

Institution: University of Worcester
Unit of Assessment: 27 English Language & Literature
<p>1. Unit context and structure, research and impact strategy</p> <p>Context and structure</p> <p>The English Studies team at the University of Worcester (UW) has created a diverse and interdisciplinary research culture in which a strong base in literary scholarship is complemented by contemporary media and cultural studies, Creative Writing, and language studies. The team remains relatively small, but has expanded significantly (from 8.0 FTE) since REF 2014, reflecting institutional confidence and investment. There are 16 (14.9 FTE) Category A researchers plus one leaver in this submission. Of these, ten members of staff work in English Literature (9.2 FTE), three in Media & Cultural Studies (3.0 FTE), two in Creative Writing (1.7 FTE), and one in English Language (1.0 FTE). Staff contributing research on historical and modern literature are: D. Arnold, L. Arnold, Bradshaw, Cinpoes, McGowan, Standlee, Young, and Webb, as well as the leaver Mueller. Devine and Hardy produce research on literary themes in relation to social and religious history. Staff contributing practice-based research in Creative Writing are Stacey and Wareham Morris. Staff contributing research in media and cultural studies are Mitra, Parham, and Wolfe. Kailoglou is unique in contributing sociolinguistic research.</p> <p>The English research team is located in the School of Humanities, which also supports submissions to units 28 History and 33 Music, Drama, Dance, Performing Arts, Film and Screen Studies. The subject teams have complementary research interests, and there has been considerable potential for interdisciplinary collaboration, for example in early modern culture, Gothic, and gender studies. This reflects a commitment to inter- and multi-disciplinary research activity among the English team, which is also seen in its range of PGR supervision.</p> <p>At the time of our last REF submission in 2014, the English unit was part of the Institute of Humanities and Creative Arts. This Institute was restructured in 2017 into two schools - the School of Arts, and School of Humanities. This restructuring created new opportunities, as research groups were consolidated and new groupings emerged. The School of Humanities now sits within the College of Arts, Humanities and Education. The new College structure was implemented in 2018/19 to ensure greater support for Research and Knowledge Exchange and Learning and Teaching in Schools, more consistency of practice and wider sharing of good practice, and increased opportunity for cross and inter-disciplinary activities. College Directors of Research and Knowledge Exchange and of Learning & Teaching were appointed to meet these objectives (REF5a 1.5).</p> <p>The English unit at UW seeks to learn from past evaluations, to consolidate and build on notable strengths, and to initiate new activities which will further diversify the subject and build international reputations. Our research ranges from original poems and performances, to literary criticism and cultural theory, to ethnographic language studies and computer-assisted linguistic analysis. Striving for excellence in all areas therefore entails the celebration of diversity in 'English Studies', and a commitment not only to pure subject specialisation, but also to the interdisciplinary work which challenges traditional boundaries.</p> <p>Belief in diversity and innovation will lead English at UW to seek international recognition, and to further engage public awareness. Education and communication are also essential to our vision for English research: continuously refreshing the research-informed curricula of all our UG and PG degree programmes and engaging public audiences for the exchange of new knowledge.</p> <p>There are several recognisable areas of strength within the English team, and three Research Groups are currently active, which serve as a focus for the external promotion of current research.</p>

The Early Modern Research Group (EMRG) is coordinated by Cinpoes. The EMRG was established during the REF 2014 review period, and it continues to coordinate research activity in all aspects of early modern European culture, history, and literature. The current active membership comprises Cinpoes and Young, as well as McNally, Oldridge, and Schwarz (UoA 28), and PGR students Lucy Cooper and Guillaume Foulquie. Since 2014, the EMRG has organised several conferences and symposia (listed in section 4 below). Other recent events include the Theatre and Performance Research Association conference (September 2015, Cochrane UoA 33); 'Corruption in the Early Modern World' (May 2017, MRes. students); an exhibition on Early Modern Women Poets, Icon Gallery, Birmingham (2019, Young); the Polish Association for the Study of English keynote, reviewing workshops at Notre Dame U. London Campus (2019, Cinpoes); and frequent public-facing talks and events at historical locations in the city. The group has supported the recruitment and supervision of the following PhD students: Erin Peters (UW funded studentship, completed); Young (completed); Frauke Jung (UW funded studentship); Guillaume Foulquie (UW funded studentship, due to complete 2020); Lucy Cooper (UW funded studentship, due to complete 2021). Five students have also completed the MRes. Early Modern Studies between 2016 and 2017. In 2018, the School of Humanities created the EMRG Prize for Interdisciplinary Research, awarded annually to the author of the most innovative PG or UG project in the field. Work by EMRG members has an ongoing impact on the research-informed curricula in English and History programmes, in areas such as: local heritage and literature; site-specific research; Digital Humanities methods (UP and PG); and Medical Humanities themes (PG).

The International Forum for Research in Children's Literature (IFRCL) is an interdisciplinary group which comes together around specific projects which are suggested to or by the Director, Webb. This flexible approach has led to research and publications in, for example, children's literature and health. The forum was established in 2014 and has been active throughout the current review period. The principal active researchers are Webb and Mitra; however, the forum has a large network of affiliates, including Fateha Aziz (International Islamic University Malaysia); Dr Branwen Bingle (University College Birmingham); Dr Robyn Cox (Australian Catholic University, Sydney); Julia Eccleshare MBE (*The Guardian* Children's Books editor); Dr Fawzia Gilani Williams (Cluster Lead Librarian, Charter Schools United Arab Emirates); Prof. Maria Nikolajeva (Professor Emerita, University of Cambridge); Prof. Michael Rosen (poet, broadcaster, and academic; contributor to the Beeline Storytelling Festival; former UK Children's Laureate). Since 2014, the IFRCL has organised several conferences and symposia, including: Postgraduate Research Conference (UW 2014); International Research Society of Children's Literature (IRSCL) 22nd Biennial Congress (2015). International Research Society for Children's Literature Congress (UW 2015): Creating Childhoods: Creation and (Re)-Interpretation through the Body, Histories and the Arts. Most members of the forum have contributed to the Beeline Storytelling Festival over its 14-year duration, either in an organisational role, or running workshops for children involving UW students. The involvement of Bingle led to storytelling being incorporated into the curriculum for ITE students with professional storytellers who had worked at Beeline giving masterclasses. (See Impact case study for further information). The IFRCL has supported the recruitment and supervision of the following PhD students: Jane Kubiesa (UW PhD on Gothic YA fiction; due to complete in 2021); Dominic Becher (University of Leipzig PhD on magic in CL; awarded 2015); Rosemarie Miller (UW PhD on Australian Gothic, awarded 2019); Bingle (UW PhD on the representation of teachers in CL, awarded 2017); Fawzia Gilani Williams (UW PhD on Islamic CL in UK and USA, awarded 2015).

The Green Voices Research Group (GVRG), coordinated by Parham, serves as a focus for all research in the University which comes under the general umbrella of the Environmental Humanities; its work is mainly concentrated in the Schools of Arts and Humanities. The establishment of a group focusing on ecocritical research was a stated strategy in the 2014 REF submission (REF5b, p. 4): this was fulfilled by Parham, D. Arnold, and other former colleagues at UW. Since 2014, the GVRG has supported the recruitment and supervision of the following PhD students working on environmental / ecocritical themes: Anna Stenning (UW funded studentship, PhD awarded in 2015); Pippa Marland (UW funded studentship, PhD awarded in

2016); Miller (self-funded, awarded 2019); Wareham Morris (PT registration, subsidised by the School of Humanities, due to complete 2023); Oliver Case (UW fee-waiver studentship, due to complete in 2024). The field-leading journal *Green Letters: Studies in Ecocriticism* (Routledge) has been edited from UW by Parham throughout the REF review period. The journal has just published its 24th issue, with seven issues being produced under Parham's editorship since 2014. Parham has also co-edited a special issue of its European equivalent *Ecozon@: European Journal of Literature, Culture and Environment* on 'Green Computer and Video Games' (2017). As part of the studentship contract (i.e. to support the work of the research group), research student Marland was editorial assistant from 2012-17, producing 16 issues and guest editing one. The current editorial assistant, Abbey Ballard, is also a PhD student working on an ecocritical theme, studying on a full UW studentship. In 2019-20, the GVRG hosted a Visiting Professor, Mayako Murai (Kanagawa University). Prof. Murai's research on folklore and fairytales was conducive to organising the 'Enchanted Environments' symposium; she has since secured funding to host a matched event in Japan. 'Enchanted Environments' (UW, 2020) attracted 100 delegates, with keynotes from the writer Patrick Curry and the artist Clive Hicks-Jenkins. A special issue of *Green Letters* drawing on the proceedings is scheduled for April 2021. Public-facing events have included: 'The Road to Seven Years' a talk at the Hive by the wildlife photographer David Plummer; and a reading / conversation with two nature writers, Caspar Henderson and Richard Kerridge at The Chapter House, Worcester Cathedral (2014). Parham has spoken twice at the Ledbury Poetry Festival, once at the Cheltenham Poetry Festival, and twice at Worcester Science Night. D. Arnold spoke at the Ledbury Festival in 2015.

Research and impact strategy

Unit's strategic research objectives during the assessment period

The unit's research strategy was reviewed following REF 2014, and two broad priorities emerged: these were to increase the quality and volume of research outputs, and to develop and deepen the research culture of the unit by exercising external networks in selected areas of research strength, especially regarding historical literature, and contemporary writing and publishing. The School of Humanities aims to consolidate and grow a culture that supports research activity across language and linguistics, literary and cultural study, and creative writing. It also seeks to strengthen the relationship between research activity and the quality of teaching in order to sustain research-informed curricula at all levels. Members of the English team are expected to be active on a wide range of fronts – to generate peer-reviewed publications in all recognised media, to organise and participate in international-standard conferences and cultural events such as literary competitions, and other forms of public engagement such as talks at cultural venues, radio and television broadcasts. To put this strategy into effect we have reviewed our appointments procedure to make sure that research activity or potential are high priorities for the filling of vacant or new posts.

Impact strategy

The unit team is fully committed to UW's institutional mission, which regards research as fundamental to positive societal change (REF5a 2.3), and is well equipped to apply these values to specific projects. Impact-building is one of the key criteria of the School's Research Investment Fund (see section 3), which dispenses funding to facilitate practical dissemination projects. The unit has adopted several approaches to enabling the impact of its research, including providing training and development in developing impact which complements the University's researcher development offer in this area.

The two impact case studies in this submission clearly reflect this mission to collaborate, disseminate, and apply academic research to the benefit of non-academic communities and end-users.

The Hive, the University and Public Library, is a key component of the unit's impact strategy. The Hive offers an opportunity for the integration of academic and public life in the city of

Worcester, providing both an ideal physical location, with its exhibition and conference facilities and extensive local archives, and a philosophical space for the meeting of two “worlds”. It has then been a focal point for public engagement activity since its opening in 2012, and staff in the unit have been involved in a wide range of exhibitions, public lectures, conferences and other events held at the Hive.

- *ICS1: Enhancing literacy and creativity amongst primary aged schoolchildren through a children’s literature and storytelling festival*

With the widely lauded Beeline Storytelling Festival, Webb has used her scholarly research on children’s literature to inspire and catalyse creative curricula for teachers and an empowering love of narrative for children in the region (cf. ‘children and young people’ Area of Distinction, REF5a 2.1.2).

- *ICS2: Shakespeare Connected – Page, Stage, Classroom*

With her international network of Shakespeare festivals, Cinpoes has helped to create new audiences for translated early modern drama, which articulates the ethical and political dilemmas of contemporary Europe (cf. ‘arts, culture, and heritage’ Area of Distinction, REF5a 2.1.2).

Open research

The University is committed to an Open Research Environment evidenced by its resourcing of this important area (dedicated Open Access Advocacy and Support Officer; Open Access Funding) and its policy development (on Open Access and Open Data) (REF5a 2.6). This commitment is further reflected in its new Research and KE Strategy which identifies developing its Open Research environment as one of 5 underpinning principles of the strategy (REF5a 2.3.4). The unit echoes this commitment. It has worked closely with the Open Access Advocacy and Support Officer to raise awareness of the Open Access agenda, for example, through running dedicated training events as part of School Away Days.

Research integrity

At University level, the University’s Research Integrity and Governance Committee has oversight of policies and procedures to support research integrity and its Chair is the University’s Research Integrity Champion. The Champion is expected to embed a culture of integrity across the University through developing training and support for staff but also raising its profile.

At College level, Research Ethics Panels are responsible for the review of all staff and research student projects to ensure they are conducted according to appropriate ethical, legal and professional frameworks, obligations and standards. Panel Chairs and Vice Chairs are experienced researchers, whilst panel reviewers are drawn from across the College; lay reviewers are also recruited to the panel. Training is provided to all reviewers before they engage in the role. There is an annual audit of reviews to ensure the Panels are fulfilling their role.

Future Strategic Aims

The unit has identified strategic objectives for the next five-year period, which flow from the University’s new RKE Strategy (REF5a 2.3): the publication of outputs which are rigorous, original, and significant; the generation of impact from public-facing projects of both reach and significance; and all this to be underpinned by a vital and sustainable environment which promotes innovation and reinforces ambition. The principal objectives in terms of outputs are to increase the quantity and quality of individuals’ publications; for example, increasing the number and proportion of full monographs in the next REF submission, and aiming to submit only outputs for which peer review estimates a 3* score or better. In terms of impact strategy,

the unit aims to improve the public and community engagement value of projects and to be less reliant on single-authored case studies, increasing the number and proportion of Impact-building projects which are underpinned by collaborative work from the team. With the introduction of institutional KEF, the unit team will be able to draw on College and University-level support for a wider range of external-facing and partnership activity.

Key aspects of developing the research environment will include:

- Increasing the volume of bids submitted to research councils, and increase rates of success and thus annual income totals; expand the diversity of funding bodies applied to, including charitable and third sector bodies, international library fellowships, etc.
- Increasing the number of PhD registrations and completions; grow staff capacity to support doctoral research through a team-based approach to supervision, and by directing ECRs to the supervisor training provided by the Supervisor Development Programme in the Research School; and compete for more fully-funded studentships.
- Retaining ECRs and support their research career progression, encouraging and facilitating ECRs' involvement in PGR supervision and PGT teaching.
- Consolidating and expanding the research culture with a diverse range of events including conferences, symposia, workshops, and readings.

2. People

Staffing strategy and staff development

Recruitment strategy

There has been positive progress in developing the number of research active staff across the team, evident in the expanded volume of the present submission compared to the previous REF: in REF 2014, eight (8.0 FTE) staff were returned; in REF 2021, 16 staff (14.9 FTE). The outcome of the 2014 submission, although showing considerable progress since RAE 2008, indicated a need for further expansion and improvement. Research capacity has duly increased since REF 2014: there has been a substantial turnover of staff, and an all-round expansion of the research-active team. Of the 16 researchers presented in this submission, L. Arnold (ECR), Bradshaw (professor), McGowan (senior lecturer), Stacey (ECR), Standlee (senior lecturer), Wareham Morris (ECR), and Young (ECR) have all joined the University since January 2014. Film Studies research (included in the English submission to REF 2014) has been relocated to UoA 33; were it not for this, the English submission would have increased even more. The range of work submitted by staff for REF 2021 is consequently broader and more diverse, with notably increased strength in historical literature and creative practice.

Table 1 shows the balance between contract levels in the unit for both Category A Eligible and Submitted staff (see REF5a 3.1.6 for institutional comparison).

	% Category A Eligible	% Category A Submitted
Lecturer/Research Fellow (K0)	24	25
Senior Lecturer/Senior Research Fellow (J0)	40	37
Principal Lecturer/Principal Research Fellow/Head of School (I0)	12	13
Professor (F1)	24	25

Table 1: Proportion of staff by contract level

There are currently four professors among the extended English unit team (Bradshaw, Cinpoş, Parham, and Webb). Parham and Cinpoş were promoted through the annual promotion round in 2018 and 2019 respectively. Several members of the team occupy managerial roles: Bradshaw is permanent Head of School; Cinpoş, Hardy, and McGowan have all occupied the role of Head of Department in the review period; Parham is a former Associate Head of Institute for Research. Kailoglou, McGowan, and Young all occupy the senior administrative role of Course Leader. Of Category A staff returned in this submission, researchers L. Arnold, Devine, McGowan, Stacey, Wareham Morris, and Young qualify as Early Career Researchers (ECRs), having all been appointed to their first substantive academic role since 2017.

Staff development

The University was granted the HR Excellence in Research award in 2016, and is a signatory to the new Researcher Development Concordat, reflecting its commitment to researcher development.

All research-active staff complete an individual research plan as part of the annual Appraisal process, with short- and long-term objectives: progress against these objectives is monitored with line managers. Each member of staff has an opportunity to discuss the support for their research, including the resources required, and to agree their personal development needs and objectives. There is also a research mentoring database where individuals can search for experienced researchers with relevant expertise to help them with their projects and personal

development. This mentoring is initiated by the researcher and focuses on specific issues related to a research project from initial proposal to publication.

Development needs can often be met through the University's Researcher Development Programme, which is designed to support staff at all career stages (REF5a 3.2). Staff in the unit have consistently engaged with the University's Research Leadership Programme, its Research Supervisor Development Programme, Bid Development training and Impact and Engagement training. Staff in the unit have also been active contributors to this programme. This is complemented by development events run by the School, including research away days at departmental level and writing retreats.

Staff can also access the University's Research Mentoring Programme (REF5a 3.2.4). They can do so at any point from appointment onwards and at any career stage. This programme has also offered an opportunity for mentors to develop their skills, with all mentors receiving dedicated training for the role. More subject-focused mentoring is provided at School-level. Mentoring is a key part of academic career progression at UW. Cinpoş and Hardy are examples of staff who joined UW as ECRs (pre-RAE 2008) and who have since been promoted, progressing to a personal chair and a Principal Lectureship respectively.

Staff in the unit can access the University's research leave programme (see REF5a 3.2.3). Four staff have been awarded leave in the assessment period (Cinpoş, Mitra, Mueller, Parham), enabling them to develop their research, publish and extend the impact of their research. Further, all Category A staff have 20 days research and scholarly activity leave. This is complemented by individualised allocation of workloads, for example: ECRs are given reduced administrative and teaching loads in the first year and are given priority with internal research support funds.

Research students

The School offers both a PhD programme and, since 2015, Masters by Research (MRes) programmes in English and Media & Culture. The PG community of the School was further expanded in 2019, with the launch of the new MA in English.

There are currently 5 students on the PhD programme, two of whom are funded by University studentships, and 4 on the MRes. 12 PGR students (7 PhD, 1 MPhil, 4 MRes) successfully completed their doctorates over the assessment period. Two of these students were funded by University doctoral studentships.

Recruitment to doctoral programmes is overseen by School-level Course Leaders (PhD and MRes) who work closely with the central Research School (REF5a 3.3.2-3). Course Leaders also play a core role in the oversight of research student progress. They sit on the University's Research Degree Board and are responsible for annual monitoring of student progress within the School.

The University has a well-established graduate school (branded as the Research School) which is responsible for the management of all Research Degree Programmes (RDPs) from recruitment to examination, in partnership with the academic schools (REF5a 3.3.2-3). The Research School is also responsible for research student life, i.e. for the wider development and wellbeing of research students.

The University has expanded the Research School team to reflect the growth in student numbers over the current REF period. It provides a dedicated work and social space for students. The Research School team, co-located in the student space, provides advice and guidance for students on their programmes, and, working closely with other student-facing departments such as the Disability & Dyslexia Service, the student mental health team, careers service, also offers pastoral and wider support. A comprehensive programme of support and

guidance has been developed for PGR students and supervisors around mental health and wellbeing.

All students on research degree programmes are required to undertake an associated training programme, run by the Research School (REF5a 3.3.4-5). The programme has been mapped against Vitae's Researcher Development Framework. The programme offers a suite of modules, short courses and workshops, delivered face-to-face or online, some of which are compulsory for all doctoral students, focused on the following core areas: planning and managing research; academic writing; research methods; data analysis; research integrity and ethics; dissemination, engagement and impact; careers and employability. This is complimented by the School with PGRs able to access subject-level methodology modules, studying alongside PGT students. The University also supports students to engage with external training where this is specialist and not available through the University's programmes. Students are also able to access training offered through the GuildHE Research network.

Beyond the programme, the Research School offers additional development opportunities. Research Students have opportunities to teach and can access modules and workshops to develop their skills in this area, with the opportunity to gain associate or full fellowship of the Higher Education Academy. The University offers research student-specific dissemination opportunities including an annual 'Images of Research' exhibition and student-led PGR Conference. The University provides funding opportunities for students to attend and speak at external conferences and events and separate funds to support students to develop inter- and cross-disciplinary networks, seminar series, conferences and events. The University is a member of the Brilliant Club, a charity focused on improving access to University, which provides opportunities for doctoral students to go into schools and deliver tutorials in their areas of expertise.

Feedback is sought from doctoral students via the Postgraduate Research Experience Survey (PRES) every 2 years (see REF5a 3.3.6) and feedback has been utilised over this period to encourage doctoral students to feel more embedded within the culture of the School. For example:

- The School's Research Seminar series encourages participation from doctoral students.
- Where appropriate students are located in research groups.
- There is research student representation on the College RKE Subcommittee which ensures the student voice is fed into the development of research strategy at College level.

Supervisors are supported in their role through the Research Supervisor Development programme. This programme has been in place for 20 years but was redesigned and relaunched in 2018/19. The programme offers a wide range of support for supervisors at various career stages on themes such as: introduction to supervision, supervisory styles, regulations and processes, supervising international students, PGR mental health and wellbeing, supporting student progress. New supervisors must complete the whole programme, but more experienced supervisors must also engage with core elements, and all supervisors are required to engage in regular refresher training (every 3 years). The programme is complemented by supervisor lunches that bring together supervisors to discuss key topics and challenges in supervision. Staff in the School have also benefitted from the experience of supervising MRes students before moving to doctoral supervision.

All supervisors are encouraged to engage with the UKCGE Good Supervisor Practice Framework and Accreditation programme, with workshops currently underway to support supervisors to apply for recognition.

Equality and Diversity

The University has a fundamental commitment to equality and diversity (REF5a 3.4). It seeks to consider and apply equality and diversity principles in all that it does. Its policies and processes

are designed to disadvantage no-one and are subject to ongoing equality impact assessment to ensure this is the case.

The unit's approach flows from this, with the Head of School ensuring that the University's principles and policies are fully enacted. Line managers ensure staff are aware of and are supported to engage with, for example, the University's flexible working policy, its parental leave policies, its policies supporting carers (such as its Critical Illness Policy) and its staff wellbeing initiatives (see REF5a 3.1.8).

Several staff in the unit have benefitted from the University's flexible working policy (REF5a 3.1.8) with a move to part-time or compressed hours. There is no evidence that this has impacted on research productivity, access to funding or progression. It is notable that both at institutional (REF5a table 2) and unit level, part-time staff are as well-represented in the Category A submitted as eligible category. The School has a fair and flexible approach to working, particularly during the 2020-21 lockdown period in recognition of the challenges of home schooling.

Staff in the unit are committed to equality and diversity. Staff were members of the University's Athena SWAN self-assessment team; the University received its institutional Bronze Award in April 2018 and is committed to making departmental applications in the next 2 years. Staff are also engaged with various staff networks focused on protected characteristics and with the LGBTQ+ Allies scheme.

3. Income, infrastructure and facilities

Income

The unit is supported in its income generation by the central Research Office and primarily, since the academic restructure, by a College Director of RKE and RKE Facilitator. The Director's role is to provide leadership and guidance for Schools in developing their research and KE strategy, whilst the Facilitator works with Research Group leads and individuals to provide administrative assistance and to develop a bespoke funding opportunities service.

Within the School, external bids are supported by informal mentoring, whilst academic appraisal and staff development continue to prioritise external grant applications. Some progress has been made since the REF 2014, and further increases are expected beyond 2021. A total of £11,692.00 in external income has been captured during the present reporting period from small grant schemes run by the British Academy. A further total of £27,500.00 has been won by L. Arnold, for various collaborative projects with the Huntington Library in California (£2,500, 2018 Helen L. Bing Fellowship; £2,500, 2020 Helen L. Bing Fellowship; £22,500, 2020 Huntington Conference Grant: £22,500). Due to the nature of the Huntington's funding model, this income is paid directly to the researcher rather than being handled centrally by UW. The library fellowships relate to primary archival work for L. Arnold's research on Hilary Mantel. The conference grant, a collaboration with Dr Eileen Pollard (University of Chester), will come to fruition shortly after the current REF period, facilitating an exciting new international network around the achievement and influence of Mantel as one of the anglophone world's greatest living writers.

Infrastructure

The University has significantly expanded its institutional infrastructure for supporting research and impact over the current assessment period, establishing a RKE Directorate consisting of a Research Office, Research School and College RKE infrastructure (REF5a 4.1). It has also expanded support for researchers offered by Library Services.

Its RKE Directorate provides wide-ranging support and guidance for researchers around identifying funding (including access to funding databases, such as *Research Professional*), bid development, KE and impact generation (including use of *Vertigo Ventures Impact Tracker*),

project delivery (including contract negotiation, liaison with partners, financial and other reporting) and research governance (including data management, data sharing, protecting and exploiting IP).

The University has established robust Pre- and Post-Award processes for externally funded projects (approved in 2018/19 and subject to evaluation and review in 2020/21). These processes scaffold the Research Office support systems set out above and ensure good governance for bids and for projects.

The University also provides access for researchers to a current research information system (PURE), a publication repository ([WRAP](#) – Worcester Research and Publications), major citation databases (Scopus and Web of Science), and subject-specific databases.

The University offers a range of research support schemes designed to support researchers at all career stages and, variously, to pump prime projects, develop international collaborations, advance existing areas of work (REF5a 4.1.6).

Staff in the unit have been successful in gaining funding from these schemes:

- PhD studentships: four staff have been awarded fully-funded PhD studentships (Arnold, Cinpoes, Mueller, Parham).
- Vacation Research Assistantships (VRAs): four staff have been awarded VRAs (Chalari, Cinpoes, Mueller, Parham). Notably Parham's funding supported the development of his work on green social media.

The School also supports staff through its Research Investment Fund (RIF). The RIF awards sums of up to £1,000 for the development and realisation of specific projects, and does not fund remission from teaching, aiming for agility and responsiveness to need. It is open to all research-active colleagues in the School of Humanities and accepts applications on a rolling basis throughout the financial year. Applications are evaluated by two professors in the School, who make a recommendation to the Head of School for approval. The RIF advertises criteria which are explicitly aligned with School and UW research strategy, especially the development of public-facing projects and evidence of Impact beyond the academy. Recent activities funded by the RIF include: Cinpoes's trip to Romania (2019) to liaise with translators, publishers, and festival-organisers, and other stakeholders in her European Shakespeare network; L. Arnold's purchase of reading materials for the 'What's Your Story?' Homelessness Reading Group (2019); and Parham's indexing of *A Global History of Literature and the Environment* (2020).

In addition, the School supports conference activity and has invested a total of £32,556 over the assessment period supporting staff to engage with international subject communities, and to develop their work in progress in light of peer feedback.

Facilities

The research environment at all levels is enriched by the Hive, a unique collaboration between the University and the City Council which houses the University Library as well as an extensive collection of archives. The Hive is the first joint academic/public library in Europe, which houses over 12 miles of archival material, and more than 250,000 books. The Hive has provided a natural venue for public engagement events that contribute to the impact of the team's research (REF5a 4.2.3).

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

Collaborations

The unit research team continues to actively engage with and build research networks. Four researchers have edited collections of essays in the review period through international collaboration, bringing together a diverse team of experts from nations such as Australia,

Canada, Germany, Iceland, the Republic of Ireland, Japan, Moldova, the Netherlands, New Zealand, Romania, Spain, Sweden, and the USA: *A Global History of Literature and the Environment* (ed. Parham 2016); *Disabling Romanticism: Body, Mind, and Text* (ed. Bradshaw 2016); *Doing Kyd: Essays on the Spanish Tragedy* (ed. Cinpoes 2016); *Irish Women's Writing, 1878–1922: Advancing the Cause of Liberty* (ed. Standlee 2018).

The largest academic event hosted by the team during this review period was the International Research Society for Children's Literature (IRSCl) annual congress, organised by Webb in 2015. The IRSCl is a global association of interdisciplinary researchers; 280 delegates from 44 separate countries attended the Worcester congress. The academic programme, including keynotes, constituted an influential turning-point for the association, bringing scholars together around distinctive new priority themes such as: the (human) body, child health and well-being; and the child in history and historical discourses.

Within the UK, and specifically the West Midlands region, some of the most active research networks have been in the Creative Writing subject area. McGowan, Stacey, and Wareham Morris have developed contacts with independent publishers, literary festivals, and organisers of live events around Worcestershire and Herefordshire. Creative Writing staff, and student writers under their mentorship, have presented their work at Worcestershire Litfest, Unislam, and the Verve poetry festival in Birmingham, where the School of Humanities has been a sponsor of headline events in 2019 and 2020. The School also sponsors annual literary prizes with V Press (poetry) and Black Pear Press (prose fiction), whereby an outstanding student writer has the opportunity to publish their first collection / story in paperback format; the poets Margaret Adkins and Kelly Ann Williams, and the story-writers Michael Wheatley and Olivia Camozzi-Jones began their publishing careers through this route. The School of Humanities at UW is also a recognised sponsor of Ledbury Poetry Festival, not only contributing regularly to the artistic and academic programme, but also donating funds to facilitate prestigious international appearances, such as that of Margaret Atwood in 2019. The team curates an annual series of public readings hosted at the Hive; featured writers during the present review period have included: Deborah Alma, Mona Arshi, Carol Ann Duffy, Martin Figura, Helen Ivory, Carolyn Jess-Cooke, Kamil Mahmood, Roy McFarlane, Fiona Sampson, Jamie Thrasivoulou, and Claire Trevien.

In 2016 the Chinese scholar Zhou Kun was a visiting researcher for six months, coming to UW to work on poetry with Kailoglou.

Contributions to the research base

Conference organisation

English Studies researchers at UW have organised and hosted the following conferences and symposia at the University during the review period:

L. Arnold and Miller (ICRCL, recent PhD graduate): 'Lost Futures: Representing the Displaced Child' (2020, re-scheduled to 2021 due to COVID-19); 'An Overflow of Meaning: Reading and Re:Reading Hilary Mantel', the first international Mantel conference, will take place in October 2021 at the Huntington Library.

Cinpoes: Shakespeare's Europe / Europe's Shakespeare(s): European Shakespeare Research Association Congress (EMRG, UW 2015); 'Corruption in the Early Modern World', a conference of PG research (UW 2017).

Devine: chair and organiser, 'Freud, Psychoanalysis and Culture Lockdown Lecture Series' (UW 2020) – planned as a conference, but moved online due to Covid-19 restrictions.

Kailoglou: Regional Dialect Symposium (2018) – collaboration with colleagues at universities of Essex, Wolverhampton, and Gloucestershire; Drs Asprey, Jeffries, and Kailoglou presented their

findings then in the International Conference on Language Variation in Europe (ICLAVE) conference in Leeuwarden (2019), and submitted a paper to *Dialectologia* (2020).

Wareham Morris: 'Social Media: Identities, Spaces, and Research' (UW symposium, 2019); 'Natural Bodies', a conference of PG research (UW 2020), showcasing new research in the interdisciplinary Humanities by MA, MRes., and PhD students from UW and external institutions (c. 50 delegates).

Webb: 'Creating Childhoods': International Research Society for Children's Literature (IRSL) 22nd Biennial Congress (UW 2015): 280 delegates from 44 countries.

Young: 'Siblings on Stage and Screen' (UW / University of Chester, 2018); a follow-up event is scheduled to take place in Chester in 2021, to consolidate the emerging network and develop publication plans.

The English team also co-convenes (L Arnold) the Humanities research seminar series which hosts a combination of UW, external, and international speakers for the local dissemination of international-standard research. Since 2018, the series has hosted visiting speakers from institutions such as: Birmingham, Birmingham City, Kings College London, Kanagawa (Japan), Leeds, Kingston, Oxford, Palacký University (Czech Rep.), and Swansea.

Keynote talks and invited lectures

Bradshaw: 'Disabling Romanticism', Associazione Italiana di Anglistica (Viareggio 2018); 'Water Snakes and Empathy? Making a Blue Romanticism', Centro Interuniversitario dello Studio del Romanticismo (Lerici 2019).

Cinpoș: 'The part and the parcel: *Hamlet* on the New Millennium Stage', NT Sofia and University of Sofia Year of Shakespeare (Sofia 2014); '*Hamlet* and Romania – the Prince from the Bloc', Shakespeare in Romania – Shakespeare in the World international symposium (The Romanian Academy, Bucharest 2016), '*Live and let ... die?* – Shakespeare and/in Romanian Reviewing, European Shakespeare Research Association (Gdansk 2017); 'Ambition's debt' – *Julius Caesar* in Recent European Stage Productions, *Intercultural/Intermedial Shakespeare* (SSRI, Roma Tre 2018); 'The traffic of Romeo & Juliet's stage and page – The East Side Story', The Circulation of Shakespeare's Plays in Europe's Borderland (Bucharest University 2019), 'Adapter versus Adapted: The Case of *Romeo and Juliet*, Shakespeare in Culture Colloquy (University of Warsaw 2019); '*When in Rome...*' PASE: Polish Association of English Studies Conference (University of Poznan, 2019), "As a stranger give it welcome": *Shylock* 2017, *Shakespeare's Strangers: Othello and Shylock* (ASA: Armenian Shakespeare Association, Venice 2019).

Parham: 'A Transnational Romance: Eco-Cosmopolitanism, Japanese Anime, Romantic Narratives', Rethinking Environmental Consciousness: An International Research Symposium of the Environmental Humanities (Mid-Sweden University 2014); 'Engels and Material Ecocriticism', Environmental Humanities on the Ground (Shanghai Normal University 2015); 'Poetry, Creativity, and Environment' (Leeds 2016); 'Big Data: Friedrich Engels, Material Ecology, and the Victorian Origins of Information Management' (National Chung Hsing University, Taiwan 2017); "'Are we Dumb'? Science, Space, and Mediating the Anthropocene, 'Narratives of the Anthropocene in Science and Literature' (Vechta 2019); 'Anthropocene Stories: Literature, Culture, and a 'world (not) without us'?' (Academia Sinica, Taiwan 2018).

Standlee: 'The Consequences of "Being Herself": Ibsen and Irish Women's Writing at the *Fin de Siècle*', American Conference for Irish Studies, University College Dublin (2014); 'Fictional Trafficking and Trafficking Fiction Across the Irish Sea'. Atlantic Archipelago Research Consortium Colloquium, University of Liverpool (2015); "'Emigrants-Beware!': M.E. Francis's *The Story of Mary Dunne* and the White Slave Bill', Irish Women's Writing Network Symposium, Mary Immaculate College, Limerick (2016); "'Girls with Go": Female Homosociality in L.T.

Meade's Schoolgirl Novels', International Association for the Study of Irish Literature Conference (IASIL), University College Cork (2016); "'In fractions": George Egerton's Portrayal of Mindscape and Landscape in the Norwegian Context', George Egerton and the fin de siècle conference, Loughborough University (2017).

Webb: 'Sickness in Media for Children and Young Adults' (Frankfurt 2014); 'Cognitive Theory Symposium' (Cambridge 2014); 'The Wind in the Willows: Threat and Resistance' (Reading 2015); keynote lecture: 'Fantasy, Fear and Reality: tracing pathways between Carroll, Kingsley, and MacDonald leading to the Inklings', at 'Informing the Inklings: the Victorian Roots of Modern Fantasy' (Magdalen College, Oxford, 2014).

External editorial roles, editing, reviewing, and refereeing

In line with institutional and School strategy, members of the extended English team have continued to expand their external academic contributions, facilitating publication activities external to UW, and building a profile of good academic citizenship.

D. Arnold is a referee for the *Humanities* journal. L. Arnold is co-editor of 'Women Write Now', special issue of *Moving Worlds: A Journal of Transcultural Writing*, 1:18 (2018); referee for *Humanities* journal. Bradshaw is referee for: Ashgate Publishing; *Concentric: Literary & Cultural Studies*; *European Romantic Review*; Fairleigh Dickinson University Press; Liverpool University Press; *Literature Compass*; Nineteenth-Century Contexts; Layman Poupard Publishing. Cinpoes is co-editor, 'Shakespeare's Europe – Europe's Shakespeare(s)', special issue of *Cahiers Élisabéthains* 96:1 (2018); referee for: Manchester University Press, John Benjamin (Shakespeare and European Culture series), *Legenda* (MHRA Press); *Cahiers Élisabéthains*, *SEDERI*, *Shakespeare* (the Journals of the British Shakespeare Association), *Borrowers and Lenders: Journal of Shakespeare and Appropriation*, *META: Translators' Journal*, Université de Montréal, *Cultural Intertext*. Devine is referee for: *Association for Jewish Studies Review*; *Women's Writing*; *Women in Judaism*; *Journal of Jewish Identities*. Hardy is referee for Routledge (2019); *Porn Studies*; *Sexualities*; *Sociological Theory*. Parham edits Brill / Rodopi, 'Nature, Culture, and Literature' book series (2017-); *Swamphen: A Journal of Cultural Ecology* (2017-); is co-editor of *Green Letters: Studies of Ecocriticism* (Routledge), *Journal of ASLE-UKI* (2006-); referee for British Academy Mid-career Fellowship (2019); referee for Social Sciences and Humanities Research Council of Canada Insight Grants (2015); referee for Swiss National Science Foundation Sinergia Grants (2019-20); Advisory Board member of *EurAmerica* (Taiwan); Expert Panel Member for the National Science Centre in Poland (assessing research grant applications). Stacey is a reviewer for Bloomsbury Publishing (2019). Standlee is a reader for *International Yeats Studies* (2017-21); reader for University College Dublin Press (2018-21); peer reviewer for special edition of *Women's History*, 'Women and the Family in Ireland', ed. by Dr Leanne Calvert (U. Hertfordshire) and Dr Maeve O'Riordan (UC Cork) (2020). Webb is on the editorial Board, *Journal of Child and Adolescent Mental Health* (2018-); and is referee for Leverhulme Trust (2016).

Research degree programmes

Members of the team engage in PG examination activities. For example, Bradshaw was an external panel member for validation of PhD programme, City University, London (2018); Advisory Board member, EHU Nineteen / Centre for Nineteenth-century Studies, Edge Hill University (2020 onwards). Cinpoes was external examiner for PhD in English Literature (University of York 2020). McGowan was external examiner for PhD in Film & Creative Writing (University of Birmingham 2020). Webb was external examiner for PhDs: Queen Mary College, London (2014); Macquarie U., Sydney (2014 twice; 2017); Brunel University (2014); Newcastle University (2014); Roehampton University (2014); Oxford Brookes University (2016); Roehampton University (2016); Queensland University of Technology (2016); Royal Holloway, London (2017); Queensland University of Technology (2017); University of Glasgow (2018, 2020).

Contribution to economy and society

All researchers in the unit are encouraged by leaders and managers in the School to identify and exploit opportunities within their disciplinary practices to collaborate with external agents to produce socially beneficial outcomes. Research produced by the unit team engages directly with issues of social benefit and inclusion, in alignment with UW mission and strategies (REF5a 1.6, 2.14, 2.16); this is true across the full spectrum of English Studies, from professional journalism, to literary scholarship, to Creative Writing.

Wolfe is an Expert Fellow on Sprite+, a national body which shapes research activity/funding and impact regarding security, privacy, identity and trust in the digital economy, led by a consortium of five universities and funded by the Engineering and Physical Sciences Research Council (EPSRC). Wolfe's consultative role will contribute to key goals in engaging stakeholder communities and determining research priorities; partners include sectors of industry, the police, government and civic society. Stacey and Wareham Morris continue to engage regional communities through their creative work: Stacey organised a public reading of fifteen women writers to launch an anthology of new poetry from the #MeToo movement at the Hive (2018); while Wareham Morris's latest volume, with its use of experimental verse techniques to represent the fracture and transformation of working-class heritage, has become a focus for debate about writing and class in the West Midlands and Black Country region.

L. Arnold established the 'What's Your Story?' Homelessness Reading Group in 2018, in collaboration with Magg's Day Centre, a charity working with homeless people and people with experience of precarious housing in Worcester. Open to all Magg's service-users, each session uses adapted seminar techniques to promote access to and enjoyment of literature, confidence in literacy skills, and fluency in discussion and debating skills. The literary content was generated by L. Arnold's research on the representation of marginalised and excluded cohorts, such as those experiencing homelessness, as spectral presences in contemporary culture. In addition to the funding associated with the UW Students as Academic Partners scheme, the project received funding from the School of Humanities Research Investment Fund totalling £500, for primary materials. Ethical approval was granted by UW in 2020 for a short research project and subsequent journal article evaluating the impacts of the group and opportunities for the formation of new branches of the project with charities in the greater Worcestershire area.

Standlee shared information with a representative of the National Trust (NT) property Gunby Hall, when they were preparing an exhibition on Emily Massingberd. This included sharing extended research notes about Massingberd which Standlee had collated while researching a novel by LT Meade (*The Cleverest Woman in England*) based on the life of Massingberd. The colleague at Gunby Hall had found an allusion to Massingberd in Standlee's monograph: the two undertook collaborative research on Massingberd between June 2017 and April 2018, when an exhibition was launched. The resulting exhibition consisted of transforming three rooms of Gunby Hall, Massingberd's home, to accurately reflect her life and work; one of the rooms was redecorated as the sitting room of the Pioneer Club (a radical women's rights / Suffragist organisation); reconstruction was informed by Standlee's research. This is also an example of how researchers in the unit team try to go beyond the basic requirements of Open Access (OA) publishing where possible, in the spirit of sharing new findings with relevant agents, when they can have a positive impact.

The Creative Writing (CW) team has a wider impact on the reading public, as well as contributing to the academic discipline. McGowan, Stacey, and Wareham-Morris maintain a strong regional network of partners in independent publishing, literary festivals, and live poetry events, including regular sponsorship and contributions to the Ledbury Poetry Festival, the Verve Poetry Festival in Birmingham, Uni-Slam, Worcester Lit Fest, and Writing West Midlands. The CW team is currently working with the Hive Library (a partnership between the City of Worcester, Worcestershire County Records Office, and UW) to create the Hive Poetry Library: this will be a resource for all readers and writers of poetry, as well as stakeholders such as designers, illustrators, printers, and publishers; incorporating a generous donation of archive

material from the Ledbury Festival, the Hive Poetry Library aims to become a hub for all poetry-related activities in the region, and will continue to host regular live readings and performances in the Hive Studio.

Staff in the unit also regularly engage with public, cultural and media bodies, for example:

L. Arnold: 'If the Dead Need Translators': *The Mirror and the Light* launch event', University Centre Shrewsbury in association with Waterstones (2020); 'Spectrality and Failures of Care-Giving in the Work of Hilary Mantel', Derby Institute for Psychoanalytic Psychotherapy (2014); 'Wolf Hall in Worcester: A Local Look at Hilary Mantel's Tudor Novels', Worcester Cathedral (2020); 'Shrinking in Terror: Gothic and the Dolls' House', Small Worlds: Doll's House Symposium, Bath Preservation Trust (2015); guest on Radio 3's *Free Thinking*, 'Piranesi and the Architecture of a Disturbed Mind', 15th September 2020.

Cinpoes: 'Shakespeare, with director Jan Klata' (International Shakespeare Festival, Gdansk 2017); 'When the critics get it wrong' (International Shakespeare Festival, Craiova 2018).
 McGowan: 'Poetry as Alchemy: The Extended Metaphor' (Nottingham Poetry Festival 2020)
 Parham: "'Dappled and Discordant": On Poetry and our "Off-beat" Relationship with Nature' (Ledbury Poetry Festival 2017); ; 'Heathcote Williams's *Whale Nation*', Ledbury Poetry Festival (2018); 'Let the Sunshine In: Photosynthesis and Poetry in Gerard Manley Hopkins and Dylan Thomas' (Cheltenham Poetry Festival 2019); 'Rock of Ages and Ages: Past, Present, and Future Geologies in *The Stones of Venice*', 'John Ruskin Science and the Environment, University of Oxford Museum of Natural History (2019).

Standlee: 'W.B. Yeats and Belief' (Ledbury Poetry Festival 2015).

Wareham-Morris: 'Creative conversations with Female Poets', Ikon Gallery, Birmingham (2018).

Webb: 'AA Milne's Poetic World of Childhood in *When We Were Very Young* and *Now We Are Six*' (Ledbury Poetry Festival 2014).