

<p><b>Institution:</b> York St John University</p>
<p><b>Unit of Assessment:</b> 29 (English Language and Literature)</p>
<p><b>a. Overview</b></p>
<p>This UoA brings together research in the Department of Humanities (DHum) and the Department of Languages and Linguistics (DoLL). Positioned respectively in the Faculty of Arts and the York St John Business School, contributing academics in Literature and Linguistics are engaged in both individual research projects and in collaborative projects at national and international levels.</p> <p>Both Faculties are committed to the development of high quality research and scholarly activity as part of a research culture that underpins relevant, up-to-date, and high quality teaching at undergraduate and postgraduate levels. New appointments in Literature and Linguistics contribute significantly to this research culture and to the portfolio of projects and interests crossing and connecting these two disciplines. For example, Creative Writing has expanded dramatically while part of the Literature programme. This decision to continue to develop these programmes together reflects a commitment to understanding reading and writing as part of a critical creativity. Research in Linguistics reflects the same interest in the ways in which language enables creative self-expression.</p> <p>Post-graduate programmes in Literature, Creative Writing, and Linguistics continue to expand and attract growing numbers of research students. Postgraduates benefit from the research expertise of staff on modules and as supervisors, but also from opportunities to work closely with researchers on particular projects.</p> <p>Research at Faculty level is discussed in Faculty Research Committee, which is represented on the University Research Committee by the Research Professor. At the highest level, the Deputy Vice Chancellor monitors and works with Faculties to ensure that research is being developed in line with the University's research strategy. In the Faculty of Arts, the Dean is responsible for research development, assisted by the Chair in Critical and Cultural Theory. In the Business School, a similar structure is in place with the Dean and the Professor of Business Education responsible.</p>
<p><b>b. Research strategy</b></p>
<p>The Research Strategy in the Faculty of Arts is committed to critical art practice, collaborative creativity, and interdisciplinarity. Research in the Department of Languages and Linguistics is centred on LIdIA (Languages and Identities in InterAction), a recognized research unit focussed on the ways in which language and identity interact in the construction and negotiation of socially embedded meaning. The wider University vision underpins these activities and, at Departmental and UoA levels, this commitment is supported through structures that:</p> <ul style="list-style-type: none"> <li>• establish research as an integral part of the work of academic staff and ensure opportunities for development of research skills;</li> <li>• maintain a sustainable research culture including opportunities for researchers to discuss and develop their work internally as well as developing vital external links with stakeholders and end users;</li> <li>• promote collaboration between colleagues, disciplines, and departments in order to recognize and fully develop critical and creative networks;</li> <li>• ensure that research is recognized and nurtured through Performance Development Reviews;</li> </ul>

**Environment template (REF5)**

- facilitate the development of individual and collaborative research projects through internal competitive funding bids and effective management of academic workloads;
- embed research as part of learning at all levels of academic work, including undergraduate and postgraduate students.

***Committees and Management***

The University supports research via structures working from the level of department up to the University Research Committee. At Faculty level, there are Faculty Research Committees (FRCs) that meet four times per year. These are chaired by the relevant Deputy Dean and include the Dean, Faculty Research Professors, Readers, and at least four members of the academic staff. This committee reports to the Faculty Management Group and works in collaboration with the University Research Committee to promote academic research and identify external opportunities and collaborative potential across the University. The Faculty Research Ethics Committee is drawn from membership in the FRC and works alongside this committee to ensure high ethical standards on all research projects requiring ethical approval.

***Integrated Research***

The workload model and annual planning in DoLL and DHum allow staff to develop and maintain their research by encouraging the use of contracted research time and facilitating the discussion of research plans and goals at annual Performance Development Reviews. Staff benefit from activities in place to stimulate research activity and develop internal and external networks. These include:

- staff research seminars;
- visiting lectures and workshops given by external researchers;
- workshops led by publishers and editors of high-quality academic presses and journals;
- financial support for attendance at and organisation of research conferences, workshops, and presentations;
- financial support for visits to external archives, libraries, and other specialist holdings.

***Research Groups***

In 2011, LIdIA became a recognized Research Unit. Membership is drawn from all four Faculties at the University and a wide variety of research projects are in place with national and international partners and collaborators. The Unit has received funding for projects from the British Council as well as from YSJU and from other UK HEIs. Working with postgraduate and Early Career Researchers, the Unit encourages the development of research skills through workshops and skills sessions. LIdIA also runs a series of seminars every year, bringing cutting-edge researchers and research projects from national and international institutions.

Writing, Research, and Publication (WRaP) brings together research active staff, early career appointments, and postgraduate students in the Faculty of Arts and is directed by Sarah Lawson Welsh, Reader in Postcolonial Literature. This group meets to discuss works in progress and offer supportive advice and constructive criticism to new researchers.

Creative Writing is an important growth area in the Department of Humanities. It has recently appointed two new full-time staff and begun to establish forums to facilitate discussion of both theoretical research and practice. The Royal Literary Fund Fellow (currently John Siddique; previously Neil Hanson) is an important contributor to the research culture in Creative Writing. In addition, a regular programme of visiting speakers provides staff and students with opportunities for further engagement with practitioners and creative researchers.

### c. People, including:

#### i. Staffing strategy and staff development

##### **Academic Staff**

There are 15 members of staff in Literature (DHum, 13 full time; 2 part time). Currently, eight hold doctorates and a further four are registered for doctorates. One member of the literature team is contributing to UoA 36 for REF 2014. In the DoLL there are 10 full time members of staff in Linguistics, eight of whom hold doctorates. A brief description of the research interests of each researcher in UoA 29 is given below:

**Chris Hall's** research takes a plurithic view of English, exploring how mental and social realities of language fit together. **Rachael Wicaksono** explores the teaching of English to speakers of other languages, English as a lingua franca, and the dynamics of classroom language, group work, and discourse analysis. **Andrew Merrison** looks at the dynamics of conversation, both face-to-face and over virtual platforms, as well as discourses of politeness and gesture in communication.

**Helen Sauntson's** main research is in classroom discourse analysis and language, gender, and sexuality. **Clare Cunningham** focuses on teachers' experiences and perceptions of working with students for whom English is an additional language, as well as pedagogy in TEFL classrooms.

**Gweno Williams** works with several international groups on pedagogy and the teaching of English literature and has a special interest in early modern female dramatists. **Anne-Marie Evans's** research is in American literature broadly, and more specifically in commodity culture, fashion, and women's writing in the early 20<sup>th</sup> century. **Kaley Kramer** focuses on eighteenth-century literature and culture, particularly issues of ownership, property, and political involvement. **Alexander Beaumont** looks at issues of globality, biopolitics, and the critique of post-modernism in contemporary writing. **Fraser Mann's** work explores masculinity, war literature, and American culture in the mid-20<sup>th</sup> century. **Abi Curtis's** writing and research explores psychoanalysis, creativity, and identity, particularly the influence of dreams on the process of writing and the formation of experience. **JT Welsch's** background in Modernist literature informs his own practice and writing, which experiments with form, structure, and language. **Laura Joyce's** research and writing explores queer theory and sexuality, experimenting with genre and form.

Where research interests cross and connect is in recognizing and exploring:

- a diversity of voices in English, including women's writing, postcolonial writing and global Englishes, non-native speakers, new communication tools, and diversifying educational contexts;
- English in and for education, including the pedagogy of Creative Writing, the role and use of English with speakers of other languages, research into broader practices of teaching literature and language, understanding classroom dynamics and language use;
- Collaborative approaches to English literature and language, including projects with artists and scientists, with local partners involved in York history and culture and with international partners.

##### **Staffing strategy and development**

Research is a clear part of person specification for academic posts in both the Faculty of Arts and the Business School. The University's strategic objectives for research are reflected in recruitment documentation that states: 'The University would normally expect a Lecturer/Senior Lecturer to have a Doctorate. However, it is at the discretion of the Faculty to determine whether this is an essential or desirable criterion depending upon the needs of the particular subject

**Environment template (REF5)**

area/programme/Faculty'. This is reaffirmed in policies in the Business School and in practice in the Faculty of Arts. All new appointments, many of whom are represented in this submission, understand research as part of their academic role in the University and demonstrate willingness and potential to develop further as a result. New staff are assigned mentors with experience in research and teaching and are expected to attend training sessions for research student supervision.

Opportunities are provided to all staff to develop their research skills and engage with external partners and new projects. Staff who do not already have them are supported to register for higher degrees, with fees being covered in full by the University. This assistance is recognized as vital for enhancing the research climate and broadening the discussion about research, embedding it in discourse across the Faculties.

Research is a crucial part of annual performance reviews with line managers. Conversations in Performance Development Reviews (PDRs) bring individual research activity and interests into the wider discussion at Faculty and University levels. These are particularly important as part of the University's commitment to gaining Research Degree Awarding Powers in 2014.

Research-active staff are encouraged to attend relevant Research Supervisor seminars at the University of Leeds and all supervisors are expected to attend the Post-graduate Research Supervisors Forum at York St John University on a regular basis.

Involvement in external projects, locally, nationally, and internationally, is encouraged through teaching remission and bids for secondment. Support for national and international travel and participation at conferences is also available and has been taken up by staff to give papers and engage in discussion with faculty in Europe, North America and Australia, as well as in the UK. Staff contribute to projects locally (York Literature Festival; the York Mystery Plays; York Festival of Ideas), nationally (Capability Brown tercentenary project), and internationally (Norwegian Study Centre of Great Britain; Erasmus faculty exchanges; NAWE).

***Administrative Support***

Recognizing the importance of administrative support in developing research potential, the Faculty of Arts and the Business School both appointed an administrator to support staff and postgraduate student research. The Research Administrator reports directly to the Research Chair in both Faculties to support research bids, the development of projects, and the growth of postgraduate student provision.

**ii. Research students*****Research Students***

Currently, there are eight research students under the auspices of this UoA (three in Literature; five in Linguistics). Postgraduate study is organized primarily at Faculty level and encourages an interdisciplinary research environment. The completion of the Research Student Centre in 2008 and ongoing investment in the Library resources have helped to foster a thriving research culture for postgraduate study. In accordance with the University's research strategy, the DoLL and DHum are both seeking to increase the number of research students in line with a growing number of research-active staff able to supervise PhD projects. There are three researchers with University of Leeds 'sole-supervisor' status in DoLL (Hall, Merrison, Sauntson) and one in Literature (Lawson Welsh). Research students are actively engaged in external projects and are a vital part of the research culture, making recommendations for, and working with, guest lecturers and assisting with the organisation of special events. They are invited to attend research seminars in Literature and DoLL, participate in WRaP and LIIdIA, and apply for funding from the FRCs to attend

conferences and workshops. Postgraduates also participate in the Research Methodologies conference, organized annually across the University by the Research Office.

### **c. Income, infrastructure and facilities**

The research that informs this UoA follows and stems from the University's commitment to developing its identity as a learning-led institution. The Research Strategy for the University states that 'we will ensure that high quality research and scholarly activity contribute to exceptional learning and teaching in all subject areas.' Research is central to all scholarly activity in DoLL and DHum and informs the delivery of undergraduate and postgraduate programmes.

LIdIA is internally funded but has developed a range of collaborative partnerships and projects with external institutions.

Mechanisms and systems in place for research leave are reviewed by the Faculty Research Committee and the Faculty Management Team. Staff in this UoA have access to internal funding from the University (via the Faculty Research Committees) to develop research and outputs. Writing external bids is encouraged and is part of the strategic vision for the future of the Faculty of Arts and the Business School. Improved communication and a clearer infrastructure allow the Research Administrators to cascade funding opportunities and information to active researchers and postgraduate students effectively.

Funding priorities are set by the Faculty Research Committees in line with the University's strategic aims and in recognition of the development potential of research projects and the need to support individual researchers. Funding has been awarded to support research at every stage, including attending national and international conferences and the writing up of research. Staff profiles are maintained by the Research Administrators, who ensure that all information, including publications, external funding, and other data are kept current. The development of research projects is assisted by the Readers and Research Professors in each department. The responsibility for research students falls under the Faculty Research Committee, the Research Degrees Sub Committee and the University Research Committee.

### **d. Collaboration or contribution to the discipline or research base**

Collaboration is important to much of the research taking place in Literature and in Linguistics:

- Within the teams: edited books, e.g. Gweno Williams and Andrew Gordon; research projects, e.g. Chris Hall and Rachael Wicaksono; cross-Faculty research projects, e.g. a co-authored book by Susan Yore from Theology and Religious Studies and Liesl King from Literature; conference proposals, e.g. Sarah Lawson Welsh and Maria Rovisco from Media and Communications;
- With academics at other HEIs: joint publications, e.g. Gweno Williams and Anna Birketveit from Bergen; research seminars, e.g. Kaley Kramer and Joanne Watkiss from Leeds Metropolitan University; and research projects with academics at the University of Leeds and the University of Birmingham;
- With international scholars and academics: conferences on Creative Writing, e.g. Abi Curtis with Pacific University (Portland, Oregon); research projects on pedagogy and teaching, e.g. Gweno Williams with Norway and Amsterdam; and projects via LIdIA that involve the University of Brisbane, the Islamic University of Gaza, and the University of Memphis.

The researchers in this unit have produced a range of articles, edited books, and chapters, as well as an important body of creative work underpinned by rigorous critical practice. The readership for these works is wide, including fellow scholars and specialists but also the general public and wider readership. The research is drawn together through commitment to effective, accessible, and

creative research. The number of newly appointed researchers submitting work to REF 2014 through this UoA is testament to a commitment to growing research potential, based on a determination to demonstrate the value of research and critical skills at every level of academic study and beyond the academy. Where individual researchers are concerned:

**Abi Curtis** won the Crashaw Prize for Poetry in 2008 and was awarded the Somerset Maugham award in 2013 for her most recent collection. She is a judge for several poetry competitions, including New Writer and the University of Sussex, and performs her work regularly at literary festivals, libraries, and universities.

**Anne-Marie Evans** is a Fulbright Scholar and has presented work in the UK and America. She has edited two collections of essays and has presented her work, by invitation, at the University of Hull.

**Chris Hall** has been invited to present his research on English as a Lingua Franca as: a plenary speaker in Mexico and Lithuania, and at the inauguration of the Centre for Global Englishes at the University of Southampton; a keynote speaker at conferences for English teachers in Mexico and in China; an invited speaker at Poznan University in Poland, universities in Changshu and Suzhou (China), the British Council in Beijing and Shanghai, and the universities of Newcastle, Greenwich, Leeds and York in the UK; and a featured symposium participant in conferences in Istanbul and Rome. He is a peer reviewer for several international journals (including *Applied Linguistics*, *International Journal of Multilingualism*, *Language Learning*, *Language and Cognitive Processes*), as well as for research grant proposals (for ESRC and the National Science Foundation of the USA), and for Blackwell-Wiley publications.

**Kaley Kramer** has acted as a reviewer for *Literature Compass* and as an editor for *Poetry & Audience* (University of Leeds); and is the co-founder and co-ordinator of the Leeds Gothic Research Seminar, which brings together academics and researchers working in the field of Gothic Studies. She has presented research in the USA and the UK and was invited to speak at the Research Seminar at the University of Plymouth. An article on eighteenth-century women's writing and history was invited for the newly established online journal, *ABO: an Interactive Journal for Women in the Arts, 1660-1830* in 2012.

**Sarah Lawson Welsh** is a founding Associate Editor of the international *Journal of Postcolonial Writing* (formerly *World Literature Written in English*), published by Taylor & Francis. She was the invited speaker at 'Caribbean Food Cultures: performances of eating, drinking, and consumption in the Caribbean and its diasporas', an international conference at the University of Heidelberg in September 2012. She was invited, as a targeted expert, to an international meeting of academics, educationalists, and policy makers to discuss and promote the status of Black British Women's writing in contemporary letters at the Vie Universiteit, Brussels, Belgium in March 2013.

**Andrew Merrison** is an executive member of the Linguistic Politeness Research Group and a peer reviewer for publications including the *Journal of Pragmatics* and the *Journal of Politeness Research*.

**Helen Sauntson** is a member of the editorial board for the newly-established *Journal of Language and Sexuality*. She also regularly reviews submissions for the following academic journals: *Gender and Education*; *Anthropology and Education Quarterly*; *Journal of Pragmatics*. She has acted as a reviewer for the ESRC Research Grants Board and for Palgrave Macmillan.

**JT Welsch** has read at the Manchester Independent Book Fair, London Poetry Book Fair, Nottingham Poetry Series, International Djuna Barnes Conference, University of York, a launch in Liverpool, and the University of Manchester. He also presented papers at the Modernist Studies Association (Buffalo, NY); 'Outside His Jurisdiction: Joyce's Nonfiction' (York University); the International James Joyce Symposium (Dublin); and has given an invited research talk at Manchester University.

**Clare Cunningham** has been invited to present her work at research seminars at the University of Leeds and the University of Edinburgh. She published a report for the British Council in early 2012 on English as an Additional Language in UK primary schools.

**Rachael Wicaksono** has been invited to present her research on English as a Lingua Franca in internationalising universities at events both in the UK and abroad: as an invited keynote speaker at the Universities of York, Leeds, Aston, Oxford Brookes and University West in Sweden, and at conferences in the USA, China and Spain. She is a peer reviewer for *Language Learning* and the *International Journal of Multilingualism*, as well as for research grant proposals for the Higher Education Academy. For LIdA she has organised national conferences and seminars (with Hall and Cunningham (previously Wardman)) at YSJU on the internationalisation of Higher Education. In addition, Wicaksono regularly broadcasts on topics related to language learning for both local radio and the BBC World Service.

**Gweno Williams** completed a successful project, *'Insubstantial Pageants': Shakespeare in Second Life* project in collaboration with HEA English Subject Centre. Williams is also a consultant working with the following local organisations: York Mystery Plays, Bar Convent Heritage Committee, Ilkley Literature Festival. In addition, Williams has also worked on a pedagogic collaboration with Bradford Museums Trust. She is currently seconded to the University of York on a project in collaboration with the Norwegian Institute.