Institution: Sheffield Hallam University
Unit of Assessment: 29 English Language and Literature

a. Overview

English research takes place within the Humanities Research Centre (HRC), and is led by the English Research Committee (seven Professors). English at Sheffield Hallam University (SHU) has three research groups: Literature, Language and Creative Writing, each with professorial leadership. Most staff are principally attached to one research group, but there is also collaborative work across groups. Fourteen staff work mainly on Literature, six mainly on Language, and seven mainly on Creative Writing. Overall, 27 staff (21.39 fte) are being submitted.

b. Research strategy

In RAE 2008 our intellectual aims aligned closely to the three research-groups, and were:

- To develop further a rich historicisation of literary texts through criticism and scholarly editing of texts, including by exploring the creation of new knowledge through digital technologies.
- To assume a leading role in exploring emerging areas of pragmatics and critical discourse analysis, especially meta-representation, gender and politeness.
- To make a major contribution to contemporary writing and critical reflection on literary creativity.

Research strategy after 2008 retained these aims, and we accordingly produced research in 2008-14 which made significant contributions to the discipline in these aspects of Literature, Language and Creative Writing. This research was funded by direct investment of £714,000 of University research support funds. There have been few staff changes since 2008; the balance of expertise has not altered materially and there has been an increase in those submitted: from 18.51 to 20.54 fte. The publication plans in the three themes listed in RAE 2008 (as above) have been substantially achieved, together with further work in related areas by newly-appointed staff. Outputs submitted in this REF show achievement against each research group's ambitions (Literature: 5 monographs, 3 critical editions, 3 essay collections, 30 articles; Language: 4 monographs, 17 articles; Creative Writing: 1 monograph,1 novel, 1 short story collection, 3 poetry collections, 5 plays / performance pieces, 1 set of poetry translations, 2 critical articles). For examples of work furthering the 2008 intellectual aims, see outputs for the following authors:

1. Historicisation and recovery of literary texts: Brown, Bush, Cadman, Connolly, Drewery, Duxfield, Earnshaw, Hockenhull-Smith, C. Hopkins, L. Hopkins, Peace, Steggle (including substantial use of digital technologies), Tarlo, K. Wilkinson
2. Contemporary literary creativity: Bell (with an emphasis on digital fiction), Earnshaw, Genn, Harris, Jones, Riordan, Rogers, Sanchez-Arce, Tarlo, Welch
3. Critical discourse analysis, pragmatics, narration, meta-representation, gender and politeness: Bell, Clark, MacMahon, Mills, Moore, Peplow.

Research strategy 2014-19.

Our aims are to:

a. Sustain current research productivity making full use of the close alignment between staff teaching and research, the research leave scheme, and the scholarly development time to which all staff are entitled (170 institution-funded hours per year per staff member)

b. Maintain staffing strategy and research support for staff at all career stages (as detailed in **c**)

c. Expand the current staff base (adding three new Language staff, two senior), with the goal of submitting circa 23 fte in the next REF exercise

d. Supplement research and leadership time for professors, in line with human resources work at SHU to develop the role

e. Replace any retiring professors through internal progression or external recruitment

f. Improve progression to Readerships, in line with university changes to the application process, with the target of appointing two Readers in English

g. Increase grant applications, building on experience gained from seven successes in 2008-14, with the aim of securing seven further grants

h. Recruit to three PhD bursaries per year, with a target of 20 completions by 2020

i. Develop additional inter-disciplinary, collaborative PhD studentships in cultural heritage as part of

the AHRC Heritage Consortium (£1,845,820 awarded 8/10/2013 for 26 studentships to be jointly supported between 2015 and 2020 across six partner institutions led by Hull: Bradford, Huddersfield, Leeds Metropolitan, Northumbria, Teesside, and Sheffield Hallam).

j. Support collaborative work with other HEIs through development funding

k. Develop further new work in the three research themes, including the following work which will lead to outputs for the next REF submission:

Historicisation. Connolly, monograph on George Peele; Earnshaw, monograph on existential alcoholism, L. Hopkins, monographs on *Renaissance Drama on the Edge* and *England Abroad,* editing *The Broken Heart* and *The Fancies Chaste and Noble* in the Oxford UP *Collected Works of John Ford*; Steggle, monograph, *Digital Humanities and the Lost Drama of Early Modern England: Ten Case Studies* (Ashgate)*,* and co-editor of proposed Oxford print and digital *Works of John Marston* (first complete edition since 1887); C. Hopkins*,* monograph on Walter Greenwood, articles on popular fiction and the People's War, 1940-45.

Contemporary Creativity. Bell, *Analyzing Digital Fiction* (Routledge, 2014) and Reading Digital Fiction project; Jones and Tarlo, further collaboration with fine artists (including two-year Arts Council *Excavations & Estuaries* project); Rogers, relations between science and fiction, the short story, radio drama; Welch, mixed media performance; Riordan, translation.

Discourse Analysis. Clark, identity formation in social interaction; Earnshaw, theories of names and naming; Mills, gender and language, cross-cultural and discursive approaches to politeness; Peplow, linguistic interaction in reading groups (monograph, *Reading Group Discourse* - Routledge, 2014).

l. Support the following collaborative research:

AHRC-funded *Reading Digital Fiction* research (£250,000) with Bangor (PI Bell, Ensslin, Bangor, CI); AHRC-Funded *Digital Reading Network* (Bell and Peplow steering group members, lead institution, Bournemouth, with Birmingham, Exeter, Glyndŵr, Leicester, Open, Sheffield, Stirling, Strathclyde 2013-15); L. Hopkins' work with H. Ostovich (McMaster) (co-editors of *Magical Transformation on the Early Modern Stage*, Ashgate, 2014); Jones' work with fine artist Paul Evans (independent) and Tarlo's continuing work with fine artist Judith Tucker (Leeds) in new Arts Council-funded *Excavations and Estuaries* project to explore in poetry / drawing diptychs the landscapes of the mouth of the Humber, and work with Southampton City Gallery on responses to neo-romantic landscapes, 2013-14; Peplow's co-authored monograph on Reading Groups with colleagues from the Open University, Sheffield and University Campus Suffolk; Steggle's co-editorship of the *Complete Works of John Marston* (Oxford UP, 2019) with M. Butler (Leeds).

c. People, including:
   i. Staffing strategy and staff development
Research Career Development. SHU has implemented the Concordat to Support the Career Development of Researchers and in 2013 gained the European Commission HR Excellence in Research Award. The Head of HRC (C. Hopkins) was part of the working group on the Concordat. Key university investment during 2012-13 included a Researcher Development Advisor (1 fte) as part of its implementation plan. Research-career development responsibility is shared between SHU, HRC and researchers: institutional structures support development while researchers identify their development needs via mentoring and annual appraisal. University-wide training and briefings provide development opportunities for researchers at all career stages in line with the *Vitae* Researcher Development Framework. Examples of resources accessed by English staff in the period include leadership and management skills (Human Resources); research intelligence, grant writing (The *Research and Innovation Office,* RIO), information resources (Library) and ethics advice (University and Faculty Ethics Committees).

As members of the HRC, all English researchers receive career-development support. Thus three staff, Earnshaw, Riordan and Steggle, have been promoted to Professor since 2008, and after RAE 2008 the English Research Committee reviewed policies to ensure equitable but targeted access to resources. Since then, all newly-appointed staff have had a research induction to discuss aspirations and be briefed on the organisation, mechanics and ambitions of English and the HRC. Support arrangements include the research groups, giving staff membership of specific research communities of between six to thirteen people. Research groups are led by senior researchers who develop group cohesion, research opportunities and shared projects. Research group leaders are: Creative Writing: Riordan and Rogers; Language: Mills; Literature: Earnshaw,

C. Hopkins, L. Hopkins, Steggle. Each Research-group Leader has wide experience to share of publication, peer-review, grant application, editorial work, conference and network organisation. The Head of HRC liaises with RIO to support specific grant and project development.

Two seminar series (Language, Literature) are held which promote access to current research undertaken elsewhere. There are around 12 seminars per year, mainly by invited speakers, but also by SHU staff, including Early Career Researchers (ECRs) and Postgraduate Researchers (PGRs). Creative Writing Master-Classes (18 per year) fulfil a similar function and have involved established writers of fiction, poetry, drama, publishers, literary agents and radio producers. All seminars are open to all staff, PhD, MA and undergraduate students, promoting an inclusive research community. Examples of speakers include P. Baker (Lancaster), C. Christie (Loughborough), J. Cummings (Oxford), R. Lemon (Southern California), E. Major (York), R. Siemens (Victoria, Canada), P. Stockwell (Nottingham), C. Warwick (UCL), M. Woodcock (UEA), the authors Ian Duhig, Jill Jones, Hilary Mantel, Blake Morrison and Iain Sinclair and the agents / producers Clive Brill (Pacificus Productions), Louise Burns (Andrew Mann Ltd) and Di Speirs (BBC). We have had five Visiting Professors during the period: Maggie Gee and Hilary Mantel (till 2009), and (from 2012) Sean O'Brien (Newcastle University), Alison Light (Newcastle) and Michèle Roberts (writer).

Early Career Researchers. All ECRs have been allocated a senior researcher as mentor, usually from the leadership of the relevant research group. ECRs and less experienced research staff (unless appointed for less than 12 months) have received research remission from teaching (usually two seminar groups in the second year of appointment), allowing new staff to adjust to teaching roles and then to develop a research publication once established. Such remission allowed Clarke to write her output 3 in 2009-10 and Bush to complete her output 1 in 2012-13. ECRs appointed during the period were also eligible to access further funding for travel, conference support and archive work available to the English group (see below). We created opportunities for PGRs to gain ECR experience (see Research Students) and have thus been able to submit seven ECRs in 2014, of whom four (Brown, Cadman, Duxfield, Wilkinson) were our own PGRs.

Research Leave. Research leave is allocated by a process with clear criteria and funding priorities. Since 2008 we have moved to a three-yearly call for applications, allowing time to plan research and high-quality staff replacement. Remission from a proportion of teaching can also be applied for in order to complete shorter outputs, organise conferences, and develop grant applications or impact. Between 2008 and 2013, all research-active staff in English successfully applied for research leave (15 weeks release from all teaching duties) and/or remission (45 hours release from teaching). The 20 full leaves and 30 remissions granted led to completion of most of our submitted outputs. The application process is open to all staff whether full-time or fractional. Allocation of leave / remission is made by the English Research Committee by judging applications against the criteria which include track record, likely completion of work and equity. In most years three full leaves and four remissions were funded. Examples of positive outcomes from this scheme include Bell's and Drewery's completion of monographs (output 1 in both cases) from remission in 2008-9 and 2009-10 and Rogers' completion of her short story collection (output 2) during research leave and remission in 2009-10 and 2010-11. There is a separate budget (£140,000 in the period) to support archive, library and conference travel: all research-active staff have received such funding between 2008 and 2013.

Equality and Diversity. SHU aims to create an environment that respects diversity and enables all staff to achieve their potential and contribute fully, supporting these principles through a gender, race and disability equality scheme. Examples include commitment to good practice in employing people with a disability ("Positive about disability") and a 'Right to Request Flexible Working Policy' for parents and carers. Fixed-term and fractional staff enjoy equal rights under University and HRC policies, an important consideration for the English group which has a large number of fractional staff (9 staff; 3.9 fte). This is particularly the case in Creative Writing, where many staff divide their time between academic and external professional work. All fractional staff requesting leave or remission have received it, and all fractional staff have been funded to attend conferences on an

equal basis to full-time staff. Four fractional staff have successfully requested increases in their contracts (Connolly from 0.6 to 1 fte, Hockenhull-Smith from 0.4 to 0.65, Jones from 0.5 to 0.8, Tarlo from 0.3 to 0.6). In the period seven fixed-term staff were appointed (Genn 12 months, Hockenhull-Smith 36 months, Brown 18 months, Grover 18 months, Wilkinson 9 months, Cadman 7 months and Duxfield 7 months). Three fixed-term appointments covered maternity leave or other adjustments related to caring, while four supported specific research projects. All have had equal access to mentoring and conference funding; Hockenhull-Smith was appointed to cover a temporary move from 1 fte to 0.6 by Peace under the Flexible Working Policy referred to above; at the end of the 36 month period Peace returned to 1 fte and Hockenhull-Smith was made permanent.

ii. Research students
Research students

Fifteen completions were recorded in the REF period, almost double the eight for RAE 2008. In the period we supported five full-time studentships now completed (one AHRC, four institution-funded: Wood; Butler, Cadman, Duxfield, Thomas) and three PGR fee waivers. In 2013 we have one AHRC BGP1 student (B. Wilkinson), three Faculty Studentships (including for A.B. Jackson, - winner of a 2003 *Forward Poetry Prize* and the 2010 *Edwin Morgan Prize*) and are funding fee-waivers for three further PGRs (2012-15). PGRs in English are supported by the Faculty Graduate School, as well as by University-wide arrangements described below. The Graduate School provides a shared working space and facilities (workstations, telephones, A/V resources, photocopying) for Humanities, Education and Social Sciences PGRs, so that research students do not work in isolation and have the opportunity to compare disciplinary experiences. English PGRs are included in their specialism through membership of research groups. They are encouraged to present conference papers and publish during and after their PhDs (10 of our completers, Brown, Butler, Cadman, Duxfield, Gormley, Thomas, K. Wilkinson, Williams, Wood, all did so) and to teach on the English undergraduate programme. We have created a number of career-development opportunities for post-doctoral researchers: Brown, Cadman, Duxfield, Grover, K. Wilkinson all had fixed-term contracts, the first three as Research Fellows, the last two as Lecturers. Cadman and Duxfield's posts were funded by the journal *Early Modern Literary Studies* (*EMLS*) to assist the editors (Connolly, Steggle) in piloting a content-management system and to provide editorial experience of an online journal. Connolly, after completing her PhD in 2008, became a fixed-term fractional lecturer and then progressed to a full-time permanent lectureship at SHU in 2010.

PGR recruitment, Support and Progress Monitoring. L. Hopkins, Head of Faculty Graduate School, is a member of the Executive Committee of UKCGE, of the AHRC Research Careers Training and Advisory Group and of the UK development team for the online Doctoral Education and Skills Training module by Epigeum Ltd. She is responsible for recruiting new students in partnership with the Humanities Postgraduate Tutor and a relevant English Director of Studies. Admissions criteria align with the QAA and UKBA guidelines. Induction takes place annually at University and Faculty level and is supplemented by resources on the Research Student VLE site (Blackboard). PGR regulations and procedures are managed by the Research Degrees Sub-Committee (RDSC). The SHU Code of Practice for Research Students and Supervisors outlines the quality framework for managing research degrees, facilitating timely completion and a good student experience. The Annual Monitoring and Feedback Exercise tracks Research Degree progression through completion of an on-line questionnaire for students and supervisors, results being assessed using annual performance-indicators. All students have a supervisory team, appointed by RDSC on the basis of research and supervisory expertise. The Research Supervisor Development Programme (co-led by L. Hopkins) develops effective supervision skills and is supported by a VLE, while, a complementary research-degree examiner workshop takes place annually. Six English staff have participated in these courses and the Humanities PG Tutor seeks to widen the pool of supervisors by including less experienced staff on supervisory teams. Student progress is formally monitored at three months for full-time students and six months for part-time students, using an Approval of Research Programme form (RF1) which is independently assessed by two rapporteurs. Progress is checked through Confirmation of PhD registration at 12 months for full-time students and 24 months for part-time students. Readiness to proceed is assessed by a 6000 word progress-report, supplemented by an oral presentation, again assessed by Rapporteurs on behalf of RDSC. SHU

took part in the 2013 HEA Postgraduate Research Experience Survey (PRES). Comparator data from this were excellent, placing SHU at or above sector average scores in all seven main scales, including for English PGRs an overall satisfaction score of 83% and 92% scores for confidence in successful completion and supervisor subject knowledge.

Training. PGR training is mapped onto the Vitae Researcher Development Framework. The Careers and Employment Service run workshops to help PGRs address generic issues involved in undertaking a doctorate and to reflect on individual skills training needs identified through the Development Needs Analysis form. The *Epigeum* training package, including a mandatory ethics module, has been available to all PGRs since 2008. PGRs can apply to the Graduate School for up to £500 annually to fund conference papers or access archives. SHU has a partnership with Leeds Metropolitan University to run an annual PGR conference to which English staff and PGRs contribute. Due to the award of a collaborative AHRC Doctoral Training Centre, this partnership has been recently expanded to work with six institutions in the region on cultural heritage, which will further enrich training opportunities from 2015 (see **b**). English was awarded a joint AHRC grant with Sheffield University (lead institution) to create a two-year Practical Public Engagement Doctoral Training Programme, attended by SHU and Sheffield Humanities PGRs during 2010-12 involving speakers from Sheffield cultural institutions, including Sheffield Museums, Galleries and Archives, Sheffield Theatres and other regional organisations. Participating PGRs also had opportunities to develop public engagement events drawing on their own work. English supports postdoctoral students in publishing their research and gaining academic posts: in addition to PGRs listed above progressing within SHU, Gormley had 12-month fixed-term research posts at Nottingham and Manchester, Duxfield a 12-month lectureship at Queen's Belfast, and Williams was appointed to a permanent lectureship at Northumbria.

d. Income, infrastructure and facilities

Income. In addition to £714,000 of specific research support from the University, English also won a number of grants from prestigious funders. An AHRC Public Engagement Doctoral Training scheme (**C. Hopkins**, jointly with Sheffield University) was awarded £7,200 (SHU, £2,900, 2010-12) which contributed to developing understanding of impact. **Rogers** was awarded £7,411 by the British Academy for the Ugandan MIFUMU radio series project (2009) and **Mills** £7,251 for a British Academy Visiting scholar working on gender bias in Nigerian textbooks (2011-12). **Bell** was awarded £15,068 for the Leverhulme Digital Fiction Research Network (some £10,000 of this was spent on funding activity by network partners), as well as a BA small research grant (£738 for collaboration with Alber, Freiburg, Germany on "Ontological Metalepsis and Unnatural Narratology". resulting in an article in the *Journal of Narrative Theory* (2012)) and a British Academy travel grant (£500). The Network especially helped Bell successfully bid for an AHRC Early Career grant on Reading Digital Fiction in 2013 (see Research Strategy). **Steggle** earned £2000 from licensing of *EMLS* articles (similarly accrued income funded the *EMLS* Research Fellows). Although not received directly by SHU, the Reading Sheffield Community Group (see Impact Strategy) was awarded £3000 by Sheffield Town Trust to carry out interviews for the *Reading Sheffield 1945-1965* Oral History project, **Genn** was awarded Arts Council Funding to support work on her second novel, *What You Could Have Won* (£5000, June 2012), while **Harris** and GW Theatre received a grant of £260,000 from the Government PVE (Preventing Violent Extremism) Fund, and **Rogers** won a two-year Wingate scholarship of £9,000 to support work on a new novel in 2012-13.

Research Support. RIO provides central expertise to support research, including up-to-date knowledge about research schemes and their requirements. Dedicated personnel (16.2 FTE) assist in drafting, costing, checking and authorising grant applications to Research Councils and other funders, as well as providing briefings on issues such as European funding and (with HR) specific training such as the Equality and Diversity training for all Research Centre staff involved in REF selection procedures. Research group leaders draw on this expertise to advise colleagues and mentees.

Library. The library integrates quality academic library information resources in electronic and hardcopy format with excellent IT facilities to meet the needs of researchers. Expert help in using information resources and information skills training are provided by Information Specialists and

their Faculty support teams. Learning centre Helpdesks bring together a wide range of services, including information enquiries and 24-hour IT support. Staff are encouraged to deposit their work in SHURA (SHU Research Archive). English research is specifically supported by the Humanities Information Specialist. Provision for English brings together traditional library services with online journals/databases including *Early English Books Online* (EEBO), *Eighteenth Century Collections Online*, JSTOR, *Literature Online*, *Linguistics and Language Behaviour Abstracts*, *MLA International Bibliography*, *JISC Historic Books* and standard resources such as the online *OED* and *DNB*. There is also a Special Collection of 1000 early editions of Popular Fiction 1900-1950 (see Impact Case Study **a**), for which a custom-made study area has been provided, together with cataloguing and preservation services. Around £80,000 is spent annually on English resources, including book acquisition and database subscriptions. Staff have access to an unlimited Document Supply Service supported by a generous additional library budget. The library holding represents current thinking in the discipline for the department's main research areas. Electronic resources are fully exploited in line with our commitment to digital technologies; Learning & IT Services work closely with the department to make best use of e-resources, while IT support for English is provided by Faculty Technical Services.

e. Collaboration and contribution to the discipline or research base
Examples below show how English makes a significant contribution to leading and sustaining the vitality of the national and international research base.

Literature. Renaissance researchers are active in recovering neglected (even lost) texts and deepening understanding of historical context through editing essay collections and scholarly editions. **L. Hopkins** edited John Ford's *The Lady's Trial* for Revels and is working on the major AHRC-funded Oxford *Collected Works of John Ford*, general editor Sir Brian Vickers (London). L. Hopkins is co-editor with A. Hiscock (Bangor) of *Arden Early Modern Drama Guides* which, as well as giving the 'Critical Back-story', also commissions new research in the two 'New Directions' chapters per volume. The series includes *The Alchemist*, *The Jew of Malta, Macbeth, Richard III, Twelfth Night*, *Tis Pity She's a Whore* and *Volpone*. Their contribution to new research is remarked by R. Dutton ('Future study of *Volpone* starts here') and by R. Bolam (the *Tis Pity* volume 'tackles some of the dominant issues of the day in original ways'). She is also co-editor, with T. Rutter (Sheffield), B. Hirsch (Western Australia), G. Egan and D. Cartmell (De Montfort) of *Shakespeare*, the journal of the *British Shakespeare Association* and is a Trustee of the *Association of Adaptation Studies.* **Connolly** edited (with L. Hopkins) *Essex: The Cultural Impact of an Elizabethan Courtier* (Manchester UP, 2013), the first book-length new historical analysis of this major renaissance figure. The book includes essays by leading and emerging Essex scholars from Aberdeen, Bangor, Iowa, Oxford, Reading, Glasgow and SHU. With Steggle she co-edits *EMLS*, a leading early modern digital journal with international contributors and world-wide reach (both staff receive remission to carry out this work). *EMLS* exploits its digital form to publish innovative work, such as the recent Special Issue, *Emblem Digitisation: Conducting Digital Research with Renaissance Images and Texts* (ed. M. Wade, Illinois, http://extra.shu.ac.uk/emls/si-20/si-20toc.htm) and editions of neglected primary texts in the *EMLS Texts* series. Additionally, the journal hosts modern-spelling editions of twenty otherwise unavailable plays edited by our MA and PhD students some of which have been cited or performed (e.g. K. Wilkinson, Broome's *The City Wit* performed Ballarat University, Australia 2007). **Steggle** has contributed to major editions of Brome and Jonson (see outputs 1 and 2). He is prominent in the application of digital humanities to early-modern literature and is an advisory board member for the *Shakespeare Quartos Archive*, the *Lost Plays Database*, *JISC Historic Books*, *Electronic Ephemera* and the *EEBO Text Creation Partnership*. **Modern Literature** researchers are active in work on the period 1900-1950 and on contemporary writing. **Brown and C. Hopkins** contributed to the profile of new research on literary taste and popular fiction. They were important collaborators in the AHRC-funded Middlebrow Interdisciplinary Transatlantic Network (Strathclyde University, led by Prof F. Hammill 2008-11). C. Hopkins was an Advisory Board Member, Brown was network administrator and in that role continues to maintain the website (http://www.middlebrow-network.com/). Brown co-organised the network conferences 'Historicising the Middlebrow' (Sheffield, 2008) and the 'Middlebrow Cultures' Conference (Strathclyde, 2009) and edited the resulting book, *Middlebrow Literary Cultures* (Brown output 2). SHU has supported linked events after the AHRC funding period, including 'Adapting *The Constant Nymph*: Film and the Bestseller Between the Wars' (SHU, 2012, speakers F.

Hammill, L. Napper, King's London and V. Lowe, Manchester) and 'Memories of Sheffield Libraries' (*Off the Shelf Festival* 2012). **Earnshaw** was an invited speaker at the *Philosophy of and in the Short Story Symposium* at the Centre for Philosophy, Literature and the Arts (Warwick, 11/6/2013). **Sanchez-Arce** organised a conference on 'Identity and Form' (SHU, 2009, keynotes by T. Docherty, Warwick. S. Murray, Leeds, 50 speakers from 15 countries). From this came her edited book *Identity and Form in Contemporary Literature* (Routledge, 2013, a reader's report says 'certainly at the "leading edge" of its field'). **C. Hopkins** co-organised 'The Singer Not The Song - Narration in the Short Story' conference (SHU 2011) with keynotes by A. Cox (Edge Hill), Ra Page (Comma Press) and writer Michele Roberts. This formed the basis of the third issue of a new journal, *The Short Story in Theory and Practice* (2013).

Language. Bell led the 'Digital Fiction International Network' (DFIN, funded by Leverhulme, 2009-10) with researchers from Bangor, Yale, Otago, Hedmark, Edmonton. DFIN moved the field away from theoretical expositions of digital texts to analyses of individual works which combine theoretical with stylistic, narratological and semiotic methods. DFIN produced co- and sole-authored publications and is affiliated with the Electronic Literature Organisation. Bell's *The Possible Worlds of Hyperfiction* (2010) is the first monograph to provide a comprehensive narratological approach for the analysis of Storyspace hypertext fiction. Bell collaborated with J. Alber (Freiberg) on 'Metalepsis and Unnatural Narratology' (2010, funded by British Academy Small Research Grant) and founded the PALA (Poetics and Linguistics Association) Digital Literature Special Interest Group (2012). She works in the *Unnatural Narratology Research Group* (Freiburg, Maryland, and Aarhus, since 2008) and the *Cognitive Poetics Research Group* (Nottingham, Sheffield, De Montfort, Oxford Brookes, since 2002). **Mills** is a leading figure in the development of work in critical discourse analysis, particularly its application to work on language and gender, and politeness and impoliteness. She (with **Clark**) is part of the management team of the *Linguistic Politeness Research Group* (*LPRG*), with colleagues from Huddersfield, Lancaster, Leeds, Loughborough, Leeds, Nottingham, Nottingham Trent, York St John, and UCLAN). The group now has 400 international members and seeks to develop new post-Brown and Levinsonian theorisations and analyses of politeness. The group has organised 10 conferences (including Budapest 2008, Brisbane 2009, Los Angeles 2010, Basel 2010, Wellington NZ 2012). In 2013, the group organised the first postgraduate conference on linguistic politeness (Huddersfield) and the Teaching and Learning (Im)Politeness Conference at SOAS, to which SHU contributed funding for a postgraduate bursary. *LPRG* collectively edited *Discursive Approaches to Politeness* (Mills contributing the first chapter on discursive approaches in the field, see output 2) and founded the *Journal of Politeness Research*. Mills is Visiting Professor at Huddersfield (2012-2015) and mentored nine visiting scholars from China, Kurdistan and a British Academy funded scholar from Nigeria (A. Mustapha, 2011, gender representation in English language texts for L2 users). Mills is a founder of the Discourses of Marriage Research group (investigating homophobia around the issue of legislation on equal marriage, with colleagues from Huddersfield, Hull, Leeds, Sheffield). **Peplow** is working on a project based on an inner-city reading group with K. Harvey (Nottingham).

Creative Writing. Genn participated in events which drew on her expertise in both neuro-science (PhD Durham, 2000) and creative writing including *Skinning Cats: Many Ways of Dealing with Regret,* Wellcome Trust, London, June 2012 and Bank Street Arts, Sheffield January 2013; *Disgust and Contamination: Contemplating Brown Space*, OCCURSUS research and Art group, September, 2012; *Work as Salvation/Work as Prison*, Art and Work Symposium, organised by plastiCities and Art Sheffield, *Pending:* six panel discussion/illustrated talks on *The Role of Regret in Addiction*, at The Cheltenham Literature/ Science Festival, Autumn, 2013. **Harris** won the Sony Radio Academy Bronze Award for Best Community Programming for a radio series about extremism, *Divided We Fall* (2011). **Jones** has worked on exhibitions with the artist Paul Evans, including 'Cells', Sheffield Institute of Art, 2010, 'Histography', permanent public poetry/art on the Cardiff Cancer Genetics Building, and 'All Things Bright and Beautiful' 20-21 Visual Arts Centre, Scunthorpe, 2012-13, in which artworks/poems explored post-Darwinian thought. Jones' poem 'Sentences' was shortlisted for the 2011 Forward Prize for the best Single Poem and he created a film-poem *Skin* with the photographer K. Hurst in 2013 (http://www.chris-jones.org.uk/). **Riordan** became editor of the leading contemporary poetry publication *Poetry Review* in 2013, having also edited *Poetry London* (2005-9). He co-edited the Gulbenkian supported *Dark Matter: Poems of*

Space (2008 - listed by the *Independent* as one of the best ten poetry books, 2009) with the astrophysicist Jocelyn Bell Burnell, 'brokering' collaborations between contemporary poets and space scientists. Riordan was Writer-in-Residence, Centre Culturel Irlandais, Paris (2011), and a Geoffrey Faber Memorial Prize Judge (2012). **Rogers** collaborated with scientists and ethicists in the Comma Press projects *Litmus* (2012) and *Bio-Punk: Stories from the Far Side of Research* (2013), in which science-fiction grows out of contemporary science (supported by Arts Council and Wellcome Trust). Rogers (with producer Clive Brill) worked with the Ugandan charity MIFUMI (funded by a British Academy grant) to develop a locally self-sustaining radio series (*Mako Mere*) in Tororo in Eastern Uganda highlighting rural issues, especially violence against women and children arising from the abuse of bride-price customs. The series was broadcast by Tororo Voros 90.2 FM and Mama FM in Kampala in 2011: there are 150 English language episodes (and 10 episodes translated into the Luganda language). Rogers' short story 'Hitting Trees with Sticks' was short-listed for the BBC National Short Story Award in 2009 and her short story collection of the same name was long-listed for two prizes in 2013, the Frank O'Connor International Prize, and the Edgehill Prize. Rogers was long-listed for the 2011 Mann Booker prize, short-listed for the Portico Prize, and won the 2012 Arthur C. Clarke Prize for *The Testament of Jessie Lamb.* **Tarlo** works with J. Tucker, (Design, Leeds), in the *Land2* network of artists working on landscape/place-oriented art practice (http://www.land2.uwe.ac.uk/jtucker.htm). Work includes the Tributaries Project, exhibited at Holmfirth Arts Festival, at *Closer to Home* (Leeds), and at the Musée de Moulages (Lyons,11-13/2/13), and also the subject of a joint plenary at *Composting Culture* (Worcester), at *Mapping Spectral Traces* and at the *Shadows Traces Undercurrents* exhibition, Minnesota, (all 2012). Tarlo was an invited speaker for the Allen Fisher Symposium (Northumbria, 24/10/2012), and is contributing, as an editorial board member, to development of a new journal, *Plumwood Mountain: An Australian Journal of Ecopoetry and Ecopoetics* (first issue 2014). Tarlo edited the important *Ground Aslant - An Anthology of Radical Landscape Poetry* (2011), whose sixteen poets were described by a *Guardian* reviewer as 'violently reworking pastoral' (MacFarlane 16/4/11).

Contribution to Research Base. Staff contribute expertise to the vitality and sustainability of the whole discipline through activities which can only be briefly exemplified here. Earnshaw, C. Hopkins, L. Hopkins, Mills, and Steggle were **AHRC Peer Review College** members in the period. Staff examined **24 PhDs**, at Aberystwyth, Anglia Ruskin, Bath Spa, Dundee Abertay, Goldsmiths, Kent, Lancaster (2), Leeds, Liverpool, Newcastle, Oxford (3), Madras, Queen's Belfast, Royal Holloway, Salford, Shakespeare Institute, Sheffield, Tampere (Finland), Vigo (Spain), Warwick and York. They have given **22 keynotes**, at Agder (Norway), Anglia Ruskin, Bolsover Castle, Chandigarh, Kota, Rohtak (all Shakespeare Society of India), Cologne, Durham, Freiburg, Globe Theatre (London), Huddersfield, Iasi (Rumania), Lancaster, Leicester, London (SAS), Northumbria, Otago, Queen's Belfast, Sheffield, Trinity Dublin, Warwick, and Washington (St Louis). Staff had **editorial roles in five journals** (*Electronic Literature Directory, EMLS, Journal of Politeness Research*, *Marlowe Studies, Shakespeare, YWES*), were **peer-reviewers for 45 journals** (*Adaptation*, *Brontë Studies*, *Clio, Comparative Drama*, *Contemporary Women's Writing, Cursor Mundi, Early Theatre, Electronic Book Review, English, English Studies in Canada, English Text Construction, European Romantic Review, Feminist Media Studies*, *Feminist Review, Gender and Language, Gothic Studies, Journal of Gender and Language, Journal of Gender Studies*, *Journal of Narrative Theory, Journal of Politeness Research, Journal of Pragmatics, Language and Education, Language and Literature, Literature and History, Literature Compass, MLR, Modern Philology, Mosaic, New Writing, Parergon*, *Philological Quarterly, PMLA, Renaissance and Reformation, Renaissance Drama, Renaissance Forum, Renaissance Quarterly, Review of English Studies, SEL 1500-1900, Shakespeare, Studies in the Novel, Style, The Space Between, Women's Writing*) and **readers for 10 publishers**: Ashgate, Broadview, Cambridge UP, Continuum, Edinburgh UP, Equinox, Manchester UP, Palgrave, Routledge, University of Wales Press. REF entrants acted as **external reviewers for chairs, readers, tenure at 10 institutions:** Association of Commonwealth Universities, Calgary, Chester, Dalhousie, Government of Ireland, Iowa State, Manchester Metropolitan, Marquette, Penn State, Victoria.