

Institution: Birmingham City University
Unit of Assessment: 29 – English Language and Literature
<p>a. Overview</p> <p>The School of English at Birmingham City University (BCU) conducts research in English Language and Literature from the Middle Ages to the present. We have longstanding research clusters in Descriptive and Historical Linguistics, and in the broad area that might be defined as ‘Traditional English Scholarship’ comprising literary studies, drama and creative writing. Over the past six years, we have invested in and improved research performance, with a particular emphasis on the nurturing of young researchers, internal and external collaboration, and the broadening of our overall research profile.</p>
<p>b. Research strategy</p> <p><u>i) Summary:</u> During the REF period, our fundamental strategy as a School has been to facilitate individual and collective excellence in the research areas signalled above. We have invested in and improved research performance in challenging times. Our core concerns have been sustained but we have also sought to innovate in the areas of creative writing and learning technology, and at the interface between the literary and the linguistic.</p> <p><u>ii) Review of previous objectives:</u> The specific objectives outlined in our RAE2008 return were to i) focus on collaboration, ii) work more closely with other arts-based providers in the University and region to become a centre of excellence in writing education, and iii) enhance the cross-disciplinary role of our <i>Research & Development Unit for English Studies</i> (RDUES). These objectives have been met and exceeded. Since 2008, English at BCU has been grouped with Schools of Acting and Media and the Birmingham Conservatoire in the Faculty of Performance, Media and English. This has allowed us to expand our interdisciplinary links through internal and external collaboration, with a particular emphasis on the Creative Economy. We have established collaborative relationships with media and cultural institutions including the BBC, the Royal Opera House and a range of public literary festivals and events (see REF3a). In 2012 we formalised our commitment to writing education and the promotion of wider cultural excellence by establishing the <i>Institute of Creative and Critical Writing</i> (ICCW). In addition, leadership of RDUES has passed to a new generation of corpus linguists who have established alternative external funding streams and extended its remit to include Knowledge Exchange and Applied Technology projects, with corresponding benefit to taught curricula in universities and colleges worldwide. Further details of work in the ICCW and RDUES are given below.</p> <p><u>iii) New initiatives:</u> Over the past six years, we have taken the opportunity to recruit younger researchers who have contributed to the vitality and sustainability of the research community. As a result, over 70% of staff included in REF1a are under the age of 45. Our six Early Career Researchers (Gee, Leadbetter, Lutzky, Sjølyst-Jackson, Trowbridge, Whittaker) have already completed major projects and developed significant longer-term plans. Our strategic approach to the recruitment and training of new researchers is described in section c. A standing research leave scheme has now been established to facilitate completion of major projects by all members of staff, from Professors to ECRs. We have sponsored our own conferences and symposia in each research cluster, while individual development allowances (see section d) permit all colleagues to present at or simply attend external conferences worldwide.</p> <p>Following RAE2008, we took the strategic decision to involve all colleagues in the development of research policy. A Research Planning Group was convened, chaired by the School’s professorial staff, to establish policies for REF preparation. Documents relating to research performance are maintained on a shared drive and subject to whole-School review at biannual planning meetings. Our position was strengthened further still in 2012 by the appointment of a Deputy Head of School (Kehoe) whose specific remit includes research management and generation of external funding. The benefits of the research process have been woven more closely into assessment and communication practices in every area of the School’s activity. At University level, new arrangements for PhD recruitment and training have led to significant improvements in the quality and prospects of research students (see section c). Overall, our 2014 submission is broadly comparable in volume to 2008, with more ECRs and a higher concentration of monographs, four of which come from ECRs. The growth in monographs is the result partly of</p>

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the standard of new staff profiles, partly of projects begun in the previous cycle coming to fruition, and partly of the research leave scheme. In addition to scholarly outputs, our submission includes creative works and software tools, reflecting our distinctive blend of traditional and innovative approaches. As was the case in 2008, we are returning the majority of staff to this exercise in the confidence of excellence in all aspects of our work.

iv) Research clusters: The fundamental driver of our strategy since 2008 has been the research questions proposed by our four research clusters, details of which are given below.

Linguistics: Researchers in this cluster investigate language and identity and pragmatics, synchronically and diachronically. **Lawson** adopts a social-constructionist approach in publications on the relationship between linguistic variation and identity, using ethnographic techniques. **Lutzky** publishes corpus studies of historical linguistics, taking socio-pragmatic parameters such as social status and gender into account, and has extended the sociopragmatic annotation of an existing corpus of Early Modern English dialogic data. **Ingham** considers issues of language and identity with regard to contact between English and French in medieval England. He was joint organiser of the Aston University-BCU *Cycles of Grammaticalisation* international research seminar series, funded by Leverhulme, whose output was an edited volume of contributions by leading diachronic linguists. RDUES (**Gee, Kehoe, Renouf**) is a world-renowned centre for research in corpus linguistics. Since 2008, we have used the software developed by RDUES as a catalyst for increased collaboration, between researchers across clusters in the School and with external partners. The WebCorp Linguist's Search Engine (WebCorpLSE: <http://www.webcorp.org.uk/lse>), developed with EPSRC and HEFCE SRIF funding, is being used extensively in research and teaching within and beyond HE. An AHRC Knowledge Transfer Fellowship and partnership with a local secondary school have allowed the development of a new interface tailored to the requirements of A-Level English Language students. The WebCorpLSE architecture has been used to support the commercial activities outlined in REF3b, as well as work by other researchers in the School. **Gee, Kehoe** and **Lutzky** collaborated on building the freely-available *Birmingham Blog Corpus* (<http://www.webcorp.org.uk/blogs>), the construction and analysis of which has already led to a series of journal articles with others forthcoming. **Ingham's** *Anglo-Norman Correspondence Corpus* (<http://www.webcorp.org.uk/anglo-norman>), built in partnership with David Trotter of Aberystwyth University, collects letters and legal documents and, through WebCorpLSE, offers unparalleled search functionality. Another tool, eMargin (<http://emargin.bcu.ac.uk/>) has been developed by **Gee** and **Kehoe** with funding from JISC following trials conducted in collaboration with the University of Leicester. eMargin is a collaborative text annotation tool designed initially for the close reading of literary texts but used increasingly across disciplines and now with more than 800 registered users from over 100 institutions worldwide (see REF3b). Intersecting with the work of this cluster, **Addis** is a specialist in the philosophies of language and mind. His ground-breaking collaboration with BCU's School of the Built Environment in applying the philosophy of expertise to improve productivity in the construction industry is the subject of our second impact case study.

Literary studies: We have particular strengths in C19 research, with several new appointments since 2008. **Howe** and **Leadbetter** are specialists in the Romantic Period with significant interests in post-Romanticism and C19 literary and intellectual history. **Leadbetter's** *Coleridge and the Daemonic Imagination* (Palgrave, 2011) won the 2012 CCUE prize for best scholarly book by an early-career academic. **Trowbridge** was awarded her PhD by the School in 2010 and has since joined the staff, publishing a revised version of her thesis on Christina Rossetti with Bloomsbury. There have been fruitful external collaborations in C19 studies, notably **Howe's** work as a co-editor with Beatty, Robinson and O'Neill. There have been several PhD completions and recruitments in C19 literature since 2008, and publications by recent PhD students, including **Trowbridge's** *Acts of Memory: The Victorians and Beyond* (Cambridge Scholars, 2010). Elsewhere in this cluster, **Wood** researches the problems posed for feminist criticism by an emerging canon of science fiction written by women. She is currently working on the uses of religious narratives in speculative fiction in the work of black women writers of the African diaspora. **Sjølyst-Jackson** has interests in contemporary critical theory, especially deconstruction and psychoanalysis, and its relevance to reading literary texts. He is currently developing a project with **Mellors** on psychobiography.

Drama: Our research in drama and theatre studies covers the Restoration and modern periods. It is led by **Roberts**, whose study of the actor Thomas Betterton (CUP, 2010) was longlisted for the

2011 Sheridan Morley Prize for Theatrical Biography and shortlisted for the 2010 Theatre Library Association's George Freedley Award. His current work focuses on Restoration playwrights' attitudes towards borrowing from French drama, Thomas Killigrew's managerial career, ethics and theatrical biography. **Whittaker**, an ECR appointed in 2013, is quickly building a strong body of research on representations of masculinities in theatre and performance, and emergent British practice. She is returned in REF2 and is developing further publication plans for the next cycle.

Creative writing: Provision has been extended since 2008 with the recruitment of **Marchant** (2009), **Leadbetter** (2010), and **Lawrence Pietroni** (2013), who join **Mellors** and **Littlewood** to broaden our strengths across a range of forms, in particular poetry, creative non-fiction, scriptwriting and fiction. Besides writing and presenting a series of documentary features for BBC Radio 3 and Radio 4, **Marchant** has published a significant work of creative non-fiction, *Something of the Night* (Simon and Schuster, 2012) and his next book in that genre, *A Hero for High Times*, will be published by Jonathan Cape in 2014. *Ruby's Spoon*, the debut novel by **Lawrence Pietroni** (Vintage, 2011), was called 'Astonishing in its ambition and scope' by the *San Francisco Chronicle*, and 'One of the best first novels I have ever read' by Susan Hill. **Mellors** has continued to publish poetry across a variety of outlets, including collaboration with the painter David Rees (*Verisimilitude*, 2009), and translations of Paul Celan and Andrea Zanzotto (2008). **Littlewood** has also been developing new work in poetry, notably in a series of pieces responding to *The Sunken Gardens*, a photographic project by Paul O'Donnell. **Leadbetter's** poetry has been published widely during this period, featuring in Poetry London (2008), opening a special issue of *Romanticism* (2010), and being commissioned for the Arts Council-funded project *See how I land* (2009), and *Birdbook II*, an anthology of poetry and visual art (Sidekick Books, 2012). Currently completing a book-length poetry collection, **Leadbetter** was the Poet in Residence at Radley College, Abingdon in 2010 and undertook a Hawthornden Fellowship in 2013. One of the principles upon which the School bases its Creative Writing portfolio is that it should be continuous with – and involved in – more traditional forms of academic practice. Writers need to read, to know, and to have confidence dealing with language. To this end, the ICCW encourages the cross-fertilisation of ideas and engages with the wider culture through public events. Directed by **Leadbetter**, the ICCW is supported by a Fellowship, including **Marchant**, novelist and scriptwriter Helen Cross, dramaturge Caroline Jester, novelist and academic Patrick McGuinness, poet and Professor of Writing at Warwick David Morley, and poet Sally Read. In establishing the ICCW, the School has placed itself amongst the most progressive English departments in the country.

y) Future strategy: Our core objective for 2014-19 will be to continue to foster world-leading research across the field of English Studies, with an increased emphasis on cross-disciplinary collaborative projects. As part of its Research Strategy for 2013-20, BCU will establish a new research and knowledge exchange cluster in Arts, Culture & Creativity, and a planned relocation of the School of English in 2015 will bring together the University's arts and humanities provision in a single city centre location with new state-of-the-art facilities. This will enable us to explore common methods and approaches to research across the arts and humanities, exploiting synergies between subject areas and working more closely with city centre-based arts organisations. We have already established a strong relationship with Writing West Midlands (WWM), the literary development agency for the region. As a result of collaborative work between WWM and our ICCW, WWM's Chief Executive has called BCU 'the university in the West Midlands with the greatest impact on our policy and practice' (see REF3a). As a member of WWM's Board of Trustees, **Leadbetter** will be on a sub-committee directing the organisation's artistic policy from Nov 2013. Our relationship with the Birmingham Repertory Theatre (REP), which has already seen drama specialists from the REP give careers talks and seminars on our undergraduate course, will be developed further in the next period. As outlined in REF3a, **Gee** and **Kehoe** have worked with the REP on an Arts Council bid to develop the REPwrite collaborative playwriting tool for new audiences, in areas including restorative justice, and mental health counselling. They have also worked with other corpus specialists at Birmingham, Nottingham and Nottingham Trent on an AHRC bid to examine student writing development across undergraduate study in English and History. The latter collaboration came about during the planning of the successful Midlands3Cities Consortium bid to the AHRC Doctoral Training Partnership scheme. This award will have a transformative effect on our postgraduate research provision in the next period, allowing us to increase student numbers and improve the research environment for all students (see section c).

c. People, including:

i. Staffing strategy and staff development

Over the past six years we have recruited an unprecedented number of ECRs, all of whom have been mentored by a senior colleague and given partial remission from teaching and administrative duties at the start of their contracts. **Lutzky** joined in 2010 soon after completing a University of Vienna PhD, now published as a monograph by John Benjamins. **Leadbetter** began in 2010 on a fractional contract, which has since been raised to full-time in recognition of his research achievement and potential. His Palgrave monograph is based on his 2009 PhD. After completing an AHRC-funded doctorate at Lancaster, **Whittaker** worked as a secondary school teacher before joining us in 2013 as an ECR. She is building a strong research profile with support from the School. Since completing her PhD with us and joining the staff in 2013, **Trowbridge** has been supported in her successful bid to the HEA to develop *The Virtual Theorist*: an interactive website to aid the teaching of literary criticism. Built with technical input from fellow ECR **Gee** and contributions from **Lutzky**, the site has already generated over 5000 hits in the three months since launch, with positive feedback from secondary schools as well as other HEIs. **Lawson**, who under the new criteria does not qualify for ECR status by a matter of months, also joined with a PhD that, thanks to substantial remission in the early stages of his lectureship, has now been published in a series of articles. In addition, he has edited and contributed two chapters to a major new volume on Sociolinguistics in Scotland, and was mentored in his successful application for the Fulbright Scottish Studies Fellowship, which took him to the University of Pittsburgh in 2012-13. Although there has been some turnover of staff since 2008 through retirements and voluntary severance, strong replacements have been found. In addition, **Lawson** and **Howe** have filled posts left vacant towards the end of the RAE2008 cycle.

The seven principles of the Concordat to Support the Career Development of Researchers have informed our approach since 2008. The potential to achieve research excellence has been a key element in every appointment made in the School, and we have introduced initiatives to develop the research careers of all our staff. There is a standing research leave scheme for permanent staff, including those on part-time contracts. Leave applications must demonstrate clear, measurable outcomes, and are scrutinised by an internal panel of Readers and Professors. A report is required at the end of the leave period, followed by a seminar to present research findings to colleagues. The leave scheme formalises a longstanding commitment. Since 1992, an average of two staff per year have been released for one semester from teaching and administrative duties. Under the current scheme, staff can expect to be released for one semester every six years, and without penalty in the event of their gaining external funding. A new Faculty-wide workload allocation model recognises the importance of research activity in the career of an academic and ensures that adequate time is set aside for this purpose. In the School of English, all academic staff are guaranteed a research day each week. Research support and performance targets are built in to the Individual Performance Review process for academic staff. In 2008 the University instituted improved processes and remuneration for the award of Readerships and Chairs and since then the following research-based promotions have taken place: **Addis** (Professor); **Mellors** (Reader); **Ingham** (Reader in 2009, Professor in 2012). In 2012, **Kehoe** was promoted to Deputy Head of School. In 2013 **Wood** became Acting Head of School while **Roberts** became Acting Dean of Faculty.

ii. Research students

The School of English has supervised research students for over 30 years. We have invested carefully with the aim of giving modest cohorts the best chance of success in developing their publication profiles and gaining academic employment. Since 2008, we have developed new strategies to increase student numbers through collaborative provision. We have a novel agreement with Sanda University, China, to recruit up to ten PhD students in corpus linguistics from 2011-16, and provide them with specialist training through dedicated seminars and tutorials. One of the first students recruited under this arrangement, **Tao Ma**, has already been accepted to present his work at the prestigious Linguistic Society of America conference. Another new initiative has been our involvement in the successful Midlands3Cities Consortium bid to the AHRC Doctoral Training Partnerships scheme (formerly BGP2) with Birmingham, Nottingham, Nottingham Trent, Leicester and De Montfort universities. Funding of £14.6m from the AHRC, matched by the six partner institutions, will provide more than 80 studentships in English Studies and Philosophy over a five year period from 2014. The benefits of the new arrangement, including enhanced resources

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and skills training, will be felt by our other doctoral students too. The strength of this provision was recognised by the AHRC, who ranked Midlands3Cities second amongst the successful bids.

We have rigorous training and monitoring procedures in place for research students, with significant enhancements since 2008. At the beginning of their studies, all students undertake a programme of research training, which is provided at University and School levels. Students are required to complete the Postgraduate Certificate in Research Practice, which covers aspects of generic and subject-based research training. All research students are introduced to Personal Development Planning at the beginning of their studies, giving them an understanding of the skills profile of research students, based on the Research Council Joint Skills Statement. This enables students to take ownership of their own personal skills development and tailor this to their overall career objectives. Research students are given opportunities to teach, depending on individual expertise. Thorough mentoring ensures that research students learn about every aspect of the process, from module design to classroom practice to final assessment.

Potential supervisors are involved in the application process at an early stage. This assists in assessing the applicant's suitability for research degree study and how well the proposed project fits with our expertise and research priorities. We believe in a team approach to supervision. All students will have at least two supervisors, with the designated Director of Studies expected to meet full-time students fortnightly, and part-time students at least twice a semester. Second supervisors provide specialist disciplinary or methodological expertise. Students specialising in Linguistics, including those recruited under the Sanda partnership, are given additional technical support and advice by the RDUES team. The responsibilities of supervisors and students, set out in the Research Degree Student Handbook, have been developed in line with the QAA Code of Practice for Postgraduate Research Programmes. At the end of each academic year, the student and each supervisor are asked to complete an annual report and plan for the coming year, with completed annual reports and plans scrutinised by Faculty Research Degrees Committee.

d. Income, infrastructure and facilities

Since 2008, the University has designated the School of English as one of 14 centres of research excellence, giving it access to a fund of £1m for full-time research student bursaries and the opportunity to bid for funds from new inter-disciplinary centres. There is significant local determination of research policy. 90% of RAE2008 income has been reinvested in the School, allowing us to formalise our research leave scheme (see section c) and offer a *per capita* allowance to support conference attendance (£900p.a.). A Faculty scheme buys staff out of teaching in order to work on external funding bids. Over the past six years, English staff have been successful in attracting funding from an increasingly diverse range of sources, including the AHRC, EPSRC, ESRC, JISC, HEA, Leverhulme and the Fulbright Commission. We have been particularly successful in projects involving external engagement, with two separate AHRC Knowledge Transfer Fellowships awarded totalling £110k. The research undertaken on these Fellowships – by **Addis** on understanding expertise in the construction industry and the **RDUES** team on enhancing A-Level English Language teaching – has underpinned our highly successful Impact strategy since 2008 (see REF3). Another important source of external income in recent years has been JISC, with **Kehoe** and **Gee** securing £44k to develop the eMargin collaborative annotation tool (2011-12) and £15k of follow-on funding (2012-13) to integrate it with Virtual Learning Environments (see REF3b). Towards the end of 2013, substantial grants were awarded to projects involving **Addis** (ESRC, £250k, 2013-15) and **Ingham** (Leverhulme, £109k, 2013-16) in collaboration with the Universities of Liverpool and Westminster respectively. These will both bear fruit in the next cycle. Ingham's grant has funded the appointment of a full-time post-doctoral Research Assistant (**Jaclyn Rajsic**) in the School from October 2013, and will lead to the production of a major new bilingual thesaurus of English and Anglo-French.

Our research management infrastructure has developed significantly since 2008. As explained in section b, all English staff are involved in research planning and are encouraged and supported in their individual and collaborative research activities through our focussed research clusters. The Faculty Research Committee oversees all activity and implements University policies.

The text corpora and advanced software tools developed by RDUES are made available to staff and students in the School before they are released to the wider scholarly community. RDUES researcher **Gee** has also developed bespoke tools for use in research by colleagues and doctoral students. The University's Kenrick Library has received significant investment in monographs and in databases such as *EEBO*, *ECCO*, *LION* and *JSTOR* that directly support

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individual staff projects as well as the interface between research and teaching (for example, undergraduate projects involving document search and analysis within *EEBO*). The University's digital library has high-specification scanning facilities and conducts digitisation projects nationwide. We also host the *John Lane Archive*, a major collection for modernist scholars that has been consulted by numerous visitors from the UK and overseas. Our own staff and students are funded to visit specialist libraries.

e. Collaboration or contribution to the discipline or research base

We have organised a number of major conferences and events since 2008 including:

2010: Teaching Philosophical and Religious Studies, with the HEA

2010: ICAME pre-conference workshop on the Web as a Linguistic Resource

2010: Contemporary British Theatre: Towards a New Canon – international conference

2011: Birmingham Cityscapes – interdisciplinary symposium

2011: Insanity and the Lunatic Asylum in the C19 – interdisciplinary conference

2011: Philosophy and Employability, with University of Leeds and the HEA

2012: Theorising Expertise, with Institute of Philosophy, University of London

2012: Understanding Expertise, with Centre for Philosophy of Natural & Social Science, LSE

2012: Studying Change in the History of English: New Directions, with University of Vienna

2012: Symposium on Heiner Goebbels in collaboration with the Birmingham Conservatoire

2013: Cultural Cross-currents between Russia and Britain in the Long C19, with Tomsk State Univ.

Our School research seminar programme, open to all staff, students and the wider academic community, draws upon internal and external contributions. Recent visitors include Professors Denison (Manchester), Leech (Lancaster), Wogan-Browne (York), Culpeper (Lancaster), Thomson (Exeter) and Hopkins (Bristol). In 2011 we launched our annual School of English lecture, a public platform for distinguished visiting speakers, beginning with ICCW Fellow Patrick McGuinness (2011) and poet, painter, publisher and art historian Allen Fisher (2012). The first annual ICCW programme in 2012-13 included guest seminars with literary agent Ben Mason; WWM Chief Executive Jonathan Davidson; poets and publishers Jon Stone and Kirsten Irving of *Fuselit* magazine and *Sidekick Books*; and novelist Jenn Ashworth. The ICCW hosted a reading by David Morley, and a lecture by Alan Mahar, novelist and former Chief Executive of Tindal Street Press, on the past, present, and future of literary fiction. In April 2013, the ICCW launch event at Ikon Gallery, Birmingham, was attended by over 120 people, with readings from the Fellows. Sally Read has recorded the first ICCW podcast, *The Dark Night of Sylvia Plath*, available via the ICCW blog *The Writer* (<http://blogs.bcu.ac.uk/thewriter>). The ICCW also sponsored the opening event of the Birmingham Literature Festival 2013, featuring Poet Laureate Carol Ann Duffy and Imtiaz Dharker.

We contribute widely to the management of scholarly and subject-based associations. **Addis** is Visiting Professor at Aarhus University, Research Associate at the Centre for the Philosophy of Natural & Social Science, LSE, and Deputy Director of the Centre for the Study of Expertise, Brunel. He was a member of the HEA Philosophical & Religious Studies Advisory Board (2009-11), serves on the Executive Committee of the British Philosophical Association, and is Chair of its Committee for Philosophy in New Universities. **Kehoe** is an elected member of the Executive Board of the International Computer Archive of Modern & Medieval English (ICAME, 2013-17) and was on the scientific committee of all annual ICAME conferences from 2009-12. **Leadbetter** is on the organising committee for the International Coleridge Conference, and a Trustee of both the Friends of Coleridge and Writing West Midlands. **Renouf** was Guest Professor at Shanghai Jiao Tong University (2008-10) and Chair of the ICAME Executive Board until 2011. She is on the scientific committee of the annual Comparative Lexico-Grammaire conference, Marne-la-Vallée. **Roberts**, a Fellow of the English Association, was a member of the HEA English Subject Centre Advisory Board (2007-11) and National Academy of Writing Board (2009-11). **Trowbridge** is a committee member of the Midlands Interdisciplinary Victorian Studies Seminar (MIVSS).

Staff review manuscripts for leading presses (**Addis**, **Lawson** and **Lutzky** for Routledge, **Lutzky** for Continuum, **Lawson** and **Roberts** for Cambridge UP, **Leadbetter** for Oxford UP, **Mellors** for Edinburgh UP and Manchester UP) and for major journals (**Addis** for *Journal of the History of Philosophy*, *International Journal of Philosophical Studies*, *European Journal of Philosophy*, **Ingham** for *Lingua*, *English Language and Linguistics*, *Transactions of the Philological Society*, and *Journal of Child Language*; **Kehoe** for *International Journal of Corpus Linguistics*; **Lawson** for *Journal of Sociolinguistics*; **Leadbetter** for *Romanticism* and *The Coleridge Bulletin*;

Lutzky for *Folia Linguistica Historica* and *Multilingua*; **Mellors** for *English*; **Roberts** for *Studies in Eighteenth-Century Culture*; **Howe** and **Roberts** for *Modern Language Review*). **Addis** is on the editorial boards for *SATS: Northern European Journal of Philosophy and Discourse*; **Lutzky** was assistant editor for *Folia Linguistica Historica* until 2010 and edited a special issue of *Views* in that year. **Mellors** sits on the advisory board of the *Oxford Literary Review* and is advisory editor for the *Journal of Innovative British and Irish Poetry*. **Renouf** is on the editorial boards of *Linguisticae Investigationes* and *International Journal of Corpus Linguistics*. **Trowbridge** is editor of *Review of the Pre-Raphaelite Society*.

We also review funding bids for major councils and institutions. **Addis** is a member of the AHRC Peer Review College, and referee for the Austrian Science Fund, the Belgian Fund for Scientific Research (FNRS) and Research Foundation Flanders (FWO). **Renouf** is a member of the EPSRC Peer Review College; **Roberts** reviews NTFS and TGD applications to the HEA. From 2009-12, **Ingham** participated in three research evaluation panels for the French Agence d'Evaluation de la Recherche et de l'Enseignement Supérieur (equivalent of the UK RAE/REF), chairing two panels.

Colleagues in the School have made numerous invited contributions to research events, scholarly collections and creative works. **Addis** has been an invited speaker at King's College London, University of California Berkeley, Cardiff and the LSE. He was plenary speaker at the HEA Arts & Humanities Conference in 2012 and has invited entries in Goldstein (ed.) *Encyclopaedia of Perception* (Sage, 2009). **Ingham** has given invited talks at Oxford, Cambridge, Paris-Sorbonne, Manchester, Tokyo, Zurich, Geneva, Tours, and Rome. **Kehoe** was an invited speaker in the AHRC-funded *Hidden Collections* cross-disciplinary doctoral training series (Nottingham, 2012) and, with **Gee**, at an HEA workshop on textual annotation (Leicester, 2012) and in the *Digital Conversations* series at the British Library (2012). **Lawson** has been invited to present his Fulbright work at Arizona, Pittsburgh, Stanford, and California, Santa Barbara. **Leadbetter** was an invited speaker and panellist for the seminar series *The Rise of Creative Writing* (2012) at the Institute of English Studies. He also contributes to the Higher Education Creative Writing Network, has contributed an invited essay to *Grasmere 2011: Selected Papers from the Wordsworth Conference* (2011), and has been invited to contribute to *The Oxford Handbook of William Wordsworth* (OUP, 2014). **Leadbetter**, **Marchant** and **Roberts** have chaired sessions at successive Birmingham Book Festivals. **Lutzky** was an invited speaker at the *i-Mean* conference (UWE, 2013) and, with **Kehoe**, at Lancaster University (2013). **Marchant** has written and presented numerous commissioned series for BBC Radio 4 including *A Load of Rubbish* (2008), *Top Deck* (2009), *The Ghost Trains of Old England* (2010), *The Completists* (2011), and *North & South: Across the Great Divide* (2012). His Radio 3 Sunday Feature *Walking with Attitude* (2011) was chosen as a radio highlight by *The Guardian* and *Radio Times*. **Mellors** has given invited presentations and readings at events hosted by Poetry Wales (2009), the University of Glasgow (2009) and the Hay Poetry Festival (2010). In 2009 he gave the G.S. Fraser Memorial Lecture at Leicester, and in 2011 was an invited speaker for conferences at Girton College and St. John's College, Cambridge. **Renouf** has given numerous keynote talks internationally, from Paris to Shanghai. **Roberts** has contributed invited essays to Cochrane & Robinson (eds.) *Ethics and Evidence in Theatre Studies* (Palgrave, 2014), Major (ed.) *Thomas Killigrew: Critical Essays* (Ashgate, 2013), Lynch & Day (eds.) *Encyclopaedia of British Literature 1660-1800* (Wiley-Blackwell, 2014), and Marx (ed.) *Hamletbuch* (Metzler Verlag, 2011), as well as writing regular commissioned programme essays for the Royal Opera House, Covent Garden. He is currently working on *Restoration Plays and Players*, a monograph for Cambridge UP (2014/5) following an invitation from the literature editor. **Trowbridge** was an invited contributor to C19 section of the *Routledge Annotated Bibliography of English Studies* and contributed a chapter to Havelly (ed.) *Dante in the Nineteenth Century* (Peter Lang, 2011).

Most colleagues are active book reviewers, including **Leadbetter** (*Romanticism, British Association for Romantic Studies Bulletin, The Keats-Shelley Review, The Charles Lamb Bulletin, The Wordsworth Circle*); **Marchant** (*The Guardian, Times, Observer, Sunday Times, Daily Telegraph, Independent on Sunday, Book Magazine*); **Roberts** (*Shakespeare Quarterly, Notes and Queries, Studies in Theatre and Performance, Theatre Notebook*).

Covering the full range of our research activities, the contributions and accolades listed above offer an indication of the flourishing research environment in the School of English at Birmingham City University and the success of our research strategy over the past six years.