendelssohn's research-led exhibition 'Making History', celebrating the first generation of queer and black undergraduates at Oxford.

Research Students

Around 35 postgraduate research students are admitted to the Faculty each year. With **157 PGR students** in place (end of 2020), Oxford has the largest doctoral community in English in the UK. Its current size represents a substantial increase from 121 in 2014, though with some fluctuation year on year. **299.5 research degrees were awarded in the REF period** (the .5 reflecting a few shared supervision arrangements across Faculties).

68% of our current cohort are funded, with 36 individuals in receipt of AHRC grants and the remainder supported by a variety of charitable and overseas sources. Data for the period 2016-2019 show 50% PGR places in English were *fully* funded (contrasting favourably with 45% for Humanities PGR across Oxford Humanities, and national averages of around 15%).

Success in the 2018 round of competitive funding for AHRC doctoral training centres has boosted doctoral work in book and manuscript history. Collaborating with the Open University and Cambridge, and strategically partnered with the BBC World service, the National Trust, and British Telecom. 5 funded doctoral students are based in English, working on subjects across our historical and subject range. We took the lead on the Humanities Division's application to the Leverhulme Doctoral Scholarships scheme. As of the start of the 2020 academic year we have 4 students funded by that route.

Funding Source	Students funded, 2014-20
Arts & Humanities Research Council – AHRC	36
Charitable foundation (other)	6
Other	11
Overseas – other funding	5
Overseas – other repayable loan	1
Overseas government	4
Overseas institution	3
Rhodes Scholarship	2
Student's employer	1
University of Oxford funds	20
Self/Family Paying	41
Total	130

The English Faculty supports each postgraduate student with research expenses over the course of their studies. A TORCH-administered AHRC-funded Graduate Fund provides competitively allocated monies for student-led interdisciplinary projects in three streams: conferences; Public Engagement with Research projects; and creation of research podcasts.

18 projects led by research students in English have been assisted since 2015. The Faculty and the Vice Chancellor's Fund offer competitive funding for tenth terms (the latter recently revised to make economic need the sole criterion). One doctoral scholarship holder benefitted from the University pandemic hardship fund, paralleling extensions from the AHRC and other funders. We are committed to equal opportunity in the recruitment and support of graduate students, and to supporting graduates with children through nursery provision and flexible working.

Equality and diversity

The new Faculty governance structure introduced in 2019 created an Equality and Diversity Committee, with representatives of early career, college-only and P&S staff, as well as UG and PG students.

Our successful **Athena Swan Bronze** award helped improved our understanding of where better support was needed for **gender equality**, identifying practical and specific measures to assist women's research careers and maintain the pipeline through Higher Education from graduate recruitment to major grants and funding. We have put in place measures to ensure that equality and diversity are considered at the point when period-group rankings of applications to the DPhil programme are collectively assessed. We have also more actively encouraged grant resubmission. In summer 2018 we developed a project entitled 'Telling Our Story Better'. Led by Ratcliffe and Dasgupta, this project transformed the visual and virtual spaces of the English Faculty, using shared story-telling and critical reading by staff, students and alumni to capture and promote equality and diversity in our subject. The Communications Officer monitors the proportion of women featured when promoting research achievements. The effectiveness of these measures remains under close review.

We have long recognised the lack of racial and ethnic diversity in the Faculty's staffing. 58% of our staff identify as White, only 3% as BME (the remainder not declaring). Black Lives Matter has concentrated minds and fund-raising efforts on making a difference through new hires. We are working with the Humanities Division and colleges (two, in the first instance) to drive fund-raising for new posts. Two upcoming permanent posts (2021 and 2022) are being directed towards appointments with expertise in (one or some) of the following: postcolonial literature, World literature, Black writing, contemporary critical race studies.

Sustainability of future research and impact objectives

Delivery of the UoA's strategy to 2024 (pp. 2-3) has, as everywhere, become far more challenging with the introduction of two external factors: Brexit, and the Covid pandemic. Key aims around diversification within the discipline, support for interdisciplinarity, maintaining our OERs, improved communication, and technical innovation are largely within our control, in discussion with the Division—involving decisions around designation of new posts and deployment of core budget and human resources. The scale at which we can realise our ambitions is, however, dependent on continued success with external grants. We are now familiar with the fluctuations in annual research income that can result as multiple large projects come to an end. (See data provided in Sections 2 and 3 on the effects of expansion and contraction as two major grants ran their course.) Planning future research grant applications to protect our operations against unevenness is a priority.

Our greatest concern is the employment conditions facing the current generation of early career researchers looking to progress from doctoral to post-doctoral stage, and then into secure academic employment. We are gearing internal as well as external funding applications to support their work and afford them ongoing research independence.

3. Income, infrastructure and facilities

The unit's **external funding income** averaged **GBP1,864,483 p.a.** As Table 1 shows, the value of new grants secured is uneven year on year, but annual income from awards (Table 2) has not dropped below GBP1.3m. The high point of nearly GBP2.5m in 2017/18 was achieved thanks to the two major grants run concurrently by Shuttleworth overlapping with the start of major grants to Orchard and Solopova. Table 2 shows two peaks in grant successes by total award value, first in 2013/14 then again in 2015-16. Success rates for grant applications peaked in 2017/18 at 50%. After a dip to 30% in 2018/19 they have risen again to 43% through concentrated effort on quality control.

Table 1: New External Awards p.a. by Total Value

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
GBP	1,086,122	3,021,528	1,372,956	524,716	570,727	1,282,115

Table 2: Income p.a. from External Awards (GBP)

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total
1,191,366	2,066,424	1,768,205	2,261,354	2,480,740	1,966,557	1,316,734	13,051,379

Income types: In addition to the major grant successes, UK charities income was strong over this period (over GBP300K on average), primarily deriving from success with Leverhulme Research Fellowships and BA Fellowships, both of which have been important routes through which some in mid-career have advanced major monographs and editorial projects.

Table 3: Income Source (GBP):

Funding Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Research Councils	487,363	792,943	930,176	1,172,899	1,089,309	534,512	253,199	5,260,402
EU Government	249,413	290,879	448,665	526,107	680,762	897,064	716,713	3,809,603
UK Charity (QR)	296,264	389,822	294,254	360,575	298,426	259,426	250,083	2,148,850
Non-EU Charity (QR)	151,943	126,427	95,242	69,597	227,251	79,232	96,436	846,128
RDEC		460,583	-1,562	53,164	7,931			520,117
Non-EU Other	6,529	4,557	547	41,009	112,560	179,731		344,934
UK Charity (no QR)			882	38,002	64,502	16,592	302	120,280
UK Public Sector	-147	1,211						1,064
Total	1,191,366	2,066,424	1,768,205	2,261,354	2,480,740	1,966,557	1,316,734	13,051,379

Our competitively awarded [internal grant income](#) from Oxford totalled **GBP1.8m over 2014-2020 (from GBP2.9m bid for)**. That sum includes **GBP1.472m in John Fell Funding (from GBP2.31m bid for) by comparison with GBP596K in Fell Funding reported in the last REF cycle**. Major Project Awards have been by far the most important in terms of monetary value, followed by Early Career Support. The KE and Impact Funding has enabled 42 impact-targeted projects (visible in our ICSs).

Table 4: Total Internal Awards by Category, 2014-20

Award	Collaboration & Partnership	Early Career Support	Knowledge Exchange & Impact	Major Project	REF Support	Total
Total (GBP)	54,202	516,060	185,504	966,039	43,653	1,765,458

Sustainability of income levels:

We have been active in nurturing applications that may help to address potential loss of access to early-career funding. Hutson's ERC Advanced Grant application, submitted Sept 2020 (recently progressed to Stage 2) is our single largest attempt at sustaining the scale of our postdoctoral-level activities; bolstered by three UKRI Future Leaders Fellowship applications submitted in June and one in Dec 2020. One, to date, has secured assessor reports that raise hopes of securing its PI (Riach) and a post-doc for five years. Going forward, we will encourage collaborative and ambitious applications where senior professors mentor and support teams of research associates and early-career co-applicants – Small, Pratt and Wakelin all have plans in the pipeline; but we have also built a strong cadre of grant application and management experience among middle and senior career colleagues and continually look to expand that capacity. Leverhulme and British Academy Fellowships provide valued opportunities to advance individual research projects.

Facilities:

The English Faculty has remained based in the St Cross Building, shared with the Law Faculty and the English and Law Libraries and managed by the Estates Department. The building underwent **major refurbishment works** from 2016 to 2018, improving accessibility. An attractive new foyer area was created, leading to a relocated Faculty Office – increasing our visibility and providing an inviting space for students, academics and visitors. In addition to 'Telling Our Story Better', temporary displays have included an art exhibition responding to 20th-century dystopian literature.

The **Stephen A. Schwarzman Centre for the Humanities** is immensely exciting for researchers in English. The connectivity it will provide between Faculty, postdoctoral researchers, and graduates (currently dispersed around the St Cross Building and across colleges) will transform daily working experience, with bespoke Faculty offices and classrooms alongside those of other Humanities faculties enabling regular ad hoc exchanges harder to achieve in the existing environment. Accommodation for OCLW, proximity to Music, Philosophy and the new AI centre, and an integrated library with Philosophy, will give stimulus to the many researchers working across Humanities disciplines. Dedicated performance and viewing spaces will hugely improve operating conditions for practise-based research in theatre, drama, and film. Vitaly, the Schwarzman Centre will enable public engagement and impact planning, enabling us to build sustainability into key collaborations with other organisations.

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

Contributions to Research Policy Development, Funding Bodies, and Subject Representation

The Faculty has played a part in **supporting the research base for English Literature and Language nationally**:

Shuttleworth was appointed Chair of the Research Award Advisory Committee for the Leverhulme Trust in 2018. She served on the BA Council (2016-19), and its Standing Committee (2017-19), which oversees BA strategy and all policy reports, including *The Right Skills*, which contested the narrow definition of disciplinary 'value' set out in the government's objectives for science, R&D, and the industrial strategy – making the case for arts, humanities, and social sciences skills. In 2020 she took on the role of Treasurer and Vice President, working with the President and CEO to oversee the Academy's submission to the Comprehensive Spending Review and mapping out BA research and policy strategy for the next five years.

Sutherland chaired the Advisory Board of the AHRC/British Library funded 'Academic Book of the Future' Project, 2014-16, which produced 2 complementary reports: one summarizing the activities and conclusions of stakeholders (academics, libraries, publishers, booksellers), the other addressing policy. Open Access was a key issue: the project explored various business models for monograph OA, tackling ongoing tensions around dissemination, consumption, and preservation of arguments and data. Shuttleworth has overseen the BA's position papers on OA, and its inclusion in the recent bid to BEIS for the Comprehensive Spending Review. Gillespie and Wakelin have represented the concerns of the Early English Text Society and other publishing societies in various forums, including the British Academy and an Oxford Divisional meeting with Geoffrey Crossick (also submitting to the Crossick report consultation process). N. Das was a member of the Crossick working group.

Three members of the Faculty have assisted Research English through the 2014 assessment process and the planning for REF2021. N. Das is a Council member of Research England, and a Member of the Institutional Environment Panel for REF 2021. Boehmer was a full panel member (including at the criteria-setting phase) for REF2014, and Bradshaw served as an assessor; Small is a 2021 Panel Member.

Several experienced researchers serve as reviewers for UK and overseas funding councils: N. Das is an AHRC Strategic Reviewer and UKRI Future Leaders Fellowships reviewer; Pratt and McLoughlin were both appointed to the AHRC Peer Review College in 2014 and 2019 respectively. Gillespie, Hutson, Shuttleworth, Marcus and Small have served on British Academy Standing Committees of Sections assessing grant applications: Hutson serves on the Research Awards Committee, Stafford assessed Global Professorship bids to the BA, and has been an assessor for UKRI and the Irish Research Council. Small and Ballaster have each assisted the Norwegian Research Council/Forskningsrådet with grant allocations over several years.

Our involvement with University English has continued to be close, with changing personnel. Small left the Executive Board in 2014; Perry joined 2015; Ballaster joined 2018.

Numerous colleagues serve on the editorial boards of journals. In total we have provided editorial leadership for 16 journals, including *New Medieval Literatures* (Ashe); *The Library* (Poole, Co-Editor); *Shakespeare Survey* (Smith); *Journal of Beckett Studies*; *Women: A Cultural Review* (Marcus); the *Los Angeles Review of Books* (Emre, Senior Humanities editorship, 2014-19); and *Inscription* (Smyth, co-founder editor). We are active on the boards of 41 more, including *Viking and Medieval Scandinavia* (Larrington); *Journal of Victorian Culture* (Evangelista and Small); *Novel: A Forum on Fiction* (Pratt); *International Yeats Studies* (Stubbs, Reviews Editor); *Wasafiri* (Boehmer); *Cambridge Journal of Postcolonial Literary Inquiry* (Mukherjee); advisory board members for many more. Three long-standing English journals continue to be edited from our Faculty: *Essays in Criticism* (Perry and Johnston), the *Review of English Studies*

(Wakelin and Burrow), *Notes and Queries* (Black [Emeritus] and Orchard). Series editorships for presses include the Early English Text Society (Gillespie), Brepols' *Fabulae: Narrative in Late Antiquity and the Middle Ages*; Anthem Press's Nineteenth-Century Studies (Douglas-Fairhurst).

Many of our researchers have been **co-investigators for collaborative ventures with other institutions**: we have contributed to the Stuart Successions Project (led from Exeter; Co-I Kewes); and are participating in the Richardson Editions Project (AHRC, led from QMU London; Co-I Marcus; Postdoctoral RA Guy); the PEN project (AHRC, led from UEA; Co-I McDonald, St Hugh's); 'Modern Fairies and Loathly Ladies' (AHRC, led from Sheffield; Co-I Larrington); 'Social Networks and Pre-Modern Literature, 1300-1600' (AHRC network, led from Exeter; Co-I Perkins); and 'Literary Languages in Victorian Britain' (AHRC network, led from St Andrews; Co-I Mugglestone).

External engagement levels evidence the extent to which our research environment is assisting the research community for English Language and Literature well beyond our own staff, students, and local hinterland. Annual lecture series, including the Oxford Wells Shakespeare Lectures, Clarendon Lectures, Professor of Poetry Lectures, D. F. McKenzie Lecture on Bibliography, Lyell Lectures on Bibliography, and Bateson Lecture (all run by Faculty members), continue to serve the subject as a whole, drawing very large audiences to hear leading international figures in the discipline. The social media statistics for our Research Centres and their seminars are strong (Section 1). Uptake for these curated sources of information about current developments in specialist areas of the discipline extends across the UK, Europe, North America, and Africa.

Support Given to Secondary Education

The English Review remains a crucial vehicle for nurturing English in schools. Continuing in its mission (since 2008) to deliver scholarly but accessible articles on literature and language, the magazine delivers current research and research-led debates direct to secondary school teachers and students. UK print circulation (paid for by subscription) stands at c. 2000 copies. Around 120 schools subscribe to the online archive with additional supporting material for teachers and students (the 'e-review', often covering topical subjects between issues—e.g. the bicentenary of George Eliot's birth, 2019). Since 2014 three Faculty members have served on the editorial team: Ratcliffe (2013-2015), Nuttall (2015-2019), Mendelssohn (2019-present).

We have continued to **integrate schools outreach with research engagement** wherever possible. Our schools outreach programme (for which we have a dedicated administrative team member) serves the subject well beyond its relation to our own admissions, and is backed by increasingly deep activity from colleges across the UK regions (working within the university's outreach regionalisation programme). Until Covid-19, we welcomed large groups to Open Days (two in early summer, one in September), attracting c. 190 attendees in each hour. We have run state-schools-focused open days in March, for c. 80 students and 20 teachers. In addition to an annual Teacher conference in April, a termly English teacher newsletter (with 83 opt-in list subscribers) provides a 'teaching resource of the term', where the Outreach Officer highlights the freely accessible research-based resources to support English Teachers. Regular communications about research projects and publications reach school audiences via our Twitter account and other social media, college-organised outreach events, and school visits to colleges. Three DPhil students travel with the Outreach Officer in the autumn term to deliver regional visits to state schools across Lincolnshire, the North East, and counties which border Oxfordshire.

N. Das brought to Oxford her ongoing partnership with the Runnymede Trust, UK's leading race-equality think-tank, on the teaching of migration, identity, belonging, and empire in schools. *Teaching Migration, Belonging, and Empire in Secondary Schools*, the first substantial report on this subject, was co-written by Dr Jason Todd (Education Department, Oxford), Das, and Kimberley McIntosh (Runnymede), making recommendations for framework and policy change. It was launched at the Houses of Parliament, Palace of Westminster, 4 July 2019.

ICSs 01 and 05 detail the impact of our OERs in the secondary sector.

Contributions to the Oxford English Dictionary

Language experts have continued to engage critically with the *Oxford English Dictionary* as a form of cultural representation. Brewer and Mugglestone have been closely involved, their research feeding back into *OED* as the lexicographers follow research entries on Brewer's Examining the OED website and Mugglestone's English Words in Wartime blog. The blogs are serving a wider research constituency (for example, Julian Walker's acknowledged debt to Words in Wartime as the evidence base for *Words and the First World War*, 2017). A 2019 meeting between English researchers and OED researchers generated a webinar led by DPhil student Megan Bushell, deepening the OED's understanding of Latinate influences on older Scots (taking Gavin Douglas as a test case). The model suggests a route to further impact with *OED* in the future. A John Fell grant (Nov 2020) will support a pilot project, led by Brewer through 2021, to digitise the correspondence of the *OED*'s chief editor, James Murray, with annotated transcriptions detailing how letters relate to the content and development of the dictionary. The project will underpin funding bids to digitize the Murray papers in their entirety.

Assistance to the Research Base Overseas

Our researchers have made extensive contributions to the research base in **South Africa and India**. Boehmer convened a workshop at the University of Witwatersrand, Johannesburg, as part of the Leverhulme funded Planned Violence: Post/colonial Infrastructure and Literature network project, 2014-16. WiSER, the multidisciplinary centre at Wits, is a partner (along with JNU, Delhi India, KLC, Warwick and Oxford). A Rhodes Trustee, and biographer of Nelson Mandela, her contributions to the Mandela Rhodes conference marking his 100th birthday included mentoring interactions with students from across the Continent. She has been closely involved in the Trust's successful efforts over recent years to diversify its fellowships and scholarships and respond to the political urgency of the Black Lives Matter and Rhodes Must Fall campaigns. She is the PI on Strand 3 of a 5-year GCRF funded 'Acceleration' project, based at Cape Town and Oxford, starting with a Visiting Research Fellowship at the Stellenbosch Institute for Advanced Study, Jan-April 2020.

P. McDonald has worked closely with South African researchers and archives as a co-investigator on the AHRC PEN project. Working since 2017 with PI Potter (UEA) and Zecchini (CNRS, Paris), and with project partners International PEN (based in London), South African PEN (Cape Town) and All-India PEN (Mumbai), the team has organized the PEN archive, written up its history, created an exhibition, and arranged a one-day international event in Cape Town.

Supported by a Newton Advanced Fellowship and the Australian Research Council, M. Kelly and South African collaborator Wittenberg (Western Cape) led the Coetzee: Other Arts, Other Languages conference (Oxford, 2017), establishing new trans-national connections between writers, translators and critics across Europe, Africa, N America and Australia. Coetzee's public reading (audience, 250+) assisted a documentary feature film; a linked exhibition of his photography engaged local schools and generated new resources on Great Writers Inspire.

Our researchers active in South Africa all feature on the university's AFOx and AFIND websites, which provide a public index of active research ventures on the African continent.

Connections with India have partly constellated around assisting global networks of Humanities advocacy. Boehmer and Small hosted Brinda Bose and Prasanta Chakravarty in 2016, building on an existing collaboration with the Global Humanities initiative (Virginia) to develop understanding of the differing political and cultural situations facing the Humanities globally. McDonald (St Hugh's) and Mukherjee hosted eminent cultural critics Rosinka Chaudhuri (Calcutta) and Supriya Chaudhuri (Emerita, Jadavpur) in 2019, aiding stronger UK

understanding of challenges in Indian higher education policy (including the curbing of intellectual liberty).

A substantial boost was given to on-the-ground collaborations in India by AHRC funding for Mukherjee's research project 'The Psychic Life of the Poor'. Working with mental health and social care institutions in Bombay and elsewhere in India alongside comparator organizations in London and New York Mukherjee has uncovered the largely-lost history of the 'free clinic' movement, initiated by Sigmund Freud in 1918 to dispense free or low-fee psychoanalysis, and leading to the creation of mental health co-operatives throughout the world. (See also ICSs 02 and 05 for educational impact in India.)

The ICSs submitted provide glimpses of a broad range of **contributions to the national and international research base** in the course of achieving wider social impacts. Activities not covered in Section 1 or ICSs, include an important feedback loop from theatre collaborations into enrichment of the theatre research base (e.g. via Taylor's R/18 collective).

Assisting the Discipline during Lockdown

The inhibiting effects of the Covid-19 lockdown on the level of our research activities have been touched on at several points in this Statement. In common with many other institutions we have been able to nurture an extraordinary amount of activity online – almost all of it freely available to audiences across the Higher Education system and beyond. In addition to the LitHits initiative, our researchers have contributed extensively to TORCH's main lockdown initiative, 'The Big Tent', recording podcasts, interviews, discussions with creative practitioners, and (as detailed in ICS 02) an adapted version of 'Contagion Cabaret'. ICS 05 gives an indication of the extraordinary audience numbers and reach.

Contributions to the economy:

The GBP185K internal funding for Knowledge Exchange projects is a best estimate for our economic contributions to the national economy (including paid academic labour) beyond 'normal business'.