

Environment template (REF5)

Institution: University of Leicester

Unit of assessment: 29 English Language and Literature

a. Overview

The School of English has seen staff numbers increase by nearly 20% to 30.4 since RAE2008, and PhD registrations increase by over 100% compared with the previous RAE cycle. The School houses centres for **Medieval Studies**, **Victorian Studies**, and **New Writing**, and plays a crucial role in the centres for **American Studies** and **Medical Humanities**. Following a fruitful reorganisation of the previous faculty structure, English's situation in the College of Arts, Humanities, and Law, has fostered greater collaboration with other disciplines, particularly History, History of Art & Film, Museum Studies and Modern Languages, and resulted in interdisciplinary funding bids and projects. The School provides a mutually supportive environment for the development of individual and collaborative research in the broad range of English and Cultural Studies. Alongside and cutting across period specialisms (Old English to contemporary literature) and well-established multi-disciplinary research centres, nine research clusters embody colleagues' shared interests: Textual Editing & History of the Book; Life Writing; Gender & Sexuality; Postcolonialism; Literature, Science & Medicine; Diaspora & Transnationalism; Literature & War; Adolescence; Language & Linguistics.

b. Research strategy

Since RAE2008, the School has developed a more robust research strategy which has been reviewed on an annual basis since 2009, and involves all academic staff in its on-going development. Our strategy feeds into and is influenced by College, University, and national research strategies and sets out 8 objectives in pursuit of our aspiration to be ranked in the top 10 English departments in the country:

1. to maintain support for individual researchers (see section ci)

All academic staff, including externally funded posts, have an annual research interview to review progress and discuss future plans in light of broad institutional and (inter)national contexts.

2. to sustain and develop the School's research culture

The School has grown by nearly 20% in terms of research active staff since RAE2008. Appointments (including new posts) have been made in order to strengthen existing research strengths and complement evolving research clusters (Early Modern: Lund, Dzelzainis; 18th & 19th century: James, Marshall; 20th century & Postcolonial: Morley, Fowler, Evans; Creative Writing: Whitehead; Language: Shaw, Page, Waters). Dzelzainis and Marshall were appointed as chairs to cultivate research and raise our international profile in Renaissance and Victorian literature, with Dzelzainis joining Campbell and Marshall joining Shattock as our second professors in their areas. Foulkes, who retired during this census period, continues to supervise PhD students and to engage in research activities in the School. Another new appointment, the English School Manager, provides us with invaluable administrative strategic support for research, which has freed up staff time for research and the writing of bids.

New and existing staff contribute to the development of new MAs in English Language & Linguistics, and Modern Literature & Creative Writing, as well as to the substantial re-development of the MA in English Studies, ensuring that all colleagues are now engaged in research-led postgraduate teaching to produce candidates well qualified for a broad range of doctoral work. By participating in research seminars, the students on these MAs contribute towards a stimulating research environment for staff and PhD students working in these areas.

The research clusters continue to evolve organically, shaped by the aspirations of their participants, and with a view to the intellectual development of the group, and report their activities to the School Research Committee. These activities are reviewed on a five-year cycle by the College Research Committee. The Centre for New Writing (established 2013) grew out of a research cluster during this census period, and the establishment of centres for Linguistics and Textual Editing & History of the Book are being planned. Two new seminar series (American Studies (2009-) and Linguistics (2010-)) and two new reading groups (History of the Book (2008-) and Film/Literature (2010-)) were established during this REF cycle to

complement the School's established research seminars in Medieval Studies, Early Modern Studies, Victorian Studies, and Modern Literature. Annual public lectures run by Victorian Studies, American Studies and the Medieval Research Centre were joined by a new annual public lecture in Creative Writing (from 2011 and sponsored by Santander from 2012: see section d). Colleagues and students of all levels from a variety of disciplines attend these events, which are also open to the public. Colleagues in the School actively participate in the weekly interdisciplinary research seminar series organised by the College Research Committee (CRC) (2010-). Participation ranges from chairing events to organising discussions around key topics to widen research interactions across the University. Annual away days offer an important forum for whole-School discussion of research issues. Recent away days have focussed on research funding, collaborative projects, KE and REF.

3. to provide a stimulating, supportive environment for the next generation of researchers (see sections ci & cii)

4. to continue to produce publications of the highest quality (see REF2)

The outputs submitted to the REF represent only a small selection of the research produced during this census period, which includes 73 books, 112 chapters and 196 journal articles. The School Research Committee establishes peer-review and research buddy partnerships, as desired, to support research projects. Colleagues also present work-in-progress papers at away days and in the School's fortnightly research seminar series for staff and PGs, as well as in subject-specific research seminars, all of which promotes the opportunity for the wider discussion of ideas and honing of prospective outputs.

5. to maintain the rising trend in our research income benchmarked against the top twenty English departments (see section d)

Focused information about funding opportunities is circulated weekly to staff, university tutors and doctoral students, and individual funding needs are discussed in annual research interviews and as required. Funding information is also available to staff through institutional subscription to databases such as ResearchProfessional and UKRO. A two-part peer review process of funding applications, at School and College level, has built on our collective experience of both national and international research funders and schemes and improved our success rates.

6. to support and develop activities leading to impact and knowledge exchange (see REF3a/b)

In addition to our School activities, in 2013, the College appointed a new Business Development Manager, who convenes the College Enterprise Committee and liaises with the School's new Enterprise Group.

7. to increase the visibility and distinctiveness of our research (see REF3a/b)

We have redesigned the School of English website in order to synchronise outreach and public engagement materials, and colleagues from Museum Studies, Press Office, and the Enterprise and Business Development Office have helped us with the development of our impact activities. The annual Literary Leicester Festival (2008-) and its Fringe Festival (2011-) offer a public showcase for colleagues' research and for high-profile external speakers.

8. to enhance our contribution to the subject and wider academic community (see section e)

Five year research plan. In addition to these 8 on-going objectives, key plans for the next five years include: a) the establishment of a self-supporting e-publishing house based in the Centre for New Writing; b) continued growth in the areas of linguistics and new writing, funded by curriculum development and research collaboration; c) outreach and impact work on Richard III and local heritage, in collaboration with the Schools of Archaeology and History; d) major research projects on Midlands writing, Curating the Victorians (with Museum Studies), and textual editing and history of the book; and e) continued increase in PhDs funded by CDAs and project grants.

c. People, including:

i. Staffing strategy and staff development

Our commitment to supporting career development at all levels (see section a) has produced a stimulating and supportive environment, resulting in high rates of internal promotion (2 chairs, 4 readers and 4 SLs since 2008) and staff retention (21 of the 26 category A staff listed in 2008 have remained in Leicester). FT colleagues are eligible to apply for research leave every seventh semester and applications for ambitious research funding are also supported by additional reductions in hours, followed by further reductions for successful applications. A responsive workload allocation model enables colleagues to manage publication commitments alongside other duties. The University operates a New Blood scheme, which provides reduced teaching loads and dedicated research funding in the first three years. Page, following Stewart and Furneaux in the last census period, is our latest appointment under this scheme.

Research interviews focus particularly on the development and funding of future projects. Senior colleagues review and mentor junior colleagues' funding applications. Specific staff development needs (e.g. media training, project management) are discussed in annual appraisal meetings and research interviews, and as part of the mentoring process for probationary staff. Opportunities for development of research beyond the academy are now explored with the College's newly-appointed Business and Development manager. Formal research training is provided in-house, as well as by external contractors, and at external events. Mandated training programmes in recent years have dealt with issues including open access, data protection, and research ethics. School research seminars include experience-based sessions alongside work-in-progress reports. Several sessions have been designed specifically for early career researchers (ECRs), dealing with issues such as submitting papers to journals and presenting proposals to publishers. The University's multi-disciplinary Intrepid Researcher seminar series disseminates best practice with respect to research methodologies. The Staff Development Partnership runs three levels of course accredited by the Institute of Leadership and Management for colleagues moving towards more senior roles. Colleagues have access to School and College funding to support research and continuing professional development. The School's research activities are reviewed annually, and linked to the ongoing refinement of our research strategy (see section b).

All staff involved in recruitment and appraisal are periodically re-trained in equal opportunities issues, and EO is a standing item for all of the School's committees. The School's EO representative is supported by a College EO Committee and central Equalities Unit, which oversees the University's Equal Opportunities Policy, itself subject to on-going review in light of legal developments and best practice in the sector. There are enhanced schemes for maternity and paternity pay. Colleagues are supported by pre- and post-maternity meetings with the Head of School and often use their 'Keeping in Touch' days to attend research seminars and training. The School's workload allocation model takes account of teaching, PhD supervision, mentoring ECRs and administrative responsibilities to ensure that colleagues' varied responsibilities do not impact unduly on their research time and career development. The School's staff handbook formalizes our strategies, policies and procedures.

In accordance with the Concordat to Support the Career Development of Researchers, all ECRs (associates, fellows and lecturers) are supported by a mentor. The 'Skills for the Professional Researcher' programme helps PGRs and ECRs to develop transferable skills which are accredited by the Staff and Educational Development Association. Where relevant, colleagues without a teaching qualification are required to undertake the PGCert, which is supported within the UoA by reduced teaching. The School and College Research Committees include an ECR representative and designated members of these committees provide support to PGR and ECR researchers. Monthly meetings of the College Postdoctoral Forum (2013-) report to CRC, ensuring the dissemination of best practice in supporting ECRs. The CRC additionally supports the development of applications for postdoctoral funding.

ii. Research Students

Doctoral students participate enthusiastically in every aspect of our research culture, including attending and presenting at School research seminars. The increase in postgraduate

registrations during this period (from an average of 6.5 per year in 2001-7 to an average of 13.5 per year in 2008-12), along with high completion rates, demonstrates growing strength in this area. We recognize the vital importance of securing funds to continue to support postgraduate students, and have been successful in achieving three AHRC collaborative doctoral awards (with the Dickens Museum, the National Army Museum, and the Leicestershire Records Office) to supplement our AHRC BGP1 awards. Doctoral students in the School are also funded by the University's Anniversary Scholarship and Graduate Teaching Associate schemes and by scholarships, bursaries and fee waivers, and College bursaries and fee waivers. The School and College also contribute to the cost of conference attendance and organization by doctoral students. The PG Student Staff Committee meets termly to discuss issues affecting all PG students. The UoA will benefit from its inclusion in the successful Midlands Three Cities AHRC Doctoral Training Partnership. Across the consortium, the AHRC funds 205 PhD studentships, which all six institutions in the Consortium match on a one-to-one basis. This delivers 410 studentships for the Consortium for arts and humanities, which will play a major role in the future sustainability of research in our UoA.

Dissemination of PG research. PG students set up the Society for Postgraduates in English Language and Literature (SPELL) in 2009, which organizes social events and a quarterly postgraduate forum at which students practise their presentations and conference papers in an informal and supportive setting. Our prize-winning students, Coogan (2008), Kimberley (2010), Chouhan (2013) and Miodrag (2013) have represented the College in public doctoral inaugural lectures. The annual Festival of Postgraduate Research enables doctoral researchers to present their findings to the wider university, employers, and the public. The School's doctoral lecture series (2011-) complements core modules and provides PGRs with a useful career-development opportunity. Since 2008, 32 School of English PGRs have published their theses in the Leicester Research Archive. These have been downloaded over 4000 times in total, representing an exponential increase in readership compared with hard-copy archiving.

Support for Doctoral students. After an intensive induction process, doctoral students are supported by a first and second supervisor who, along with the personal tutor, constitute the probation review committee which monitors students' progress and training needs and ensures continuity of support in case of staff movement. Generic training and career skills development is provided by the College and Graduate School, Student Support, the Careers Service, and the Library, and students also attend subject-specific literary or linguistic research training programmes within the UoA. The AccessAbility Centre offers support for students with specific learning difficulties and disabilities, and advises and trains academic staff in supporting them. The English Language Teaching Unit provides pre- and in-session courses and one-to-one support, as necessary, for international students. The UoA also provides subject-specific training, skills, and support for those considering an academic career. Workshops on the application and interview process (2010-) prepare our doctoral graduates for their next career step, and we have seen an increase in post-doctoral staff in the School resulting from our improved input into their funding applications.

Resources. The School provides three dedicated offices for university tutors and PhD students (2010-). The Graduate School Reading Room incorporates the Graduate School Networked Researcher (2009-), which offers supported access to the latest research technologies in the Library, and the College Postgraduate Resource Room contains workspaces and social areas in addition to those provided by the UoA. There are also Graduate Reading Rooms in the University Library.

Progress and Development. At the end of the first year of registration, students' progress and completion plans are rigorously assessed on paper, and by an oral presentation attended by two examiners as well as other staff and doctoral students from the UoA. This offers a valuable opportunity to develop presentation skills, gain detailed feedback, and ensure that we continue to maintain excellent completion rates. Providing doctoral students and ECRs with teaching experience is a priority, and the processes of mentoring, mutual teaching observation, and marking calibration provide support in this part of their career development. Doctoral students

and ECRs in the School receive information about job vacancies and conferences from the postgraduate administrator, and information about funding opportunities and research events from the Director of Research. A number of current doctoral students are actively involved in the production of the School-sponsored *New Walk Magazine* (2010-).

Awards and Employment. The School's postgraduate researchers have been awarded the British Association for American Studies (BAAS) Malcolm Bradbury Prize (Naffis, 2010), a visiting scholarship from the Council of British Research in the Levant (Jagot, 2011), Co-I status on an AHRC-funded project on 'Demystifying Public Engagement' (O'Callaghan, 2012), a Funds for Women Graduates Award (Guilbert, 2012), the Eccles Centre Postgraduate Award (Jones, 2012; Broughton 2013) and the Lynne Grundy Memorial Trust Fund (Van Der Schee, 2013). During this census period, doctoral students have obtained permanent academic posts and published their theses as books, including most recently Miodrag, *Comics and Language* (University Press of Mississippi, 2013) and Waterman, *Tonight the Summer's Over* (Carcanet, 2013). The AHRC's Cultural Engagement scheme supported two postdocs in English to work with external partners for 3 months (Dickens Museum, Cityread) in 2013.

Events. The UoA also provides support for the wider community of ECRs. Building on Roberts funding, our doctoral students organize regular PG conferences for internal and external participants, including 'Lost in Translation' (2009), 'Studies in Youth Culture' (2010, jointly funded by BAAS, the Society for Renaissance Studies and the School of English) and 'Power and the Sacred in the Medieval World' (2011, with contributions from the School of Archaeology and the Medieval Research Centre). *PEER English*, an annual journal of peer-reviewed work by ECRs jointly produced by the School and the English Association (2006-), published selected papers from the 2009 and 2010 conferences. Other PG training events (co) organized in the School include 'Quadrivium' V & VIII (2009, 2012, for students of Medieval English textual cultures), 'Writing Bodies/Reading Bodies' (2009, PG Contemporary Women's Writing Network (CWWN)), 'Theory and Practice in Contemporary Women's Writing' (2010, PG CWWN), and 'Dickens, Journalism, Forms of Publishing' (2011), 'Time and Space in Contemporary Women's Writing' (2011, PG CWWN) 'Gender, Science and Medicine' (2011, part of the AHRC-funded 'Theories and Methods: Literature, Science and Medicine' project), 'Mythic, Magical and Monstrous Women' (2012, PG CWWN), 'Memory: America Past, Present and Future' (2012, BAAS PG conference).

d. Income, infrastructure and facilities

School and College research strategies are bottom-up developments informed by on-going engagement with debates at institutional and (inter)national level. Research support needs are communicated to the Research Support Office, Library and IT services at College Research Committee. We agree and monitor research income targets in discussion with the Head of College and the College Research Director, and a substantial portion of research overheads is returned to the School and College to provide strategic support for research, including conference and research travel costs, PG bursaries and scholarships.

The strategies outlined in section b have led to an increase in our external research income from an average of £54k per year in 2001/2-2006/7, to an average of £140k per year in 2008/9-2012-13 (see section e for the results of our funding). New awards received by the UoA in 2012/13 amounted to £950k, promising a continuation in our upward trajectory. We have also diversified the funders applied to: funds not included in HESA returns include sponsorship for our annual Creative Writing lecture from Santander (2012-14), a Wingate Scholarship (Whitehead, 2009), a Japan Society for the Promotion of Science Invitation Fellowship (James, 2011), and a European conference grant from the British Library (Halliwell, 2012).

2008 saw the completion of a £32m refurbishment and extension of the David Wilson Library, almost doubling its previous capacity. (See section c for improvements to the provision for graduate students.) The Library's subject-specialist librarian offers tailored support, particularly with regard to the Modern Literary Archives (including, among others, the work of local writers Joe Orton and Sue Townsend), the Incunabula (books printed before 1500), and the Manuscript collection (from the 12th to the 20th century). Research resources to which we have acquired access during this REF period include LION and Project Muse. Most of our acquisitions have been from existing Library budgets, but College and University strategic

funds for research financed underlined resources for specific research clusters, including: [Parker-Library-on-the-Web](#), [Brepolis Periodica Online](#), Hengwrt Chaucer, The Dictionary of Old English, Acta Sanctorum, Brepolis Latin Complete Collection, Patrologia Latina, Gale NewsVault and The Bible in English (Medieval Studies through to 18th century), the John Johnson Collection of Printed Ephemera, Waterloo Directory of English Newspapers and Periodicals 1800-1900, 19th Century Pamphlets Online, 19th Century UK Periodicals (Victorian Studies) and *The New York Times* 1851-2008 (American Studies). English Language studies are now supported by the [Penn Historical Corpus](#), [ICAME Corpus Collection](#) and [British National Corpus](#) along with [Sketch Engine](#) and [MonoConc Pro](#) corpus software. In addition, we have added JSTOR III-VII to the existing provision for better access to Linguistics journals. The fruits of these new resources, particularly the newspaper databases, are particularly evident in Shaw's *Suffering and Sentiment* and Coleman's *Life of Slang*.

The University's IT strategy (2011-2016) focuses on providing cost-effective high-powered computing services to enable flexible access to high capacity storage, data sharing, collaboration and reliable curation of digital information. We also enjoy enhanced support in developing funding applications through the appointment of a new digital humanities librarian, now working with colleagues in English to improve future grant applications.

e. Collaboration and contribution to the discipline or research base

During the census period, we have (co)organized over 50 conferences, workshops and colloquia, given more than 200 invited papers and acted as external examiners for over 70 postgraduate degrees. We have peer-reviewed applications for the AHRC, the British Academy and the Leverhulme and Wellcome Trusts, as well as for research funder, Higher Education, and government bodies in Europe, Australia, Asia, and North America. This section concentrates on presenting case studies to represent the activities of established and emergent research groupings and colleagues' engagement with the wider discipline and community.

The **Victorian Studies Centre** (est. 1966) provides a vibrant research culture for visiting fellows (10 during this census period), PG students, and staff across several departments. It hosts an annual public Victorian Studies lecture and Spring seminar series attracting leading figures in the field. Colleagues in this area have also organised the BAVS annual conference (2008), the Midlands Romantic Seminar (2010), 'Lamb and Print Culture' (2010), the Wordsworth Winter School and Summer Conference (2010 & 2011), the British Society for the History of Science Annual Conference (2011), the Midlands Interdisciplinary Victorian Studies Seminar (2011-), 'Lamb, Leigh Hunt and The Reflector' (2011), 'Barbauld and 1811' (2012), Coleridge Conference (2010), workshops on Victorian Scientific Naturalism and the many events outlined in Shaw and Furneaux's impact case studies. The Victorian Studies Centre set up [The Tale of Two Cities blog](#) (2012, >20,000 hits) and [Wilkie Collins' No Name blog](#) (2013, >3,000 hits in the first 10 weeks), both with *Dickens Journals Online*, enabling contemporary readers to share their experience of reading Victorian publications in weekly instalments.

The Centre further contributes to the development of the field of Victorian Studies through its editorial work (members of the Centre have edited 46 volumes in Ashgate's Nineteenth Century series, 15 volumes in Pickering & Chatto's Lives of Shakespearian Actors series, and co-edited 8 volumes in their Victorian Science and Literature series); through work as executive committee members (for BAVS, the Wordsworth Conference Foundation, the Charles Lamb Society, the British Society for the History of Science; and Shattock is President of the Research Society for Victorian Periodicals (2012-13)); as external advisors for research projects based at Birmingham, Manchester, Sheffield, Leeds, Birkbeck, KCL, St. Joseph's (USA) and Ghent; through involvement in external research groups ('Connected Communities' at Leeds); and through membership of editorial boards (*Journal of Victorian Culture*, *Victorian Review*, *Nineteenth Century Gender Studies*, *19*, *Victoriographies*, *The Gaskell Journal*, *the Wilkie Collins Journal*, *The Charles Lamb Bulletin*, *The Journal of Literature and Science*, *Excursions* and *Oxford Bibliographies Online* among others). Members of the Centre have given invited papers at the Herschel Museum, the Royal College of Surgeons, the Wellcome Trust, Bart's Hospital, the British Library, the Dickens Fellowship, and the Wordsworth Winter School, and at a wide range of British universities. They have also given invited papers in the USA, Italy, France, India and Japan. Newly cemented links with the Centre for Victorian

Studies at Jadavpur University, Kolkata are generating research initiatives and further developing the Centre's international reputation, with funding from UKIERI.

The **Medieval Research Centre** (est. 1996) encompasses approximately 30 medievalists across the College. The vitality of this research area is demonstrated by the following projects: The Production and Use of English Manuscripts 1060-1220 (AHRC 2005-2010), which has identified an unsuspected wealth of MS evidence for written English in the post-Conquest period, revolutionized our conception of monastic MS production, and bridged the traditional periodization of Old and Middle English. The project produced the seminal *The Production and Use of English Manuscripts 1060-1220* as an e-book in 2010, and the project team also published 23 articles and an annual newsletter, organised two symposia, two conferences (now established as a biennial international conference) and 12 conference sessions. This project has offered a variety of paid and unpaid research experience from GCSE to postdoctoral level. Project workers have been successful in obtaining two permanent academic posts and six fully funded PhDs (3 at Leicester; 1 at York; 2 at Cambridge) in addition to the two PhDs funded by the original grant.

Manuscripts Online: Written and Early Printed Culture from 1000 to 1500 (JISC 1/11/2011 to 31/1/2013) is a collaborative project (Glasgow, Birmingham, York and QUB; co-directed at Sheffield and Leicester. This project extends established models of data clustering and federated searching to provide access to written and early printed primary sources for the period 1000-1500. The site has had 3000 unique visitors since its launch.

Parsons also received a nine-month AHRC Early Career Fellowship to pursue the project *Violence in the Medieval Classroom* (2012-13). English-based colleagues in Medieval Studies have given invited papers at Hampton Court, the Bibliographical Society, the James Joyce Summer School (on medieval onomastics in *Ulysses*) and at universities in Britain, Germany, France, Switzerland, Norway and the US. In addition to conferences associated with project grants, members of this group have (co) organized 'Blood, Sex and Malory' (2009), 'Language, Texts and Gender in the Viking Diaspora' (2009), the TOEBI conference (2010) and the Midlands Viking Symposium (2012), as well as 'Bone Dreams' (2008, in Oxford), an ESF Exploratory Workshop 'Applying Semantic Web Technologies To Medieval Manuscript Research' (2009, in Birmingham) and 'Writing Europe before 1450' (2012, in Bergen). They have edited special issues of *Essays and Studies* (2010), *Arthurian Literature* (2011), *New Medieval Literatures* (2012) and *English Manuscript Studies* (2012) and peer-reviewed for *Modern Language Review*, *Early Medieval Europe* and *RES*, among others, as well as reviewing for the leading book publishers in the field. Their other contributions to the subject include membership of the TOEBI committee, the New Chaucer Society Programming Committee, and the Council of the Viking Society as well as editing the TOEBI newsletter and the late medieval section of *Literature Compass*.

The **Centre for American Studies** (est. 1997) brings together 17 colleagues from across the College. Events (co-)organized in American Studies include conferences on 'Before and After 9/11' (2010), 'William James and the Transatlantic Conversation' (2010), and 'Un-Americans and the Un-American' (2011), two symposia on Intellectual History (2008, 2013), and public lectures on 'Conglomerate Hollywood and the Fate of the Movie Industry' (2008), 'President Obama's First 100 Days' and 'Media Homes of the Future' (2009), 'Law, War, and the History of Time' (2010), 'The Hanging of Thomas Jeremiah' (2011) and 'The Returned Yank' (2011). In the census period, English-based members of the Centre have edited 7 volumes in the Edinburgh 20th Century American Culture series, 14 volumes of Edinburgh Critical Guides to Literature and 7 volumes of Bloomsbury/Continuum Studies in Contemporary North American Fiction. They have served as chair, chair of publications and secretary of the BAAS, as AHRC strategic panellist member and reviewer, and been members of the English Association HE Committee, the European Association for American Studies, the International American Studies Association and of the editorial boards of the *Journal of American Studies*, *US Studies Online*, the *Journal of Literary Disability*, *Cather Studies* and *Philip Roth Studies*. They have given invited papers at the AHRC Subject Associations Meeting, the CCUE OGM, the British Library, Camden Black History Forum, and at universities in Britain, France, the USA, Japan, China, India, and Turkey.

The **Centre for New Writing** (est. 2013) is a newly evolving research cluster in the School, reflected in our recent affiliation with the Centre for Transcultural Writing and Research at the University of Lancaster and in the new appointments and activities outlined above. Their most significant project to date is:

Grassroutes: Contemporary Leicestershire Writing (Arts Council 2011-2012): electronic catalogue (423 entries), online writers' gallery (50 author pages), a competitive £1000 creative writing commission, a blog, a touring exhibition about transcultural writing in Leicestershire, and public events

New Writing provides a focus for existing and new activities within the School, some of which are mentioned above. They include Literary Leicester, *New Walk Magazine*, the 'Writing Industries' conference (2012), annual 'Transcriptions' day-long seminars for creative writing practitioners and researchers (2011-) and increasing involvement in the city council's Everybody's Reading festival. Colleagues in this group (co-)organized conferences and events including 'Unsettling Women: Contemporary Women's Writing and Diaspora' (2008), the Society for Caribbean Studies conference (2010, in Southampton) and 'Crime across Cultures' (2010, in Leeds) and are involved in the 'Research Impact and Community Engagement Project' (based at Newcastle). Members of the Centre co-edit *The Journal of Commonwealth Literature* and *Contemporary Women's Writing*, and have edited special issues of *Contemporary Women's Writing* (2009), *Moving Worlds* (2009, 2013), *Textual Practice* (2011) and *The Journal of Commonwealth Literature* (2013), as well as peer reviewing for journals including *Feminist Review*, *RES*, *English*, *English Studies in Canada*, *Tulsa Studies in Women's Literature*, *Literature and History*, *Interdisciplinary Science Review* and *Literature and Theology*. They have given papers at the Women's Library in London and at universities in the UK, Canada, Japan and Jamaica, and have featured on Radio 4's *Woman's Hour* (Parker, 2009).

Another evolving research cluster in the School is **English Language and Linguistics**, whose research projects include:

The Impact of Diasporas on the Making of Britain (Leverhulme 2011-16). This interdisciplinary project employs 5 post-doctoral researchers, including Findell, whose 'Dialects in Diaspora' project studies evidence for phonological change in the Germanic dialects spoken in Britain to c700. The project incorporates the JISC-funded Halogen database of geospatial data covering the etymology of English place names, the 1881 census, genetics data and the portable antiquities data.

Transforming Thresholds (AHRC 2012-14). In partnership with museum, arts organizations and design companies, this interdisciplinary network is designing and testing solutions to improve visitors' orientation, information and social engagement in museum foyers.

A linguistics seminar series provides a focus for linguists spread across English, Modern Languages, Education, Media and Psychology. Colleagues in English peer-review for *English Language and Linguistics*, *Cognitive Linguistics*, *Gender and Language*, *The Journal of Pragmatics*, *The Journal of Literary Semantics*, *The International Journal of Lexicography*, *Transactions of the Philological Society* and *Diachronica*, as well as for leading publishers in the field. They fulfil the roles of Chair of the International Society for Historical Lexicology and Lexicography and Treasurer of the International Association for Literary Semantics. They have organized conferences on 'Language and Social Media' (2012) and 'Slang Now' (2012) and have given invited papers in universities in the UK, Switzerland, France, Italy, Germany, Poland, Estonia, Finland, Russia and the US.

Recent appointments in Early Modern and Eighteenth-century literature have contributed to a resurgence of activity in **Textual Editing & History of the Book**. In addition to the activities listed in Campbell and Stannard's impact case studies on the Bible and a biography of Muriel Spark, this group is involved in collaborative projects with the universities of Oxford, Leeds and Manchester, with the Bodleian Library and The History of Parliament Trust. Colleagues are members of the Classical Reception Studies Network, executive members of the Society for Neo-Latin Studies, the International Milton Symposium and the Society for Renaissance Studies and Vice-President of the Andrew Marvell Society of America. They (co-)organized the Oxford Clarendon Project workshop (2010, Oxford), 'Neo-Latin Drama' (2011, Oxford) and a

workshop on seventeenth-century editorial practice (2011). They are involved in editing *The Complete Works of John Milton*, and a special issue of *Poetica* (2012), as well as being on the editorial boards of Oxford Scholarly Editions Online, *Renaissance Studies*, *The Seventeenth Century*, *Literature Compass*, Pickering and Chatto's *Literary Texts and the Popular Marketplace* (5 volumes so far) and of the AHRC-funded *Oxford Edition of the Sermons of John Donne*. Colleagues in this group have given papers to the Reform Club and the Bibliographical Society, at major UK universities, in France, Italy, Germany, Sweden, Japan, the USA and India, as well as appearing on Radio 4's 'In Our Time'.

Notable projects in this area include:

The Complete Works of Evelyn Waugh (AHRC 2013-18). This phase of the project will produce 27 (of 42) volumes of OUP's edition of Waugh's *Complete Works*, including letters, diaries, articles, juvenilia, etc. The project will also fund a Postdoctoral researcher for five years and two PhD students (one each at Leicester and Oxford).

The Selected Works of Margaret Oliphant (Pickering & Chatto 2011-). This scholarly critical edition of Oliphant brings together her biographical, historical, critical and fictional works.

Sources of the King James Version of the Bible (Green Scholars Initiative 2010 on), exploring the sources and revisions of the KJV until the text became fixed in 1769

Chapbooks Project (Bibliographical Society 2008): produced a database of 434 chapbooks held in Birmingham City Library and the university libraries of Cambridge and Nottingham; Leicester-funded PhD scholarship on 'National identity, popular culture and eighteenth-century chapbooks'.

The English Association, based at the University of Leicester, offers an important route for our involvement with the teaching of English at all levels, and the School boasts five Fellows of the EA in post, with two more as Emeritus Professors. Campbell and Halliwell are trustees of the EA, Campbell is Chair of the Finance Committee, and Halliwell is the current chair of the EA HE Committee. The School's contribution to learning has been recognized during this census period by two fellowships each in the Royal Society of Arts and the Higher Education Academy, and one fellowship each in the British Academy, the Royal Society of Literature, the Royal Historical Society, the Royal Geographical Society, the Royal Asiatic Society, the Society of Antiquaries and the Linnean Society. We hold honorary chairs at the University of Tongji and SISU (China), and hold or have held associate status or fellowships at academic institutions including the Rothermere American Institute (Oxford), the Institute for the Study of the Americans (London), Archbishop Marsh's Library and Trinity College (Dublin), the Folger Shakespeare Library (Washington DC), and the universities of the West Indies (Jamaica), Nagoya (Japan) and Hanoi (Vietnam). Publications by members of the School have been translated into Urdu (Campbell), Japanese (Parker, Shattock), Hungarian (Coleman), Russian (Rawlinson, Stewart), French (Campbell), Italian (Campbell, PJ Shaw) and Farsi (PJ Shaw). In addition to prizes and fellowships mentioned elsewhere, James and Lund were short-listed for the 2011 CCUE First Book Prize and Stannard for the 2012 James Tait Black prize. Knight's co-edited *Progresses and Pageants* was long-listed for the William MB Berger Prize for British Art History (2008). *Contemporary Women's Writing* (including a special issue edited by Parker) won the Centre for Editors of Learned Journal's 'Best New Journal of 2009' prize. Dzelzainis was one of the contributors to *The Oxford History of Popular Print Culture* (OUP, 2011), which won the Sixteenth Century Society's Roland H. Bainton Prize. Evans was awarded the Society for Caribbean Studies' David Nichols prize (2008) and Lund the *Studies in Philology* Louis Round Wilson prize (2008). Campbell was awarded the Longman History Today Trustee Award (2012) in recognition of his lifetime contribution to History.

Building on a period of strategic development and growth since RAE2008, the School continues to produce high-quality research that reshapes our field and works across the boundaries between English and a wide range of cognate disciplines. Strategic new appointments have strengthened research clusters within and beyond the School, providing a dynamic research environment in which staff and students continue to flourish. The growth in PGR numbers, research grant income, and impact activities ensure the further enrichment of our research environment into the next REF period.