

Institution: University of Kent
Unit of Assessment: 29 – English Language and Literature
<p>a. Overview</p> <p>Since RAE2008 the School of English at Kent has expanded in staff numbers from 26.75 FTE to 39.1 FTE, seen a tripling in enrolment of research students, and achieved a thirteen-fold increase in external funding awards (totalling £1,610,727). During this period School staff have produced over 250 monographs, novels, books of poetry, edited volumes, refereed book chapters, articles in peer-reviewed journals, runs of poems in magazines, and short stories. 21 staff have been appointed since 2008; 97% of current research staff are included in REF2014. The School is host to six Research Centres: Colonial and Postcolonial Studies (established 1994), Modern Poetry (2001), Creative Writing (2005), Gender, Sexuality, and Writing (2005), Studies in the Long 18th Century (2007), and Victorian Literature and Culture (2013). The School also plays a leading role in two Humanities Faculty Centres, in collaboration with the School of History: American Studies (1973) and Medieval and Early Modern Studies (MEMS) (1996). The School is committed to furthering every aspect of the discipline through individual and collaborative initiatives, interdisciplinarity, internationalisation, and impact.</p>
<p>b. Research strategy</p> <p>The research strategy of the School of English at Kent is based on long-standing aims formulated after RAE2001. These aims are reflected in the University's Research and Public Engagement Strategy, which the School helped to formulate. They provide a clear sense of direction, whilst allowing room to develop in innovative ways.</p> <p>Aims and Objectives as set out in RAE2008:</p> <ul style="list-style-type: none"> • Achievement of research leadership across the broad range of the discipline by building representative excellence across all periods of British, American, and postcolonial literature • Consolidation of recent innovations (Centres for Creative Writing and Long 18th Century) • Commitment to the sustainability and vitality of the discipline through the nurturing of careers at all levels, particularly those of early career researchers (ECRs) • Recognition of the need to build external research income to support diverse research projects <p>Objectives added as a result of success in RAE2008:</p> <ul style="list-style-type: none"> • Expand staff numbers to build a critical mass for each of our Centres and research areas, consolidating excellence while adding cutting-edge approaches • Reinforce and further deepen the School's engagement with interdisciplinary research by promoting interconnectivity between our Centres and with other Schools • Increase internal support for research through strategic use of QR funding • Increase significantly the number and value of external research awards • Increase significantly the number and value of postgraduate scholarships with the intention of ensuring the future vitality of the discipline and leading innovations in doctoral training • Ensure that public engagement and impact are regarded as intrinsic to all research activity <p>Achievement of aims and objectives:</p> <ul style="list-style-type: none"> • Recruitment of 21 new staff, including 15 appointed as researchers early in their careers. Through recruitment, further expansion of the research base by: • Strengthening established Centres via new approaches: medieval drama and vernacular piety (Perry, Wright); early modern studies and postcolonial studies (Klein, Neill); modern and contemporary women's writing (Bolaki, Ryan); modern poetry and politics (Hickman); postcolonial literature and politics (Bugeja); • Furthering innovation in newer Centres or creating Centres: 18th-century intellectual history (Bullard); history of the book (Bullard, Edwards); transatlanticism, 18th to 20th centuries (Collins, Norman, R. Richardson); Victorian literatures and material culture (Lyons, Parkins, Waters); creative writing, prose (Flusfeder, Preston, Sackville, Todorovic); creative writing, poetry (Gaffield, Smith) • Developing enhanced research mentoring systems resulting in funding successes at all levels, achieving a funding award total of £1,610,727 (RAE2008: £120,651). From 2008 to mid-year

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2013, research income totalled £862,289 (RAE2008: £171,384)

- £533,745 spent on internally funded postgraduate scholarships and facilities during REF period
- £409,000 spent on externally funded postgraduate scholarships from the AHRC Block Grant Partnership; €3m spent on EU-funded scholarships for TEEME (Erasmus Mundus Joint Doctoral programme 'TEEME - Text and Event in Early Modern Europe')
- Submission of 97% of research staff to REF2014 (68% in RAE2008)
- Development of research leadership and interdisciplinary engagement through organising world-class research events leading to significant, original outputs, and to public impact

Research aims for 2014-2019:

Through continual refinement of staff development and research mentoring, the School aims:

- To maintain the highest quality of research and its dissemination through a diversity of published outputs and media
- To continue our upward trajectory of attracting external research awards
- To continue to make impact intrinsic to our research activity
- To strengthen and build on existing research connections with museums, galleries and the heritage sector through joint research projects, postgraduate placements, joint colloquia, workshops, and conferences to enhance research quality and impact profile
- To further research leadership through international and national collaborations
- To maintain and expand current discipline leadership through the regular organisation of research events (seminars, conferences, symposia), participation in learned societies and the undertaking of editorial roles (journals and monograph series)
- To play a major role in establishing innovative forms of doctoral training through the AHRC BGP2 consortium CHASE – Consortium for the Humanities and the Arts in Southeast England (Sussex, Courtauld, UEA, Essex, Goldsmith's, Kent, Open University)

Objectives for 2014-2019 (indicating members of staff to lead in these areas):

Research leadership will be furthered through the following initiatives deploying the School's Research Centres and ongoing projects as innovative foci for research activities:

- Ensure leadership in medieval and early modern studies through MEMS and TEEME (**C. Richardson, Klein, Neill, James, Perry, Edwards**) through annual international conferences and postgraduate events such as Quadrivium IX
- Ensure leadership in postcolonial studies via the Postcolonial Centre, especially the innovations of foci on the Indian Ocean (**Gurnah, Klein**) and Mediterranean-Middle Eastern-African connections (**Rooney, Landry, Bugeja**)
- Ensure leadership in Creative Writing as research (**Flusfeder, Smith, Thomas**)
- Advance leadership in American studies, especially in the fields of indigenous studies and transatlanticist studies (**Stirrup, Bolaki, Norman**)
- Advance leadership in European and American Modern Poetry and poetics (**Ayers, Herd, Mildenberg**)
- Advance leadership in Long 18th Century Studies, especially in historical re-enactment, material culture, and the history of the book (**Landry, Batchelor, Bullard**)
- Build leadership through the new Centre for Victorian Literature and Culture linked with University of California-Santa Cruz's Dickens Project and the Kent Museum of the Moving Image in Deal (**Parkins, Waters, Cregan-Reid**)
- Lead on internationalisation in the CHASE consortium (**Klein, Gurnah, Wood**)
- Pioneer research in material culture from a transhistorical perspective leading to a new MA and to funding bids (**C. Richardson, Batchelor, Waters**)
- Develop creative-critical crossover and practice-led research as distinctive School brand (**Herd, Smith, Thomas, Wood**)
- Build upon strategic partnerships with the Institute for Contemporary Arts (an MA in the Contemporary was launched in 2013) and Turner Contemporary in Margate (**Herd, Rooney**)
- Build upon heritage sector and impact links with institutions such as the Victoria and Albert Museum, Museum of London, Canterbury Cathedral and Archives (**C. Richardson**); Canterbury

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Cathedral Library (**Bullard, Edwards**); National Maritime Museum (**Klein**); Godmersham Park Heritage Centre (**Batchelor**); British Museum (**R. Richardson**), in relation to the Faculty-wide Centre for Heritage at Kent (2013)

- Intensify international research collaborations through the TEEME consortium (**Klein**); strategic partnerships with Boğaziçi University, Istanbul (**Landry**); University of Ghent; among others, research links with Koç University, Istanbul (**Bolaki**); METU, Ankara (**Gurnah**); Cairo University and the Lebanese University (**Rooney**); Sorbonne/AGON, Folger Shakespeare Library (**Bullard**); and the University of Milan and Arab Academy of Cairo (**Gurnah**)
- Establish a series of workshops to develop Digital Humanities research and an interdisciplinary online journal designed to achieve Gold Standard Open Access, aided by Kent's partnership with Essex and UEA in the Eastern Academic Research Consortium (**C. Richardson, Collins**)
- Explore desirability of Centre for Animal Studies, with History (**Landry, Ryan**)

c. People

Three priorities have governed staffing and postgraduate strategy since 2008:

1. The recruitment of staff with emerging or established reputations for excellence (Principle 1, Concordat to Support the Career Development of Researchers, hereafter CCDR)
2. The refinement of mechanisms to nurture research careers in an increasingly demanding environment
3. The expansion of PGR and PGT funding and enrolments to play a significant role in the development of the next generation of literary scholars and creative writers

i. Staffing strategy and staff development

Recruitment

Since 2008 the School has grown by 46%, expanding from 26.75 to 39.1 FTE. Our policy of searching out the most promising emerging scholars and writers, and mentoring them, has guaranteed a continuous stream of fresh approaches and ideas, feeding the School's dynamic research culture, and consolidating its well-balanced senior-junior staffing structure. The strategy has enabled the School to manage effectively the process of replacing retirements (**Andrews, Edmond**) and departures (**Wicks, Ellmann, McEwen, Moss, Kesson**). In each year since 2008 at least one new academic appointment has been made, 15 of 21 at early career stage. Four senior appointments (**Klein, Waters, Parkins, Edwards**) have maintained professorial leadership, the appointment of **Neill** at .2 has boosted PG supervisory expertise, and retention of **Montefiore** at .2 has overseen a smooth revision of the UG curriculum while providing research continuity.

Staff development

The School's career development systems are fully in line with CCDR as recognised by the University's Award for HR Excellence in Research 2013 from the EU. Effective mentoring for research and teaching is provided by senior colleagues through a sustained programme of peer review. All researchers are nurtured through a system of interlinking University and School processes. All new staff are enrolled as Probationers in the University's Induction programme with a focus on career development. Probationers take the PGCHE programme, which includes units on research management and postgraduate supervision. During this period staff have a reduced teaching load (50% reduction in the first year, 25% in the second) and limited participation in administrative tasks (CCDR 2-7). The University's ECR Network and dedicated workshops are a useful source of advice and support throughout these early stages of career development.

Probation is followed by two forms of mentoring from which all staff, whether senior or junior, continue to benefit: first, annual appraisal, and second, research support interviews with the Director of Research and Public Engagement (DoRPE) and Head of School (HoS) (CCDR7). Annual appraisal invites reflection on, planning, and development of career objectives. The latter focuses on the setting, supporting, and monitoring of research plans and objectives, providing advice on the research component in the University's promotions system, and advising on funding proposals and on public engagement strategies. Here the DoRPE actively mentors and guides colleagues through the application process in collaboration with the University's Research Services and its dedicated Humanities Research Officer. Kent's ECR Network and 'Grants Factory' workshops offer advice from experienced researchers across the disciplines and deliver the latest news from research councils and other funding bodies. Research Services, KIASH (Kent Institute

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for Advanced Study in the Humanities), and the Digital Humanities Forum all network researchers across the University through seminars and email updates. The senior staff of the School's Research Centres mentor early career staff with an eye to subject-specific guidance.

School mentoring and Kent Internal Peer Reviewing of grant applications combined with appropriate weighting of research and teaching created the conditions for the emerging scholars **James, Norman**, and **Bullard** to achieve success in ECR-AHRC, Fulbright, and British Academy Mid-Career competitions. **Waters** was greatly assisted in her research funding application to the AHRC through close collaboration with her mentor. The School's mentoring systems and a School-specific Equality and Diversity strategy have aided the smooth management of maternity and paternity leave. Keeping-in-touch days have helped **Batchelor, Cox** and **C. Richardson** to maintain contact with their own and the School's wider research agenda. Individual meetings with key staff, including the DoRPE, on return to work, help to manage the processes of readjustment, and appropriate research plans and targets are carefully considered to ensure that colleagues have the help they need to develop their research careers under new circumstances (CCDR6).

Career enhancement is also achieved through supervision of research students. Postgraduates are supervised by two members of staff with one acting as lead. This panel system has ensured that less experienced staff members can participate in supervision at an early stage in their careers under the guidance of a supervisory chair. Once second supervisors have seen a thesis through to completion, they can be appointed to supervisory chair status. Since RAE2008 **Batchelor, Cregan-Reid, Padamsee, Stirrup, Thomas** and **Wood** have advanced to supervisory chair status, and **Bolaki, Bugeja, Collins, Cox, Hickman, James, Mildenberg, Norman, Perry**, and **R. Richardson** have become members of supervisory teams.

The key mechanism for ensuring effective research time is the School's Workload Allocation Model (WAM) (CCDR2). The WAM is based on a ratio of 60% teaching and administration to 40% research. PGR supervision is counted in the teaching calculus. The WAM provides all research-active members with core research time, and can provide an increased research allocation when necessary to complete large projects. Future time-release compensates for occasional overloads. The WAM works in conjunction with the University's research leave policy by which full- and part-time academic staff are entitled to one 12-week term's leave after 72 weeks of term-time service. Except for the supervision of PhD students, all other duties are suspended during research leave.

Individual staff research development is also supplemented by a triple-layered system of financial support. The School provides from QR funding a research allowance of £1500 per person per annum, to fund any aspect of research, including conference attendance and travel to British and international archives. Additional funds are available at Faculty and University level. The University's incentivisation scheme enables staff to develop large and complex grant applications by providing funds for relief from teaching and administrative duties. The Faculty supports research through a variety of funding schemes managed by KIASH. KIASH assistance has been particularly valuable for interdisciplinary initiatives such as conference organisation, and for supporting visits to archives, eg **Bullard** (Huntington Library), **Mildenberg** (The Black Diamond, Copenhagen; Huntington Library), **Norman** (New York Public Library; Beinecke Library, Yale), and sites crucial for creative projects (**Flusfeder, Sackville**).

The School also holds group activities designed to enhance the development of staff research. Central among these is the weekly staff and postgraduate research seminar, which features internal and external speakers from all research areas within the discipline. This core programme complements the colloquia and research series staged by individual Centres. Since 2008 School grants workshops have been held alongside the University's 'Grants Factory' workshops. Since 2012 annual meetings of Research Centre directors have supplemented termly meetings of the School's research and impact committees, the Faculty's research committee, and the University's Directors of Research network, to facilitate strategic planning. Annual research awaydays ensure that research strategy is reviewed and new strategic collaborative planning takes place (CCDR7).

Equality and diversity

Equality and diversity are high priorities in recruitment and career development, including entry in the REF. In accordance with the University's Code of Practice, the School has a dedicated Equality and Diversity representative, and actively pursues gender parity, cultural diversity, and internationalisation with regard to staff and students.

Promotion

A key indicator of staff development and career enhancement is promotion, and the School's healthy career progression includes 16 promotions since 2008: **Bullard, Debney, Smith, Stirrup, Thomas,** and **Wood** to senior lectureships; **Batchelor, O'Connor, C. Richardson, Rooney,** and **Thomas** to readerships; **Ayers, Herd, Montefiore, Rooney,** and **Waters** to professorships.

ii. Research students

The School's commitment to sustainability is fully expressed in its postgraduate community of both taught and research students. The successful recruitment of external students reveals the high profile of the School within the discipline, while the retention of its best internal students is a mark of the strong sense of reciprocity built up through the excellence of its research-led undergraduate and MA teaching.

Recruitment numbers and submission rates

Recruitment of doctoral students is currently at an all-time high of 83 registered research students (25 in 2008). 20+ students each year have been recruited from across Europe (EU and non-EU), North America, South America, the Middle East, South and East Asia. For a School recently reshaped by the appointment of younger scholars, these figures are a tribute to the speed with which they have established reputations in their various fields. A significant element of this strong recruitment is the Erasmus Mundus Joint Doctoral programme (TEEME), devised and hosted by the School of English in conjunction with the Universities of Berlin, Porto, and Prague. Since 2011 approximately 9 new TEEME students have been registered with English each year, adding to the internationalism of our postgraduate student body: the 25 current TEEME students alone represent 19 nationalities and 4 continents.

The School's exponential growth in PGR student numbers – anticipated to rise further in the light of the BGP2 funding success of CHASE – has been successfully managed through the University's rigorous code of practice for the supervision of research students, and the School's increased capacity enabled by higher staff numbers, expanded infrastructure, and effective training of supervisory staff. During the census period each year 5 or 6 PhD students have successfully completed, a figure set to increase in the light of recent advances. The average time of completion for full-time students during this period has varied from 3 years, 4 months to 4 years, 2 months. Since 2011 students no longer register for an MPhil but directly into a 4 year PhD programme.

Scholarships and funding

Since 2008, £533,745 has been spent on facilities and internally funded PG scholarships for MAs and PhDs. Many of our research students receive full funding, either from the AHRC (providing 5 scholarships over each three-year period under BGP1), the University (11 scholarships since 2008), or the EU (25 TEEME scholarships since 2011). Our postgraduate intake has included one recipient of highly competitive Commonwealth funding and one of a University-wide Alumni Scholarship. The School also offers two externally endowed research-preparatory MA scholarships, the Sasha Roberts and the Ian Gregor Scholarship. For the period 2014-2019, the AHRC has awarded funding of £17m (equivalent to 232 fully-funded PGR studentships) to CHASE. The EU will fund a further 16-18 TEEME scholarships (at €2m over two years, 2014-2015); the annual allocation of 2 University-funded scholarships is expected to continue.

The procedure by which research students are recruited and funded is rigorous and fair, paying close attention to consideration of equal opportunities. A gender-balanced staff panel representing different research areas and career stages shortlists scholarship candidates according to clearly specified criteria, interviews them, and awards scholarships on the basis of research merit. The selection panel for the TEEME awards also includes international and non-HEI members; CHASE panels will be based on the principle of parity between participating institutions.

Supervision, monitoring and future career preparation

The Graduate School oversees the supervisory and monitoring framework; all requirements meet RCUK standards. Procedures are based on the essential need for regular interaction between students and supervisory teams designed so that students will progress smoothly and meet the criteria demanded by each of the formal review stages. An induction review takes place at 3 months, followed by a probation review at 9 months. Annual reviews take place at the end of each year of registration and there is a submission review 3 months before the registration period is due

to end. In the event that an extension year is necessary, students have two further reviews – at 5 months and 10 months of the extension year. Monthly progress reports are completed by students and supervisory teams via an electronic reporting system. These provide a clear summary of all points of discussion, decisions taken and future objectives, and enable students to gain maximum assistance from their supervisory interactions. The School's dedicated postgraduate administrator works alongside the supervisory teams and Directors of Postgraduate Research and Graduate Studies to ensure that students are aware of all procedures, events, and opportunities.

Upon commencement of the programme, research students complete the Graduate School's Researcher Development Assessment, consulting with their supervisory teams regarding how they might benefit from training in particular study and transferable skills. The University's Graduate skills programme offers a rolling series of workshops designed to fit with students' progression time-table over three years, introducing specific skills at appropriate stages. Due attention is paid to effective time management and to achieving the correct balance between research work and skills training. In addition to the Graduate School's provision, the School runs its own internal training programme for all postgraduate students, a series of weekly workshops on research methods, archives, critical approaches, academic publication, employability, and public engagement and impact. All research students on University and School scholarships are contracted to do a limited amount of teaching as part of their programme. All doctoral students are given the opportunity to teach and acquire ATAP (Associate Teacher Accreditation Programme) training. As Assistant Lecturers our PhD students are guided by course conveners in the first instance, but their interests are also represented by the Director of Assistant and Associate Lecturers, a post held by a permanent member of staff. As a consequence of these various kinds of support, Kent PhDs are competitive on the job market, with recent graduates having secured postdoctoral research appointments and lectureships with the Open University, Edinburgh, Exeter, Manchester, Roehampton, Warwick, Imperial College, Portsmouth, City University of Hong Kong, University of Sharjah, Bahçeşehir (Istanbul), and Kent.

The School also enhances research students' career preparation by promoting exchanges with non-academic agencies (non-HEIs), thereby enabling them to consider professional routes outside higher education. Since 2012, the Creative Writing Centre's colloquia on 'Publishing, Agents, Promotion' have engaged staff and students directly with the professional marketplace. An important feature of the School's new partnership with the Institute for Contemporary Arts (ICA) is that the ICA regularly makes internships available to the School. These are advertised on the School's website as part of its employability drive. Beyond the internships, the involvement of our Centres with the ICA, Turner Contemporary in Margate, and other institutions such as Canterbury's Sounds New Music and Poetry festival means that research students are in direct communication with curators and managers in the planning and execution of major arts events. Since one element of the TEEME programme is an understanding of the way cultural providers mediate research, all TEEME students undertake integrated work placements and research visits to major cultural institutions, such as (in the UK) the Courtauld Institute, Globe Theatre, British Library, National Maritime Museum, and Canterbury Cathedral, as well as equivalent institutions in Berlin, Porto, and Prague, organised by the TEEME partners. These placements have begun to generate outputs such as exhibitions and publications. The University's Innovation and Enterprise unit also facilitates staff and postgraduate partnerships with businesses and public institutions.

Postgraduate student culture

The School has developed a very healthy postgraduate student community fully embedded in its wider research culture. Investment has been made in expanding and refurbishing study and social spaces dedicated to English postgraduates. All research students are supported by a personal research budget of £400 per year which can be augmented through competitive applications to the Faculty top-up fund. Research students elect representatives to voice their interests at School meetings and help shape policy regarding research. They are invited to contribute to the weekly School research seminar, to other seminar series in the School, and they collaborate with staff on dedicated annual postgraduate conferences, eg 'Pharmakon: Literature and Violence' (2010), 'Contesting the State: Literary Interventions' (2011; held at Kent's Paris campus), 'The News from Poems' (2012), and 'Transactions' (2013). All postgraduate researchers are linked to a Centre, promoting a sense of community whether through reading groups and workshops (Modern Poetry), dedicated seminar series (Postcolonial), regular colloquia (Long 18th Century), reading series

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(Modern Poetry, Creative Writing), or weekly supervision seminars (MEMS/TEEME). Students are also actively involved in the conception and organisation of research events within Centres.

Virtanen was the festival administrator for Sounds New Poetry and integral to the planning of the European Avant-Garde and Modernism Network Conference (2012), as the Long 18th Century Centre's **di Placidi** was for 'After Marriage' (2011). In conjunction with the NGO Kent Refugee Help, the Postcolonial Centre's **Menozi, Kemal** and **Mushakavanhu** conceived and organised the 'Visa Stories' colloquium (2011), followed by 'Migrant Polyphony' (2012). An edited volume, *Visa Stories: Experiences between Law and Migration*, was published by them in 2013. This year the School's research students launched their own seminar series to present research-in-progress across the School, supplementing opportunities offered by the individual Centres.

d. Income, infrastructure and facilities

Research funding strategy

As noted in c.i above, the School has a clear policy for achieving research funding based on finding the right scheme for each project. Staff are expected to be either planning a funding application or in receipt of a grant. This policy is pursued through the formal processes described above, as well as informal, day-to-day interaction. Encouragement and advice on research funding schemes are provided through School, Faculty, and University mechanisms. Of particular importance are the twin support strands of the Faculty Research Funding Officer and KIASH. The former assists the DoRPE in identifying schemes, disseminating information, and supplying ongoing advice through the application process. The latter supports research through the provision of funding (£60,000 p.a.), aimed at furthering the Centres' interdisciplinary work, enhancing cross-institutional and international links, and enabling effective dissemination and impact. Research Services provides leadership and expertise on all technical matters of finance, personnel, and IT. An important part of the procedure is the completion of the University's 'Intention to apply' form, which triggers an internal review process. This system helps applicants shape their proposals and respond to formal feedback from experienced reviewers and grant holders before the final application is submitted for approval by the University's Peer Review system.

Research income since 2008

During the REF period the School achieved external awards totalling £1,610,727, a thirteen-fold increase on RAE2008's figure. Since 2008 the School has also received KIASH funding of £31,916 for interdisciplinary Centre-based events, including 2010's 'Charles Olson' and 'The South Asian Short Story'; 2012's 'Cosmopolitan Animals' (with History) and 'Material Meanings', the third biannual conference of the European Network for Avant-Garde and Modernism Studies, attracting 100+ international delegates; 2013's 'Treaty Canoe' and 'Treaty of Niagara, 1764' travelling exhibition, and 'Quadrivium', a symposium and training event for postgraduates and staff in medieval studies. The School also gained £14,316 of Faculty incentivisation funds for staff applying for major grants.

Research income grew from £171k in RAE2008 to £862k during the census period, a five-fold increase. Junior and mid-career staff are receiving major awards: **James** was awarded an ECR-AHRC for 'Spreading the Light: Mapping the Vernacular *Elucidarium* in Medieval England' (£217,494); **Norman** is the recipient of a Fulbright fellowship at Yale for a study of US émigré culture; and **Bullard** of a British Academy Mid-Career fellowship for a study of 18th-century modes of 'tacit knowledge'. In applying for ambitious research programmes, senior members of staff have shown leadership. **Waters** holds an AHRC grant for 'Journalism on the move: the special correspondent in the 19th century' (£208,945), the first project to explore the emergence of this influential experiment in journalistic form. The study will produce a database, monograph, and articles. **Rooney's** 'Radical Distrust' project, funded by the ESRC/AHRC Global Uncertainties scheme, was the first of the School's major research awards during the REF period. The project has generated a host of scholarly and creative events and outputs, including the first issue of a scholarly journal contextualising 'Midan Tahrir' bringing Egyptian academics and Egyptian literary culture to the fore (2012), and the first multi-authored volume on the Siege of Beirut (2013). The success of 'Radical Distrust' led to the ESRC awarding **Rooney** a Global Uncertainties Leadership Fellowship for 'Imagining the Common Ground', which has already been supplemented by follow-on funding for a theatre production and will extend to the post-REF2014 period.

Interdisciplinary, collaborative, externally funded research is to be found throughout our specialist

areas: eg **Ayers**, Leverhulme research fellowship and follow-on funding for 'Internationalism and the Idea of Europe', a study of the cultural impact in Britain of the Russian Revolution and of the founding of the League of Nations; **Batchelor**; support from the Paul Mellon Centre for 'The Visual and the Verbal in the 18th Century'; **Bolaki**, British Academy funding for 'Audre Lorde's Legacy' at the Women's Library, London; **Collins**, Fulbright Summer Institute award (NYU) and AHRC and BAAS Cunliffe Travel awards; **Debney**, Arts Council funding for the 'Wise Words' poetry project; **Landry**, Leverhulme study abroad fellowship for historical re-enactment of Ottoman and English travellers; **C. Richardson**, AHRC network funding for 'Early Modern Domestic Interior', and EU funding for DocExplore (computer-based access to historical manuscripts); **Rooney**, Leverhulme visiting professorship for El-Kholy, a BA/RCUK visiting scholarship from the Middle East for Sakr, and GULF follow-on funding; **Stirrup**, Leverhulme network on 'Culture and the Canada/US Border' and British Academy funding for 'Indigeneity and the Arts'. The British Academy funded overseas conference papers by **Ayers**, **Batchelor**, **Klein**, and **O'Connor**. The School was awarded John Coffin Memorial funding for two keynotes at the Institute for English Studies, University of London (International Kipling Conference; Cosmopolitan Animals). Other research income derives from the series editorship of Routledge Research in Postcolonial Literatures (£4,235 since 2008), and the Charles Wallace Trust's annual support of a visiting writer from India (£14,010 since 2008). The School's future strategy is to build on the experience acquired since 2008 in maximising external funding awards and other research income.

Infrastructure

An underpinning principle of the School's research strategy is that it should maintain a broad-based and intellectually expansive culture and provide leadership across the discipline. Interaction is facilitated by six Research Centres housed in the School (Modern Poetry; Creative Writing; Long 18th Century; Postcolonial; Victorian; Gender, Sexuality and Writing) and two Faculty Centres (MEMS; American Studies). Staff are encouraged to join more than one Centre; staff from other Schools are affiliated members of Centres; English staff benefit from Centres based in other Schools (eg, Modern Literature Centre). KIASH funds cross-Centre initiatives, ensuring cross-fertilisation. The post-2008 QR funding used to boost Centre budgets has enabled them to strengthen their research profile through conferences, colloquia, and performances.

With the expansion of the School's research base through new appointments, its infrastructure has been refined. Having invested in innovation (Creative Writing; Long 18th Century), the School then prioritised the continuing renewal of MEMS, American Studies, Modern Poetry, and Postcolonial Studies. For example, a significant innovation for the Faculty Centre for American Studies was the decision in 2009 to add postgraduate and research functions to its previously undergraduate-focused role. The School fully supported American Studies in introducing research degrees and provided funds for postgraduate scholarships. Since 2008 Victorian studies has been revived, culminating in the 2013 launch of the Centre for Victorian Literature and Culture, through which the energies of the School's 19th-century staff can be focused on research innovation, funding capture, and internationalisation via California's Dickens Project. Increasingly, public engagement and impact form a part of all the School's infrastructural research strategy and planning, for example Doc Explore's touring exhibition travelling to various sites including the Beane Museum, Rochester Cathedral, and Kent History and Library Centre in Maidstone.

Operational support and facilities

Since 2008 the School has benefitted from investment by Kent's Estates department (£150k), resulting in expansion of academic and administrative office space and creation of a departmental common room for all staff and postgraduate students. The expansion in academic staff has been matched by an expansion in administrative staff, from 8 in 2008 to 13 in 2013, with 1 FTE dedicated to providing support for research activity. At institutional level, operational support is provided by Research Services with its dedicated Humanities Funding Officer (see c.i above). Research Services works closely with the Faculty Research Committee, which reports to the University's Research and Enterprise Board. These mechanisms promote the effective management of research within the institution's overall Research Strategy.

The University's Templeman Library holds over 1m items in all formats and provides electronic or print access to over 17,300 journals. As part of the £27m refurbishment for the University's 50th anniversary in 2015, it is being extended to include a dedicated special collection and exhibition space, and a teaching floor with a 250-seat lecture theatre. The English Library Materials fund,

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allocated on the basis of an annual needs assessment, has grown from £56,802 in 2007 to £114,507 in 2013, an increase of over 100%. English has the support of a designated liaison librarian providing a one-to-one service to staff and students. Full interlibrary loan facilities are available. Templeman Library and the Canterbury Cathedral Library and Archives, covered by the Templeman catalogue, contain special collections of international significance. These include, for example, the Templeman's newly acquired Maud-Olson poetry collection; the Cathedral Library's first editions of 17th and 18th-century historical, and philosophical works, travel writing, and works on slavery and abolition; and the Archives' unparalleled holdings of medieval and early modern literary manuscripts. The value of these collections is enhanced by our staff's research, as formally recognised by a strategic partnership between the School and the Cathedral Library and Archives. Being situated in a historic city close to London contributes to the intellectual life of the department. Research travel (eg British Library, ICA) via a high-speed rail link is departmentally subsidised.

e. Collaborations and contributions to the discipline

The School's particular strengths are its internationalism and broad distribution throughout the ranks, including ECRs, of invitations to engage in research collaborations, hold editorial and peer-reviewing posts, give keynotes, lectures, and readings, and in other ways make contributions to the discipline. Hence the representative sampling below includes the majority of staff in the School.

Our **international collaborations** include those of **Ayers**, who works with partners at Amsterdam, Leuven, Moscow, and Vanderbilt; **Bolaki**, who is a member of the European Collegium for African American Research; **Brown**, who collaborates with colleagues in Prague on 'Chaucer in Bohemia'; **Bullard**, who is a member of AGON (Sorbonne/Oxford); and **Cox**, who contributes to the Balzan Foundation's 'Freedom and Construction of Europe' project at the EUI Florence. **Herd** works with partners at Paris Est, Deakin (Australia), and Simon Fraser (Canada). **Klein** leads TEEME (Kent, Berlin, Porto, Prague) and collaborates with an international team of 30+ colleagues on the Hakluyt Edition Project. **Landry** has collaborators at Boğaziçi (Turkey). **Norman** is part of the 'Post-45 research collective' at Yale. **C. Richardson** collaborates with Rouen on DocExplore. **Rooney's** GULF grant supports collaborations at Cairo University and the Lebanese University, Beirut.

Examples of UK collaborations include **Ayers's** active role in the London Modernism Seminar, **Batchelor's** consulting role at Chawton and Godmersham, **Bolaki's** membership of the Medical Humanities Research Network Scotland, and **Gaffield's** collaborations with the Okeanos Ensemble at the Guildhall School of Music. **O'Connor** is a member of the AHRC Richard Brome project at RHUL. **C. Richardson** works with research partners in Birmingham, Dundee, Durham, Nottingham, Southampton, and Warwick on 'Early Modern Domestic Interiors'. **Stirrup** heads the Leverhulme 'Culture and the Canada/US Border' network and contributes to the Native Studies Research Network at UEA. **Waters** contributes to Buckingham's Leverhulme 'Dickens Journals'.

Staff have assessed articles for peer-reviewed journals 150+ times and book proposals or manuscripts for publishers 80+ times. Staff also judge prize competitions: Gurnah, Independent's Foreign Fiction Prize (co-funded by the Arts Council) 2008; Thomas, Michael Powell Awards, Edinburgh Film Festival 2008; Green Doc Awards, Sheffield International Documentary Festival 2010, and the Observer/Anthony Burgess Foundation Prize for arts journalism 2012. Peer-reviewers of research proposals include ECR **Collins**, who is a member of the US/UK Fulbright Special Programmes Interview panels, **Montefiore**, who has served on the AHRC Peer Review College, and **Rooney**, who now serves on the ESRC Peer Review College and the AHRC Translating Cultures panel. **Batchelor** has reviewed research proposals for SSHRC; **Brown** for the Irish Research Council; **Klein** for AHRC, German Academic Exchange Service (DAAD), and German Research Council (DFG); **Landry** for the Austrian Science Foundation; **Rooney** for ESRC and AHRC; and **Stirrup** for AHRC.

Since 2008 staff have externally examined doctoral degrees 64 times in the UK and overseas including at Auckland, Bergen, Birmingham, Bucharest, Cambridge, Exeter, Geneva, Glasgow, Goldsmith's, Hong Kong, KCL, La Trobe, Liverpool, Manchester, Nottingham, Queen Mary, Southampton, Sussex, Sydney, Trinity College Dublin, UCL, UEA, Warwick, and York.

Editorial positions are well distributed throughout the research areas and ranks. **Ayers, Herd, and Montefiore** edit the Peter Lang Modern Poetry series. **Batchelor** co-edits the Palgrave *History of British Women's Writing* series, edits the Pickering & Chatto *Chawton House Library*, and was Reviews Editor for *Women's Writing*. **Brown** was founder editor of *Literature Compass* and is

General Editor of the *Blackwell History of English Literature*. **Bugeja** is co-editor of *CounterText*. **Collins** is American Literature editor for the Open Library of Humanities. **Montefiore** is poetry adviser to Liverpool UP, series editor for the Penguin Kipling, and editor of *Kipling Journal*. **O'Connor** is publications editor for the Society for Theatre Research. **Preston** is fiction editor for *Fleeting Magazine*. **Rooney, Landry, and Padamsee** edit the *Routledge Research in Postcolonial Literatures* series. **Wood** co-edits *Oxford Literary Review* and is executive editor of *Angelaki*.

Editorial and advisory board memberships include **Klein**, *Journal for the Study of British Cultures*; **Landry**, *The Eighteenth Century*, *John Clare Society Journal*, *Criticism*; **O'Connor**, *Theatre Notebook*, *Shakespeare, Early Theatre*, CUP Ben Jonson edition; **Rooney**, Ayebia Clarke Publishing; *Oxford Literary Review*; **Waters**, *Victorian Periodicals*. Journals for which staff have edited special issues include *Studies in Travel Writing (Landry)*, *Journal of Postcolonial Writing and Wasafiri (Rooney)*, *Interdisciplinary Studies in the Long Nineteenth Century (Waters)*.

A number of staff hold executive roles in professional subject associations: **Ayers**, Chair of the European Network for Avant-Garde and Modernist Studies, International Relations Chair and Executive Committee member of the British Modernist Studies Association; **Collins**, Executive Committee member, British Association for American Studies; **Montefiore**, Vice-Chair, Kipling Society; **O'Connor**, Vice-Chair, Society for Theatre Research; **Parkins**, Executive Committee, British Association of Victorian Studies, and past-President of the Australasian Victorian Studies Association; **C. Richardson**, Council Member and Orders Secretary, Malone Society; **Waters**, Executive Committee, Australasian Victorian Studies Association.

Honorary Fellowships are held by **Gurnah** (Royal Society of Literature; English Association), **Klein** (University of Porto), **Landry** (Royal Asiatic Society), and **Neill** (New Zealand Academy of the Humanities; Royal Society of New Zealand).

Staff have organised 39 international conferences and other scholarly encounters since 2008. Examples include: 'Diplomats, Agents, Adventurers and Spies, 1500-1700' (2008), 'Writing Women's Literary History' (2009), 'Culture and the Canada-US Border' (2009), 'The Siege of Beirut and the Ethics of Representation' (2010), 'After Marriage in the Long Eighteenth Century' (2011), 'Dickens and the Idea of "The Dickensian"' (2012), 'Kipling in America, 1892-1896' (2013), 'Mapping the Vernacular *Elucidarium* in Medieval England' (2013).

Staff across the ranks have been invited 110 times to give keynotes and important lectures. Examples include: **Ayers**, Oxford 2012; **Brown**, Bern 2012; **Cox**, BA Milton Symposium 2008; **Edwards**, Sheffield, Yale (masterclass) 2013; **Gurnah**, Barcelona 2009, Uppsala, Stellenbosch, Northwestern 2010, Frankfurt, Zanzibar 2011, Ankara 2012, SOAS, Berlin, Lisbon 2013; **Klein**, Kiel, Lisbon 2010, John Carter Brown Library 2011, Basel, Porto 2012, Oxford 2013; **Landry**, Bucharest 2008, Bristol 2011, Pennsylvania, Bern, British Museum 2012, York 2013; **Mildenberg**, NYU 2012; **Neill**, Singapore 2009, Hobart 2010, Hawaii 2011, Folger Shakespeare Library 2011; **Norman**, Nancy, Strasbourg, Paris 2010, Babes-Bolyai University, Romania 2013; **Rooney**, Freud Museum, Tate Britain, National Theatre, Cairo 2009, Stuttgart, House of Commons, Porto, Lebanese University 2011, Cairo, SOAS 2013; **Stirrup**, Montpellier 2010, Albuquerque 2012, National Portrait Gallery 2013; **Waters**, Thessaloniki 2012, Olsztyn (Poland), Warwick 2013; **Wood**, Krakow 2008, Winnipeg 2010, Bristol 2011.

Staff have given 120 invited readings since 2008. Examples include: **Flusfeder**, Moscow 2013; **Gaffield**, Kogakkan University (Japan) 2013; **Gurnah**, Palestine Festival of Literature 2009, Bayreuth, Maynooth (2-day symposium devoted to his work) 2010, Paris 2011, Melbourne, Brisbane, York 2012, Rome, Brazzaville 2013; **Sackville**, Edinburgh 2010 and 2013, Budapest 2011, Cheltenham 2011, Hay 2011 and 2013; **Thomas**, Turin, Copenhagen, Barcelona 2008, Edinburgh 2011, Cheltenham 2012, Sydney and Victoria University, New Zealand 2013.

Fellowships and prizes awarded include: **Bullard**, UCLA Clark/Huntington Library Fellowship, ASECS Visiting Fellowship at McMaster Library (Canada); **Edwards**, Fellowships at Harvard, Huntington Library, and the Grolier Club (University of Pennsylvania); **Smith**, Hawthornden Fellowship; **Waters**, Beinecke Library Fellowship, Yale. **Prizes:** **Gaffield**, Aldeburgh First Poetry Collection Prize 2011; **Preston**, Spears' First Book Prize 2010, Edinburgh Festival Readers' Choice First Book Award 2010; **Sackville**, Llewellyn Rhys Prize 2010, Arts Council Fiction Uncovered selection 2013; **Waters**, Robert Colby Book Prize 2009.