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Institution: University of Sheffield
Unit of Assessment: 29 - English Language and Literature
<p>a. Overview</p> <p>The School of English (SoE) is one of seven departments based in the Faculty of Arts & Humanities. The School brings together colleagues who work in the fields of literature, literary theory, literary-linguistics, language and linguistics, film, creative writing, and theatre and performance, and provides postgraduate research supervision across all these areas. The research conducted has depth and breadth, providing chronological coverage from the Anglo-Saxons to the present day and using a wide variety of methodological approaches, including practice-based research (creative writing, theatre and performance). Staff within the School are active members of a range of interdisciplinary centres and collaborate with partners in the White Rose Consortium (Universities of Leeds, York, Sheffield). SoE's Research Strategy Committee (RSC) develops and oversees research planning, and all colleagues are members of one or more research cluster (medieval and early modern; 18th and 19th century; modern and contemporary; creative writing; film; theatre and performance; literary linguistics; applied linguistics and language acquisition; language change and history; language and society). Unless otherwise stated, all statistics in this document are by FTE of current Category A staff.</p>
<p>b. Research strategy</p> <p>SoE's research objectives laid out in RAE2008 have been largely achieved, namely:</p> <ul style="list-style-type: none"> • improving the management of research leave (see REF5ci); • working more closely with central services to enhance support for grant applications (see REF5d); here it is notable that three of the four prospective bids mentioned in RAE2008 were successful (Ellis, Hodson, May/Shrank); • enabling RSC to have oversight of research conducted within the School (see REF5d); • enhancing PhD provision through individually-tailored training and skills development, and through strengthening links between PGT and PGR students (see REF5cii); • fostering collaborative research within SoE and the Faculty, as well as with external institutions; one of the specific objectives in RAE2008 was establishing a Centre for Linguistic Research, which was founded in 2009. <p>Owing to staff changes, one specific objective did not come to fruition (a collaboration with Music on 19th-century song settings). The changing shape of SoE also meant that the peer-reviewed, on-line journal launched in 2008 (<i>Black Box Manifold</i>) is not identical to that projected in RAE2008, but – reflecting the growth in creative writing and concentration of colleagues working on modern and contemporary poetry – publishes original compositions as well as book reviews and academic essays.</p> <p>As a large and diverse School, we have the capacity to pursue collaborative and innovative research projects. A key part of our research strategy since 2008 has been fostering these opportunities and consolidating activities that stretch across the disciplinary boundaries of literary, linguistic, and performance studies (especially those created by undergraduate teaching programmes). To further this interdisciplinary exchange we have successfully used various schemes, including co-supervision of postgraduate students (see REF5cii) and 'cross-cutting' research themes ('Editing and Archives'; 'Verbatim Practices'; 'Anxiety'). We also hold School-wide research seminars, which all staff and postgraduates are encouraged to attend, and 10-minute 'windows on research', given by new colleagues and colleagues returning from research leave. In addition, the annual Research Away Day provides opportunities to share best practice, disseminate knowledge about research funding (for projects and studentships), and develop ideas for both individual and collaborative projects. These fora for communication have proved essential in developing a School-wide research culture, out of what were previously two separate departments (an objective in RAE2008).</p> <p>Collaboration has also been enhanced by achieving a greater oversight of research conducted within SoE (an objective in RAE2008) through more effective use of RSC, the appointment of a Deputy to support the Director of Research (customarily, the Deputy comes from a different area of the School), and through the establishment of annual individual research meetings with the Director of Research (see REF5ci). These individual research meetings also provide colleagues</p>

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with the opportunity to share ideas for enhancing the research environment: colleagues are encouraged to, and do, propose such ideas directly to RSC, but these face-to-face meetings are a useful way of prompting new initiatives (such as the creation, in 2012, of a 'linguistics lab': computers loaded with specialist software for language and linguistics research, bookable by PGR and PGT students as well as staff).

Objectives 2014-19

- To continue to support across a wide range of fields both individual and collaborative research which is characterised by ambition, scholarly rigour, innovation, ethical conduct, and, where appropriate, interdisciplinarity;
- To capitalise on opportunities for collaborative research within the School, Faculty, University, and beyond; this includes developing our existing relationships with colleagues at the two other 'White Rose' universities and the N8 universities;
- To continue to develop a research community which is committed to the wide dissemination of its research and which engages with the wider community in academia and beyond;
- To consolidate grant capture and to diversify sources of research income; in particular, we aim to attract funding from previously under-utilised sources (e.g. Marie Curie, Wellcome);
- To enhance support for our former PhD students after the completion of their doctorates;
- To strengthen postgraduate recruitment and training, contributing to the sustained health and vigour of our disciplines.

Strategy for achieving objectives: The success of the following strategies will be monitored by RSC and, where appropriate, SoE's Graduate Affairs Committee.

- i) Building for excellence: Excellent research must be underpinned by a culture of integrity. SoE will continue to provide training in research ethics to all staff and students from 1st-year undergraduate onwards, to instil a sense of belonging to a research community that upholds the standards embodied in the University's 'Good Research & Innovation Practices', which reflects world-wide best practice. Strategies and structures for staff development are outlined in REF5ci, REF5d.
- ii) Building opportunities for collaboration: Since academic units are not static, but evolving, we will continue to deploy the strategies successfully used to develop a School-wide research culture since 2008. Cross-cutting themes will be reviewed biennially by RSC to ensure their continued relevance to research conducted within the School.

Opportunities for collaboration beyond the School will be promoted via interdisciplinary research centres and research groupings in which colleagues are key stakeholders. These include: Centre for Nineteenth-Century Studies, Centre for the Study of Mass Violence and Abrupt Change, Cold War Cultures, Medieval and Ancient Research Seminars, and the Sheffield Death Group (all established prior to RAE2008), as well as Arts-Science Encounters, Centre for Linguistic Research, Centre for Nordic Studies, Centre for Peace History, Medical Humanities Sheffield, the Race Research Network, Sheffield Centre for Early Modern Studies, and Sheffield Research in Film (established since RAE2008). In development are new research centres, reflecting expanding areas of our activity: a Centre for Poetry and Poetics, and a Centre for Gothic Studies. Directors of centres can bid for Faculty funding to support research centre activity; SoE will further support colleagues taking on leading roles in research centres by recognising this in their workload.

Colleagues from the White Rose universities provide an impressive body of expertise across literary and linguistic studies. The three universities have built on their historic combined commitment to the research community by establishing the White Rose College of the Arts and Humanities to support postgraduate training with effect from October 2013, and the three universities are also funding a network of interdisciplinary studentships on the theme of heroes and heroism to run from 2013-16, with one student based in SoE. The College has also been granted c. 270 studentships by the AHRC's Doctoral Training Partnership competition for 2014-19, an award to be supplemented by a further contribution of c. £4 million from the three universities. Practical measures such as this will help consolidate pre-existing but often informal and *ad hoc* relationships, providing a foundation for further collaborations.

- iii) Building a public-facing research community: SoE will continue to utilise a well-established Faculty structure for facilitating knowledge exchange and the wider dissemination of our research (see impact template). The Director of Research will also work with University Library

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professionals to continue and enhance commitment to green open access via full utilisation of the White Rose on-line repository.

- iv) Building our research income: Support is provided by a Faculty-facing team in Research & Innovation Services (see REF5d). We will diversify sources of funding by working closely with this team to analyse successful applications to schemes/funders with which we are less familiar or which we have historically under-utilised. We also aim to maximise the experience of past and current grant-holders to increase our success rate: RSC has begun co-ordinating the pre-application process, pairing prospective applicants with current/previous grant-holders who advise on drafts. The annual Research Away Day provides a valuable opportunity for keeping colleagues abreast of appropriate funding schemes, and we will also use the annual Staff Development Review and one-to-one research meetings (see REF5ci) to encourage colleagues to think strategically about external funding (e.g. building up to larger applications; reframing unsuccessful bids). We will also use mentoring to support successful applicants in managing funded projects, particularly when it is their first major grant: the smooth running of a funded project can incentivise further applications as well as enable its successful completion.
- v) Building for the future: It is important to nurture prospective PGR students (the future of our discipline). SoE has ring-fenced money which, from 2013-14, is funding bursaries for taught postgraduates. An achieved objective of RAE2008 was to ensure that PGT students are fully integrated into SoE's research environment, e.g. by encouraging their attendance at research events and providing opportunities for them to work alongside PGR colleagues (see REF5cii). In addition, we will work with the Faculty and University to strengthen areas identified through the Postgraduate Research Environment Survey (see REF5cii). We will also continue to offer former PhD students the opportunity to apply for the status of Honorary Research Fellow within SoE. This institutional affiliation provides recent postdoctoral researchers with vital support at a critical stage in their career, giving them access to research resources and institutional support, such as the University's Professional Development Programme. Further to that, we need to ensure that undergraduate students too are made to feel part of the research environment, e.g. extending successful work such as our 'Against Value in the Arts and Humanities' project (a staff-student partnership designing an Interdisciplinary Research in Practice module, which won the 2013 HEA Students and Staff Partnership Award) and promoting student participation in the Sheffield Undergraduate Research Experience (6-week paid internships for 2nd-year students to work on a staff member's research project).

c. People, including:

i. Staffing strategy and staff development

Staffing strategy: When selecting areas for appointments, we identify significant and emerging themes and fields, as well as ensuring that we maintain existing strengths. Cases for new posts are developed in subject areas, discussed at SoE's Executive Committee (on which the Director of Research sits *ex officio*) and at School Board (attended by all members of SoE). Research excellence and potential are essential criteria for all appointments. We are strongly committed to equal opportunities, and our staff are a diverse group drawn from a range of social and national contexts. Chairs of interview panels are required to undertake training, which includes equality and diversity, and all hiring procedures follow guidelines to ensure this. The University actively supports the 'two ticks' initiative, which guarantees an interview for individuals who disclose a disability and meet the essential criteria.

SoE has changed shape since RAE2008, partly due to staff departures (e.g. retirement), and partly through investment in areas which have grown substantially since RAE2008, namely Theatre and Performance (with the appointment of two lecturers and one Professor of Performance), Creative Writing (with the appointment of one lecturer, one writer-in-residence, one Professor of Poetry), and Applied Linguistics (with the appointment of three lecturers). In addition, we have consolidated existing areas. Since 2008, nineteen colleagues have been appointed across the fields of early modern, 18th- and 19th-century literature, modern and contemporary literature, film, sociolinguistics, historical language studies, and literary linguistics. Besides two senior appointments – readerships in 19th- and early-20th-century literature (Smith, Thain) – these appointments also represent an investment in the next generation of scholars, with fourteen of the twenty-two lecturers appointed since 2008 qualifying for ECR status.

All but five of our fifty-five Category A staff (50.9 FTE) are on open-ended contracts; one

(Hollo) is funded by the Irish government; the decision to employ the other four staff on short-term (two/three-year) contracts is a direct result of the uncertain patterns of undergraduate recruitment in Higher Education at present, and we have aspirations of making those contracts permanent, should income streams and staff attainment allow.

Staff development: All new lecturers serve a period of probation of between one and three years, depending on previous experience. To help staff start effectively, all new colleagues (including senior staff) receive an induction, designed and managed by SoE (in line with guidance from Human Resources), and are integrated into the School through mentoring and buddying (the latter a more informal relationship, with a peer rather than an academic senior). In their first year, new colleagues (both ECRs and more experienced staff) receive a lighter teaching load (generally a maximum of 6 hours undergraduate contact per week) and do not take up major administrative roles. Probationary lecturers have the opportunity to acquire experience of PhD supervision by acting as secondary supervisors on postgraduate research topics (see REF5cii). Publication and dissemination of research forms an essential part of the criteria for passing probation.

All colleagues undergo an annual appraisal under the University's Staff Review and Development Scheme (SRDS) or – if on probation – more regular mentoring and appraisal, culminating in an annual review. Both SRDS and probationary reviews include the identification of achievable targets and training needs, and set out a realistic timetable for fulfilling these. All colleagues are further supported by an annual individual research meeting with the Director of Research to discuss research plans for the next one-to-five years and to identify support necessary, outside the annual cycle of SRDS/probation; specific research mentoring is provided within SoE for colleagues who have a recognised pattern of non- or late submission of promised outputs, and for any colleague who requests it. The impact of these mentoring processes, accessible to all colleagues including those on teaching-only contracts, is evidenced by the transferral of one of our former teaching fellows (McKay) to a Category A contract in 2011. Colleagues also have access to a University network, 'Parents in Academia', which provides one-to-one mentoring for staff returning from parental leave (a crucial and often difficult transition). Our staff also participate, as both mentors and mentees, in the University's IMPACT mentoring scheme, designed to support the career progression of female academics, who can also join the 'Springboard for Women' programme.

Since RAE2008, SoE has had eight postdoctoral research positions funded by external grants (AHRC, British Academy, Leverhulme). In September 2012, the University was awarded the European Commission's HR Excellence in Research Award, which recognises an institution's progress towards a high quality research environment for research staff and postgraduate researchers, measuring performance against the principles stated in the RCUK Concordat to Support the Career Development of Contract Researchers. Contracted research staff in SoE receive the same opportunities for mentoring and SRDS as do Category A staff and, along with ECRs and PGRs, they also have access to the University's 'Think Ahead' framework of support. This includes career support; grant-writing workshops; tailored mentoring to inculcate independence amongst junior researchers; and a programme of professional development designed to equip participants with transferable skills (e.g. project management, media training).

SoE's workload model ensures that Category A staff have ring-fenced time for research: the teaching timetable is structured to allow every member of staff at least one research day a week, and large administrative loads are balanced by a proportionate reduction in teaching. All Category A staff are eligible to apply for a semester of study leave after every seven semesters (pro-rata for part-time staff). Exceptional leave (parental leave, sick leave, externally-funded leave) counts towards these seven semesters. Applications for study leave are monitored by RSC, who (i) prior to the requested leave assess, and provide supportive feedback on, an application outlining the individual's research plans and projected outcomes for the leave-period; and (ii) afterwards, review a report about the research undertaken. All applications and reports are also reviewed and ratified at Faculty level.

The University has clear procedures for promotion, in which research outputs, standing in the field, and public engagement activities are major criteria. All staff (except those on probation) are considered annually for promotion. To be fair to those on part-time contracts or returning from career breaks, rates of production as well as numbers of outputs are taken into consideration.

The success of SoE's staffing strategy and investment in staff development is evidenced by the promotion of 15 staff by one or more grade since RAE2008 (71.4% of eligible staff) and by

the output of colleagues since RAE2008: during the census period (to 31 July 2013), Category A colleagues published 45 monographs and critical editions, 38 edited collections, and 336 essays and peer-reviewed articles (an average of 1.6 books/edited collections and 6.6 essays per FTE).

ii. Research students

In its institutional review of December 2012, the QAA praised the good practice evident in the University's provision for its research students (no criticisms were made). The University has effective QA processes for PGR provision, consisting of an annual review (in which PGRs themselves contribute their perspectives on the quality of provision), a thematic review, and a biennial survey.

SoE recruits high-calibre PGR students from across the globe, and in the current assessment period we have attracted 40 non-UK students from 23 different countries. All students accepted onto our PhD programmes must have completed a relevant taught postgraduate programme (or demonstrate equivalent experience) and have normally achieved a grade point average of the equivalent of 65 or above and, for non-native speakers, an IELTS score of 7.5 or above (7.0 for linguistics students). Each application is reviewed by at least three colleagues: the relevant Graduate Director (from Literature, Literary Linguistics, Language and Linguistics, or Theatre and Performance), and two colleagues in the proposed research area(s).

The quality of our applicants is attested by an excellent record in securing Faculty and University studentships for our candidates (funding which is allocated on a competitive basis). In addition to nineteen studentships funded through the AHRC since 2008 (including the Block Grant Partnership and project studentships), we have been awarded ten Faculty studentships, six University studentships, and three British Library studentships. A marker of the University's support is evident in its investment of £689,000 in Faculty studentships for the Arts and Humanities since the reorganisation of institutional PhD funding in 2010. Sheffield was also one of only nine UK universities granted PhD studentships in the Arts and Humanities by the Wolfson Foundation, with the first students taking up their awards in September 2012. In the last two years, SoE has received two of these awards. Since 2008, SoE has also been awarded four network studentships, funded by the University's 'cross-cutting' scheme 'Medical Humanities Sheffield', or the White Rose consortium. Assessment of applications and funding awards is conducted in the light of equal opportunities legislation.

All PhD students undergo a compulsory induction process at the start of their degree (covering topics such as the library, copyright, ethics, the supervisory relationship); the QAA noted the thoroughness of induction (complementary elements are covered at School, Faculty, and University level). First-year PhD students are also 'buddied' with a second-year PhD student. In accordance with the University's code of practice, PhD students receive regular supervision (at least monthly meetings) and monitoring. QAA noted these mechanisms for monitoring meetings are effective: records are kept of all supervisions, and supervisors compile annual reports. Each PhD student has two supervisors, operating either as primary and secondary supervisors or (particularly for interdisciplinary work) as co-supervisors. Interdisciplinary work across different areas of the School is encouraged. Recent examples include: projects on representations of ageing, supervised by specialists on contemporary theatre (Babbage) and discourse analysis (Mulderigg); on fictional treatments of political trauma in Zimbabwe, supervised by a literature specialist (Piette) and sociolinguist (Fitzmaurice); and on productions of *A Midsummer Night's Dream* in post-war Poland, supervised by an early modernist (Shrank) and an expert in political theatre (McDonnell). Interdisciplinary supervision also extends beyond the School, a current example being a PhD on poetry and the built environment co-supervised by Piette and a colleague in the Department of Architecture (Stephen Walker).

The first year of the PhD is probationary, after which students must pass a Confirmation Review (within two attempts). The Review is a *viva-voce* examination at which they discuss and defend a portfolio of work with a panel comprising their two supervisors and the Graduate Director for their area of study, a useful foreshadowing of the final *viva-voce* examination. Students are prepared for this milestone with a pre-Review supervision, conducted by their two supervisors, usually held approximately two months before the scheduled Review. Submission rate information is supplied to departments by Research & Innovation Services twice a year, and all our students are expected to submit within four years (pro-rata for part-time students); within the census period, the rates for PhD students submitting within the permitted period rose from 57% to 80%. To improve completion rates further, in spring 2013, SoE implemented the

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appointment of an additional 'Completion Supervisor' for each student. All students now have a 'Completion Supervision' in the January of their third year, at which the three supervisors and student agree a plan and realistic target date for submission. The Completion Supervisor subsequently monitors their progress closely with the main supervisors and, if necessary, organises further support.

PhD students are also required to participate in a Doctoral Development Programme (DDP), the content of which is individually tailored and decided in negotiation with their supervisors after an annual Training Needs Analysis; QAA noted this as a positive development. Training supplied through DDP includes discipline-specific skills (e.g. palaeography for early modernists), generic/transferrable skills (e.g. public engagement), and career development (e.g. Teaching Practice). From their second year, and on the recommendation of their supervisors, PhD students are offered experience of undergraduate teaching. We also make available opportunities for other types of professional development through involving research students in projects with external organisations. Recent examples include training in cataloguing from British Library staff, researching Robin Hood for Bolsover Castle (English Heritage), and working with the National Trust to improve public access to the 18th-century library holdings at Nostell Priory. The success of DDP is indicated by the 2013 HEA Postgraduate Research Experience Survey (PRES), in which 82.8% of SoE respondents agreed that they had received training to develop their research skills (above the sector average of 75.8%). Sheffield is the only Russell group university to deliver compulsory training in good research practice (Beal was part of the University group which designed this training); the impact of this training is evident in the fact that 81% of SoE's respondents agreed that their understanding of 'research integrity' had been developed. The results of PRES are currently being used to identify areas for improvement, in particular the development of transferrable skills and awareness of career opportunities.

Our postgraduates are fully integrated into the research environment of the School, Faculty, and the research centres most relevant to their projects. Examples of School-run research fora in which our postgraduate students participate include: Early Modern brownbag lunch (a work-in-progress seminar); the Nineteenth-Century seminar; the SoE Research Seminar; the Sociolinguistics Brunch; the Applied Linguistics Research Circle; and an array of reading groups (e.g. Language and Gender, Statistics Reading Group, Gothic Reading Group). Along with academic colleagues, opportunities are provided for postgraduates to meet and enter into intellectual exchange with visiting speakers (see REF5e).

PGR students are also responsible for organising a 'Work-in-Progress' series of seminars for PGT and PGR students within SoE; they collaborate with PGT students in running the annual SoE postgraduate colloquium; and they have the opportunity to mentor PGT students over the dissertation-writing period. PGRs are also encouraged to participate in the student-led PGR Café Forum, which allows students to present their research to postgraduates from across the University, and they are supported by RSC with funds and mentoring, if they want to organise research events. Examples of successful events or series organised by PGR students include 'Public and Private Spaces in the Early Modern World (1485-1700)', a one-day postgraduate conference funded by the Society of Renaissance Studies (September 2011); P-19 (a series of research seminars on post-19th-century literature and culture); 'World Travels: Travel Writing, 1620-1820' (an interdisciplinary series of seminars in 2011); and a Sociophonetics training event run by sociolinguistic PhD students with the Centre for Linguistic Research (June 2012). In addition, in 2011, postgraduate students within the Faculty of Arts & Humanities launched an on-line, peer-reviewed journal, *Track Changes*, producing two issues a year. To date, seven PGR students from SoE have served on its editorial board (including one as lead editor). When ready, PGR students are also encouraged to publish in external peer-reviewed journals and other publications. Since RAE2008, publications by our PGR students include three prize-winning essays: by Ingrid Hanson, *Review of English Studies* 61 (2010); Rebecca Bowler, *Katherine Mansfield Studies* 3 (2011); and Elena Pallares Garcia, *Language and Literature* 21 (2012).

Individual postgraduate research activity is also supported financially. In addition to School research funds (administered by RSC) for trips to conferences and archives, PhD students can apply to the University's Learned Societies Fund (administered at Faculty level), which has supported attendance at up to three conferences per year, including one conference at which they are not delivering a paper. Together, School research funds and the Learned Societies Fund make available up to £1150 per annum for PhD students, essential support for networking and

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developing their research and research profile. The success of this funding is evidenced by the fact that, in the 2013 PRES, 72.4% of SoE respondents had presented at research conferences (above the sector average of 57.7%). Our postgraduates are also encouraged to apply for external fellowships and grants, a process which further prepares them for a research career as well as providing valuable networking and research opportunities. Recent successes include an Armstrong Browning Visiting Scholar Fellowship at Baylor University (Fern Merrills, 2012-13), an AHRC-funded Postgraduate and ECR Research Network: 'Romantic Heirs' (lead student, Liam Firth, 2013), and a Chawton House Library Residential Fellowship (Kate Gadsby-Mace, 2013).

The success of our postgraduate training and the rounded experience they receive is evidenced by our students' track record in obtaining academic jobs and research posts. Students receiving doctorates since RAE2008 have gone on to lectureships and/or research posts in both the UK (including the Universities of Birmingham, Hull, Lancaster, Liverpool, Queen Mary, Sussex, Sheffield Hallam) and abroad (including National University of Malaysia, Universities of Ningbo, Azad Jammu and Kashmir Muzaffarabad, and Wayo Women's University, Tokyo).

d. Income, infrastructure and facilities

External grants: Since RAE2008, SoE has been awarded £1,557,944 in new grants from funding bodies including AHRC, Lottery, British Academy, European Science Fund (ESF), and Leverhulme (c. £30,608 per FTE). The success rate for grant applications on which SoE staff are the named PI is 27.9%. All staff are encouraged to apply for external research funding, and during the census period 18 colleagues (35.4%) received an award over £4,000 as either Co-I or PI. This includes one British Academy Research Development Award (Ellis), one ESF grant (co-I Piette), one Leverhulme International Research Network (Linn), and 20 AHRC-funded projects.

Facilities: In January 2009, SoE relocated to Jessop West, purpose-built accommodation (capital spend £21.2m) with individual offices for all staff, desk space for postgraduate students, and plenty of access to easily bookable, well-equipped spaces for exhibitions, lectures, seminars, and other research events. PhD students can also apply for desk space in the University's Graduate Centre, which in 2012 was relocated near the core of the campus, closer to both Jessop West and library facilities. This new Graduate Centre also includes bookable seminar space for postgraduate-run events. Research activity in Theatre and Performance makes use of a variety of performance and studio spaces, including the Theatre Workshop (a 100-seat, flexible, fully-equipped performance space with production facilities, including CAD, video and sound editing); the Cutting Edge Studio at the Hawley Building (acquired in 2010 and converted at a cost of c. £105,000); and the University Drama Studio (a fully-functioning 200-seat theatre, with 3 rehearsal studios). All spaces are bookable by staff and students who have completed the in-house training to ensure the safe use of these resources.

The co-location of SoE with other Arts and Humanities departments in the heart of the University campus has provided new opportunities for interdisciplinary and collaborative work, allowing greater interaction with other Arts, Humanities, and allied disciplines through its position in the 'research corridor' including the Interdisciplinary Centre of the Social Sciences and the Humanities Research Institute (HRI). All colleagues have access to flexible and well-appointed conference facilities in the HRI free-of-charge. HRI also provides desk space and administrative and technical support for staff, research associates, and visiting scholars undertaking individual or collaborative research. HRI Digital comprises seven members of staff and supports the innovative use of technology within Arts and Humanities research, providing guidance through the grant-writing process and all phases of a project's planning and management, as well as being responsible for the technical development of electronic deliverables.

The University has well-stocked research libraries, which subscribe to major research resources (e.g. Early English Books Online, including material produced by the Text Creation Partnership, and Eighteenth Century Collections Online). Since RAE2008, the University Library has spent c. £17.5m on acquisition and access for the Arts and Humanities (including books and subscriptions). Communication between SoE and the Library is facilitated through a School Library Representative and a Subject Librarian. Colleagues order books using a simple on-line form, and additional funds can be requested by new staff to build up collections in their area or by existing staff when developing new areas. The University's holdings are enriched by the National Fairground Archive and by Special Collections and Archives, which houses over 150 collections of printed books, periodicals, pamphlets, manuscripts, ephemera and unpublished primary

materials. These collections are utilised in postgraduate research training and by staff conducting research: for example, Vice's work on twentieth-century television was instrumental in securing the Barry Hines archive for the University, and in the REF2014 cycle she has published work which draws on both this and the library's Jack Rosenthal archives; the University's collection of artists' books is at the centre of an on-going research collaboration between SoE colleagues (Piette, Ladkin) and Bank Street Arts (a local independent gallery); and Nevitt's research into theatrical representations of the English Civil War led to the acquisition of the playwright Keith Dewhurst's archives for the University in 2013; an article by Nevitt using this archive is forthcoming in *Journal of British Studies*.

Library holdings are supplemented by White Rose Research Online (a repository of research produced by staff at Leeds, Sheffield, and York) and by the proximity of the British Library's depository at Boston Spa, accessible via a regular, free minibus. All staff and research students can also apply for interlibrary loans, funded from SoE's library budget (c. £73,380 per annum).

Infrastructure: Research strategy is embedded within School strategy and governance. RSC meets three times a semester and reports to School Board (which comprises all members of the School), whilst the Director of Research sits, *ex officio*, on the School's Executive Committee. Postgraduate strategy is co-ordinated by the School's Graduate Director, who chairs the Graduate Affairs Committee (GAC) and sits *ex officio* on the School's Graduate Student-Staff Committee (GSSC), RSC, and Executive Committee. GAC and GSSC oversee graduate matters, reporting to RSC and School Board, and providing valuable mechanisms for raising concerns, implementing changes to improve the research environment, and monitoring issues such as completion rates. The chair of GSSC is a PhD student, who sits *ex officio* on GAC. All staff (teaching and research) belong to at least one of SoE's ten research clusters, which provide further research support by serving as a forum for developing research activities, funding bids, and publications through discussion with fellow specialists. The University's Research Ethics Committee (on which the Faculty of Arts and Humanities is represented by Szabo, a member of SoE) oversees approaches to research involving human participants.

The physical co-location of Arts and Humanities departments has also been underpinned by the establishment of a new Faculty structure, which co-ordinates academic work across the seven departments. The Faculty's Research & Innovation Committee (attended by the School's Director of Research) facilitates inter-departmental collaboration and the development of a Faculty-wide strategy dedicated to improving grant capture, enhancing the University's reputation for research excellence in the Arts and Humanities, and promoting public-facing research, whilst ensuring that our research ambitions and practices are balanced against teaching needs and are well supported by administrative teams. This strategy is reviewed biennially by the Faculty Research & Innovation Committee and the Faculty Executive Board (at which SoE is represented by its Head of School). SoE's research strategy is developed in relation to Faculty strategy and determined through discussion at RSC and Executive Committee, and in consultation with the Faculty Pro-Vice Chancellor as an integral part of the academic planning process. The Faculty's Graduate Committee (attended by SoE's Graduate Director) ensures the dissemination of best practice, oversees procedures and completion rates, and develops strategy for enhancing the recruitment and development of postgraduate students. PhD students also contribute to the University's governance and decision-making via the Faculty's PGR Forum and are represented by a PhD student on the University's Doctoral and Researcher Development sub-Committee.

Income capture has been aided by establishing a Faculty-facing Research & Innovation team, with a research strategy manager and research development officer who disseminate information about funding opportunities, advise individuals on suitable funding schemes and possible collaborations, and ensure that applications meet eligibility criteria. The Faculty-facing Finance team provides costings and regular financial reports. Within SoE, support for funding applications is provided by the Director and Deputy Director of Research, and other experienced colleagues as appropriate (see REF5b, 'Strategy', iv). All applications are peer-reviewed within SoE and/or Faculty before submission. Advice on applications which include digital technology is provided by HRI Digital, one of the UK's leading centres for the digital humanities (see above, 'Facilities').

Staff can apply for up to £1,700 a year to support individual research activities from a variety of internal funds (RSC, Learned Societies Fund, Faculty). Further seed-corn funding (usually up to £400 per application) is available from the Faculty's Rapid Response Fund. SoE underwrites conferences, and administrative support for these is provided by the Faculty-facing Finance team.

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SoE also employs two technicians to provide vital support for computer hardware (including the replacement of computers on a rolling basis), software, website development and the use of social media, and two further staff with the specialist technical skills needed to manage our theatre equipment, spaces, and activities.

e. Collaboration or contribution to the discipline or research base

All members of SoE collaborate with a variety of national and international partners. Many of these are focused around the preparation of particular outputs (e.g. **Miller**, with colleagues in Glasgow and Harvard; **O'Connor** with the Live Art Development Agency; **Sen**, with colleagues at University of Oxford Phonetics Lab). Others are more formal, funded networks, including the Leverhulme International Network 'English in Europe' (**Linn** (PI), **Ferguson**); the AHRC-funded networks 'Values of Environmental Writing' (**Collignon**), 'Cognitive Futures in the Humanities' (**Gavins**), 'The Future of Testimony' and 'Holocaust Writing and Translation' (both **Vice**); the British Academy-funded Virtual Research Seminar on 'The History of Political Discourse, 1500-1800' (**Nevitt**, **Shrank**); and 'Within and Beyond Borders', funded by PRIN (**Beal**). There is also a strong history of collaboration with the other White Rose universities: again, some of this is *ad hoc*, focused on the production of outputs (e.g. **Gil**, **Walker**), but in addition colleagues utilise formal mechanisms of White Rose funded networks (e.g. **McKay**, Northern Animals Reading Group, 2010-11; **Rayner**, White Rose East Asia Centre). Collaboration is also furthered by international exchanges. **Linn's** post as professeur invité at University of Paris (2012) led to a 2012 colloquium on the history of applied linguistics; **Thain's** Visiting Professorship at NYU (2012-13) has built a collaborative relationship with the NYC Digital Humanities group, focused around print culture between 17th and late 19th centuries. In turn, SoE has hosted incoming visits which have led to research collaborations, including designing a database of 18th-century English phonology (**Beal**, **Sen**, with a colleague from University of Vigo, funded by Santander Research Mobility Fund), and research into the use of English for academic purposes (**Ferguson**, with a colleague from University of Zaragoza, funded by Aragon Regional Funding).

Learned societies and subject associations help sustain and develop the discipline. In the census period 12 members of SoE (23.6%) have performed key roles in such organisations: **Beal** (Council, Philological Society, 2012-); **Ellis** (Advisory Board, Elizabeth Bishop Society, 2012-); **Ferguson** (Treasurer, 'Language in Africa' Special Interest Group, British Association of Applied Linguistics (BAAL), 2005-11; Executive, BAAL, 2008-10); **Fitzmaurice** (Publications Secretary, Philological Society, 2012-); **Hobbs** (Executive, BAAL, 2007-10); **Linn** (Council, Philological Society, 2004-; Chair, Henry Sweet Society, 2007-); **Miller** (Secretary, ASLE-UKI, 2012-); **Nicholson** (Committee, Society for Theatre Research (STR), 1998-), Chair, STR Research Awards Committee, 2007-); **Shrank** (Convenor, Tudor Symposium, 2009-); **Smith** (co-President, International Gothic Association, 2009-13); **Steadman-Jones** (Executive, Henry Sweet Society); **Wright** (Treasurer, membership secretary, British Association for Romantic Studies, 2009-13).

Members of SoE also contribute to the discipline through taking on lead roles in research centres. Seven directors/co-directors of University-based research centres and groupings are located in SoE: **Barton** (Centre for Nineteenth-Century Studies, 2011-); **Fitzmaurice** (Centre of Linguistic Research 2009-11); **Hallett** (Sheffield Death Group, 2011-); **Linn** (Centre for Nordic Studies, 2012-); **Rayner** (Centre for Film in Research, 2012-); **van Duyvenbode** (Race Research Network, 2012-); **Vice** (Centre for Study of Mass Violence and Abrupt Change, 2007-).

Colleagues devote a considerable amount of time to supporting the discipline through advisory, editorial, and peer-reviewing activities. Within the census period 9 colleagues served on the AHRC peer-review college (**Beal**, **Fitzmaurice**, **Labbe**, **Nicholson**, **Rayner**, **Shrank**, **Smith**, **Steadman-Jones**, with **Labbe** also serving on the Strategic Reviewer Panel). In total, 20 colleagues (39.3%) have reviewed proposals and/or reports for funding bodies in UK and abroad, including AHRC, British Academy, ESRC, Leverhulme, American Learned Societies, Australian Research Council, Australian Science Fund, Czech Science Foundation, Dutch Council for Humanities, Guggenheim, Iceland Research Fund, Irish Higher Education Authority, National Endowment for Humanities, National Science Foundation, New Zealand Arts Board, Royal Society of New Zealand. Five colleagues are on project advisory boards (**Beal**, Leverhulme-funded 'Voices of the UK', AHRC-funded 'DECTE'; **Hallett**, AHRC-funded 'Who were the Nuns?'; **McDonnell**, 'Unfinished Histories', 'Online Theatre Archive'; **Nevitt**, AHRC-/IRCHSS-funded 'Radical and Royalist Religion'; **Rutter**, 'Lost Plays Database'). Twenty-seven colleagues (53%)

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are on editorial boards for 17 different book series (for presses including CUP, Edinburgh UP, John Benjamins, MUP, Mouton de Gruyter, OUP, Palgrave Macmillan) and 35 peer-reviewed journals (including *Gothic Studies*, *Journal of English as Lingua Franca*, *Journal of Historical Pragmatics*, *Language and Literature*, *Shakespeare*, *Studies in English Literature*). Forty-three colleagues (84.5%) peer-review proposals and submissions for 29 academic presses (including Ashgate, CUP, MUP, Northwestern UP, OUP, Palgrave Macmillan) and 130 academic journals (including *Journal of Sociolinguistics*, *Language Variation and Change*, *Phonetica*, *PMLA*, *Review of English Studies*, *Shakespeare Quarterly*, *Textual Practice*).

Contribution to the discipline is also evidenced through service to other HEI institutions. Since RAE2008, twenty-seven colleagues (53%) have acted as external examiners for 68 doctoral degrees at 45 different institutions in the UK and 9 other countries (Australia, France, Ireland, India, Malaysia, Pakistan, Spain, Sweden, USA). Nine colleagues (**Beal**, **Fitzmaurice**, **Labbe**, **Linn**, **Piette**, **Rutter**, **Shrank**, **Smith**, **Vice**) have served the discipline through participation in an advisory capacity in 33 cases of promotion, tenure, or appointment at 29 different institutions in the UK and abroad, including institutions in Australia (U of Queensland), Botswana (U of Botswana), Canada (York Toronto), Ireland (UCD), Israel (Haifa), Norway (Hogskulen I Volda), Sweden (Stockholm), and USA (Carnegie Mellon, Indiana State, Iowa State, Louisiana State, Northwestern, Rutgers, San Francisco State, Simon Fraser, SUNY, Washington Seattle). **McKay** acted as external consultant for a proposed research centre at University of Melbourne (2012).

Colleagues also contribute to the discipline through engaging in and facilitating scholarly exchange. Since January 2008, SoE has hosted 38 conferences and workshops (annual average of 6-7 events), including international meetings of scholarly societies such as the Poetics and Linguistics Association (2008) and British Association of Victorian Studies (2012). SoE runs a regular research seminar series, which since its consolidation into a single School-wide seminar in September 2010 has brought to Sheffield 26 invited speakers (over 5 per semester) from 23 different institutions, including the Universities of Helsinki, Hong Kong, Iceland, and Michigan. It also hosts two commemorative lectures, run on a biennial cycle: the Blake Lecture on language and literature before 1600 (inaugurated 2013) and the Empson Lecture on language and literature after 1600 (inaugurated 2009). Since 2012, the Centre for Nineteenth-Century Studies has hosted an annual Christmas lecture. Leading international scholars who have presented on their research since 2008 include Isobel Armstrong (Birbeck), Colin Burrow (Oxford), David Crystal, A.S.G. Edwards (Kent), Anne Fadiman (Yale), Simon Horobin (Oxford), Thomas Keymer (Toronto), Arthur Marotti (Wayne State), Jonathan Mee (York), Lynda Mugglestone (Oxford), Paul Muldoon (Princeton), Christopher Ricks (Boston), Jeremy Smith (Glasgow), Tiffany Stern (Oxford), Kathryn Sutherland (Oxford), Henry Woudhuysen (Oxford).

Colleagues' contributions to the discipline have been recognised by fellowships and prizes: **Armitage** (Media Documentary Film, 2010; Poetry Society Book Choice, 2010, 2012; Keats-Shelley Prize, 2010; CBE, 2010; Hay Medal for Poetry, 2012); **Barton** (Armstrong Browning Research Fellowship, 2013); **Callaghan** (Keats House Prize, 2010); **Hollo** (Stephen Spender Prize, 2012); **Lehoczky** (Arthur Welton Poetry Award, 2010; Daniil Pashkoff Prize, 2010; Jane Martin National Poetry Prize, 2011; Berta Bulcsu Literary Award, 2012); **Linn** (Leverhulme Visiting Fellow, University of Bergen, 2008); **McKay** (Animals and Society Institute Fellowship, 2010); **Morris** (*New Zealand Post* Book Award 2012; Nga Kup ora Maori Book Award 2012); **Piette** (Fellow, English Association, 2012-); **Rhatigan** (Folger Library Fellowship, 2009; AHRC Early Career Fellowship, 2012-13); **Shrank** (Ronald H. Bainton Prize, 2010); **Smith** (Fellow, English Association, 2008-). In addition, **O'Connor's** contribution to the discipline is evidenced by the consistent commissioning of her work in educational and international arts contexts, both in her capacity as a core member of the UK's leading contemporary performance ensemble Forced Entertainment and as an independent practice-led researcher. See also REF5d for grants.

Members of SoE further contribute to the discipline through delivering regular research papers. Since January 2008, forty-six colleagues (90.4%) have delivered over 260 invited talks, plenaries, or keynote addresses at over 130 different locations in 19 different countries, including Australia, Belgium, Canada, China, Denmark, Finland, Germany, Hong Kong, Hungary, Italy, Netherlands, Norway, Poland, Spain, Sweden, Switzerland, USA. Twenty-nine of these institutions are in the top 100 in the QS 2013 World University Rankings.