

Institution:	University of Nottingham
Unit of Assessment:	English, UoA 29
<p>a. Overview</p> <p>UoA 29 at Nottingham comprises 45 academic staff (compared with 35 in 2008) based in the School of English, one of three schools in the Faculty of Arts. The School has three well-established research areas: text-editing and literary history; modern English language and linguistics; and regional literature and culture. In this assessment period a cluster in, and in relation to creative writing has emerged as a fourth research area. Research is undertaken across the discipline, with particular strengths in text-editing, L2 language acquisition, early-modern drama, discourse analysis, the interface between language and literature, and author-specialisms, notably: Richard Brome, Lord Byron, Jonathan Swift, Robert Southey, Charles Dickens, Henry James, Oscar Wilde, D. H. Lawrence, Seán O'Casey, Virginia Woolf, J. M. Coetzee, Ciaran Carson and Caryl Phillips. The School's interdisciplinary Research Centres and Institute—the Centre for Regional Literature and Culture (CRLC), the Centre for Research in Applied Linguistics (CRAL), the Centre for the Study of the Viking Age (CSVA), and the Institute for Name-Studies (INS)—provide the mechanisms for grant capture and impact. The School is also a major contributor to the activities of the Faculty's Institute for Medieval Research (IMR).</p>	
<p>b. Research strategy</p> <p>1. Achievement of research aims during the assessment period</p> <p>The School has succeeded in its aims to develop specified areas of research, overseen by its research centres and Institute, and to consolidate external funding for these areas. Outputs between 2008-13, dominated by areas of strategic priority, include 45 monographs, 7 major scholarly editions, and 23 edited essay collections. Through its research centres the School generated £1.7m in research income, and secured research awards totalling £3.7m 2008-13, of which £2.5m was the School's share. (Funding is discussed in d. below, but some awards are referred to here in relation to this strategic aim.) The other main aim, to increase personnel across all areas of research priority, has also been successfully achieved (see section c.1).</p> <p>The first of the three specified research areas (all evidenced in REF2) was text-editing, manuscript scholarship, and literary history. Awards from the AHRC of £275K for the Wollaton Medieval Manuscripts project, and £56K (Martin, Early Career Fellowship) for work on the Maitland Quarto Manuscript are headline examples of how this work has developed. This area of work has been further developed through a sustained interest in the theorisation of textuality, both material and digital, and in research into the nature and history of manuscript and print culture, as well modern digital methods of dissemination, which is a focus of the Wollaton Medieval Manuscripts project. These research interests in textuality and dissemination are brought together in <i>The Letters Page</i> (launched October 2013), an on-line journal, financed by the Vice-Chancellor's fund, which explores the relationship between digital and manuscript culture. Another aim was to expand expertise in modern English language and linguistics, with the intention of developing work in sociolinguistics and literary stylistics to complement the work of Mullany and Stockwell and to facilitate research bids in this field. The appointments of Harvey and Mahlberg, who now holds a Chair, addresses this aim: Mahlberg and Stockwell were awarded £200K from the AHRC in 2013 for a corpus stylistics project on Dickens. The School continues to produce outstanding research in corpus linguistics, and in second language acquisition (including major monographs by Dörnyei and Schmitt, in the period 2008-2013). These longstanding areas of strength have seen a number of significant developments in the application of linguistic research to contemporary 'real world' contexts. These include: the application of sociolinguistics to business and the professional workplace; the application of corpus linguistics to healthcare, notably through the (£76K) ESRC-funded 'Health Communication and Internet' project (Adolphs, Mullany, Harvey and Smith, 2012), and the Leverhulme-funded 'Representations of Madness in Post-1945 Fiction' (monograph output: <i>Madness in post-1945 British and American fiction</i> (Baker, Crawford, Brown, Lipsedge, Carter (2010)) a £92K project, of which £11K came to the School during the REF period. This is an area of expertise cognate with C. Lee's research into disability in Anglo-Saxon England, which has attracted AHRC funding (£16K). The School's tradition of producing innovative research at the interface of language and literature has also been developed through the work of Sotirova (<i>Consciousness in Modernist Fiction: a Stylistic Study</i> (2013)) and Stockwell (<i>Texture: a Cognitive</i></p>	

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Aesthetics of Reading (2009)). Work on the digital economy has also brought funding, including Adolphs and Carter's involvement in the £20m RCUK-funded Horizon Digital Economy Research programme (£41.5K to the School). The third area specified in 2008 for development was **regional literature and culture**. This area has attracted significant grant income (detailed in d.) the most recent a British Academy award of £84K (Moran, Mid-Career Fellowship), for work on the monograph *The Drama of D. H. Lawrence and Regional Engagement*, and a Leverhulme Prize (Moran, £70K). The developing capacity in this area is evidenced by the following selected publications: *Ciaran Carson: Space, Place, Writing* (Alexander, 2010); *Beyond the Burghal Hidage: Anglo-Saxon Civil Defence in the Viking Age* (Baker, 2013); *The Language of Space in Court Performance* (Dillon, 2010); and *The Cultural Geography of Early-modern Drama, 1620-1650* (Sanders, 2011). Since RAE 2008, a sustained concern with regionalism has emerged. Other published highlights include: *Regional Modernisms* (Alexander and Moran, eds., 2013); 'The Chimneyed City: Imagining the North in Victorian Literature' (Guy, 2012); 'London and Poetry to 1750' (Hammond, 2011); 'The Regional Modernism of D. H. Lawrence and James Joyce' (Harrison, 2013); 'Novelistic Complications of Spaces and Places: the Four Nations and Regionalism' (Head, 2012); 'Landscape-mindscape: Writing in Scotland's Prehistoric Future' (Legendre, 2012); and 'Southey's West Country' (Pratt, 2010).

2. Research aims, 2014-19

The School aims to prioritize new areas of activity, but also to consolidate its proven areas of research strength. Strategic aims for development, building on current plans, are:

- a. to strengthen the postgraduate community, through sustained investment, and through collaborative and externally-funded initiatives, in postgraduate training (the mechanisms to achieve this aim are described in section c);
- b. to maintain the strong record of external grant capture, for both individual and multi-author / multi-institutional projects (the infrastructure required to facilitate this aim is described in section d);
- c. to diversify research collaborations, especially by building new partnerships with business, the creative industries and various public institutions, to build on the demonstrable record of public engagement (evidenced in REF3);
- d. to continue to appoint and nurture early career academics to develop the next generation of research leaders (see c).
- e. to increase the use of digital technology to underpin innovative research, and enhance knowledge transfer and impact. (Working at a Faculty and University level through the Culture Innovation Labs (CILs), the School's centres and Institute are currently involved in several pioneering corpus linguistics, crowd-sourcing, text-editing, and GIS and mapping-based projects.)
- f. to direct investment to support research excellence in the four key areas described below.

(i) Text-editing and literary history

In the period 2014-19 researchers in the School will continue to work on prestigious scholarly editions, and on a variety of projects that extend its reputation as a centre of excellence in textual scholarship, literary history as well as the theory of textuality. Pratt will continue work on the *Collected Letters of Southey: Parts 5-8*, as an editor, and as the general editor of the project (Romantic Circles). Rounce is an associate editor of the CUP edition of the works of Jonathan Swift, and will complete work on two volumes in this series as a co-editor: *Jonathan Swift, Irish Political Writings after 1725* (CUP, 2014), and *Jonathan Swift, Miscellaneous and Personal Writings* (CUP, 2016). He will also publish *A Jonathan Swift Chronology* (CUP, 2015). Scott will edit *'The Lesson of the Master' and Other Tales* for 'The Cambridge Complete Fiction of Henry James' (CUP) and Guy will continue her editorial work on OUP's *Complete Works of Oscar Wilde*. Waddell is the nominated editor of *Snooty Baronet* (OUP, projected complete edition of Wyndham Lewis), and he will also publish, as co-editor, *Wyndham Lewis: A Critical Guide* (Edinburgh UP). Martin will publish *The Maitland Quarto: An Edition* (Boydell and Brewer), Kirwan will co-edit *Shakespeare and the Digital World* (CUP), and Head will edit *The Cambridge History of the English Short Story* (CUP). Editions of Richard Brome and James Shirley (Sanders) (OUP) are scheduled for the next review period, as well as the following monographs: *The Cambridge Introduction to Early Modern Drama, 1576-1642* (Sanders) (CUP); *Modernism and the Idea of the Everyday* (Kore-Schröder) (Edinburgh UP); and *Parody and Modernist Literature* (Davison) (OUP).

(ii) English language and applied linguistics

The School will continue to develop its pioneering work in the following areas: corpus linguistic language enquiry (with specialisms in multi-modality, as well as corpus stylistics); discourse

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analysis; health communication; professional communication; literary linguistics; vocabulary studies; bilingualism; psychological aspects of language acquisition and use; second language pedagogy. The following major new contracted research projects are indicative of ongoing research in these fields: Mullany will publish *The Sociolinguistics of Gender in Public Life* (Palgrave); Mahlberg will publish *Key terms in Corpus Linguistics* (Bloomsbury); Sotirova will publish *A Companion to Stylistics* (Continuum); and Dörnyei will publish *Motivating students, motivating teachers: Building vision in the language classroom* (CUP), as well as the co-edited *Psychology of the language learner revisited* (Routledge).

(iii) Regional literature and culture

Current projects include a major new biography of D. H. Lawrence (Harrison), a CUP commissioned monograph on *Modernity and the Rural English Novel* (Head), and a study of *The Drama of D. H. Lawrence and Regional Engagement* funded by a British Academy Mid-Career Fellowship (Moran). The expansion of the School's diverse research engagement with questions of region and place is illustrated by other commissioned projects: ní Fhlathúin will publish her monograph on *British India and Victorian Literary Culture* (Edinburgh UP); Sanders will publish *Ben Jonson's Walk to Scotland* (as co-author) (CUP 2014), and will also commence work as general editor of the OUP series 'Early Modern Literary Geographies'. Jesch will publish *The Viking Diaspora* (Longman), and will co-edit, with C. Lee, the *Wiley-Blackwell Encyclopedia of the Viking World*. The role of language and literature in understanding identity and place is also a research theme of the Institute for Name Studies, and significant new empirical findings will be published from current and future projects, including 'The place-names of Shropshire' project, which has secured future funding of £715K from AHRC (2013).

(iv) Creative writing

This area of research has been one of the major innovations since RAE 2008, and will be a strategic priority 2014-19. The opportunities it has brought about for informal cross-fertilisation between literary critics and creative practitioners has led not only to innovative new works in poetry, fiction, and drama (Legendre, *Dream repair* (2012), McGregor *Even the Dogs* (2010), *This isn't the sort of thing that happens to someone like you* (2012), Ramsay (*The Talking Road* (2013), *The Three Christs Project* (2013), Welton (*We Needed Coffee but...* (2009)), but also explorations of the role of fiction in contemporary society (Head, *The State of the Novel* (2008)), investigations into the institutional relationship between critical and creative writing (Head, 'Idiosyncrasy and Currency' (2013)), and reflection on the nature of performativity (Loxley & Robson, *Shakespeare, Jonson, and the Claims of the Performative* (2013)). One strand that unites aspects of research in all four areas is engagement with the **creative economy**. This engagement has been a feature of the successful Midlands Three Cities consortium DTP (AHRC BGP2), as well as being central to the School's participation in a number of interdisciplinary research projects, including: the EPSRC-funded 'Towards Pervasive Media' project (award of £203K, of which £36K came to the School); the AHRC-funded Creative Economy Knowledge Exchange project, 'Archives, Audiences and Industrial Heritage' (2013) (award of £201K of which the School's share is £108K); the UoN-based RCUK funded Digital Economy Horizon Hub with its network of industry partners; and the joint AHRC/University-funded 'Hidden Collections: Archive to Asset' doctoral training programme (award of £99K of which £40K funded School projects). The School has longstanding relationships with a variety of regional creative industry partners which have resulted in an AHRC award for a scoping study on impact evaluation in community arts projects, and two Theatre-based AHRC collaborative doctoral awards (Ramsay). Relationships are developing with many other local companies and partners through the AHRC-funded 'Performing Impact' network.

c. People:**1. Staffing strategy and staff development**

The School's **Recruitment Strategy** has three elements: **1. To maintain diversity of research excellence following retirements and resignations.** Expertise in medieval and early modern literature, following retirements of Marsden and Turville-Petre, has been maintained by the appointments of Kirwan, Jones and Cavill, the last of whom, along with the appointments of Baker and Carroll, expand the expertise of the INS following the departure of Parsons. Departures of Fordham and James provided the opportunity to diversify expertise in Victorian, modern, and contemporary literature through the appointments of Davison, M. Lee, Scott, Ward and Waddell.

2. To use opportunities for expansion to strengthen the four key areas prioritised for development . Expertise in text-editing and literary history is strengthened by the appointment of

Rounce, who writes on publishing history, as well as by Scott and Waddell, both of whom are involved in contracted editorial projects (see b.). Expertise in English language and applied linguistics has been strengthened through the creation of three new posts —Harvey (in sociolinguistics), Pellicer-Sánchez (in intercultural communication), and Rodgers (in global language acquisition)—which have been instrumental in facilitating the development of new projects and partnerships, notably in the area of healthcare; likewise the appointment of Mahlberg has extended expertise in corpus linguistics and digital humanities while also facilitating innovative research into the relationship between literary and linguistic approaches to creativity. Expertise in regional literature and culture was enhanced by the replacement of a long-term secondment (Matthews) with a permanent post (Harrison), and by the appointment of Alexander. Expertise in creative writing was increased by the appointments of Legendre, McGregor, M. Lee (who publishes as a literary historian and a creative writer) and Welton. 3. **To recruit and support high-quality researchers regardless of personal circumstances.** In line with the University Concordat Action Plan 2011-14, the School's commitment to equality and diversity is shown in the even gender balance of permanent staff, including, notably, at senior level, with six male and seven female professors. Our staffing is also international in character: appointments since 2008 include staff from the USA, Canada, Australia, and Spain.

The School's **Staff Development Strategy** has two main ambitions: **1. to encourage the career development of the next generation of academics and sustain the health of the discipline.** The School has a strong record, from RAE 2001 through to REF 2013, of appointing, and then providing excellent support, in terms of peer mentoring by the School and by the Centre for Advanced Studies (CAS), for early career researchers (Davison, Kirwan, M. Lee, Legendre, Jones, McGregor, Pellicer-Sánchez, Scott, Rodgers, Waddell), while also adding research strength by appointing outstanding mid-career academics (Rounce, Carroll, Ward). To recruit promising young scholars, the University sponsors **Nottingham Advanced Research Fellowships** (e.g. Waddell 2012, lectureship from 2013). Early Career Researchers are supported in a variety of ways, governed by the university **Concordat to Support the Career Development of Researchers**: for example, the School has established an initiative of honorary visiting fellowships and in 2010 Baker and Buchanan as postdoctoral researchers were supported at the end of their contracts of previous employment to provide continuing association with their research centre/institute leading to an AHRC researcher contract in INS and continued research work with the CRLC respectively. **2. to ensure that all staff are afforded maximum time to undertake research and that they are given excellent mentoring in shaping appropriate research priorities and in accessing internal and external funding.** These developmental goals are achieved through a combination of School-centred and University structures (further details of which are also given in d). **School-centred structures** include: a rigorous peer mentoring scheme for grant applications, where expert advice is tailored to particular award bodies, and which is supplemented at university level by CAS (over the period this has seen 26 successful external and 35 successful internal grant applications); a peer mentoring scheme for early career researchers and post-doctoral students (the success of this in underpinning external grant applications is described in d); a robustly scrutinized study-leave scheme managed by the School's Research Committee which includes an annual series of staff research seminars in which colleagues discuss research-in-progress; an annual staff appraisal scheme (remodelled for 2012-13 as Personal Development and Performance Review, and introduced by the University's Concordat Action Plan) which aims to help individuals at all stages of their careers with both immediate research training and long-term aspirations, as well as balancing research in general with the demands of teaching. In relation to the latter, it is both University and School policy to ensure, so far as possible, that all research-active staff are given one research-day per week in which they are free from teaching and administrative duties. The School's study leave policy gives each FT staff member (with pro-rata arrangements for PT staff) one semester's leave in every seven. Successful applications to internal competitive funding (via the 'Dean's fund') enabled 12 staff (Adolphs, Alexander, Conklin, Green, Guy, C. Lee, Moran, Mullany, Robinson, Sanders, Royan, Sotirova) to extend this period to a full year, giving them the time to finish major research projects such as monographs, as well as collaborative projects. Staff have also benefitted from other awards from the Dean's Fund, including support for conferences and research assistance (Carter, Dornyei, Mullany, Sanders, Robson) which has aided the dissemination of research, as described in Impact (3a). Total Dean's Funding to the School over the period 2008-2013 amounts to £94K, with an additional £36K from

other external sources. (Further details of financial support are given in d).

University Structures include the provision of training courses in Career Management, Research Methods, and Research Leadership & Management (e.g. Mahlberg and ní Fhlathúin undertook an 11-month Leadership Identification and Development course with an external coach). As part of their period of probation, newly appointed staff complete either the Associate Teachers Programme (ATP) or PGCHE which are overseen by the Graduate School. Of particular benefit to the School are the WAND and APPLE programmes designed to support female colleagues: senior staff from the School have participated as mentors or facilitators (Dillon, Guy, Sanders) and several colleagues (Adolphs, Carroll, Mahlberg, Mullany, Robinson) have taken part. The University also provides funding for external training: Sanders undertook a Personal Development course with the Leadership Foundation in Higher Education, leading to a Full Fellowship (2012) and Adolphs (co-funded by the School and University) followed a six-month external ATHENA Leadership Course at the King's Fund (2009). Evidence for the success of these structures can be seen both in the impressive research outputs of staff who were EC researchers in 2008 (Conklin, Moran, and Sotirova), as well as a series of staff promotions over the period from 2008-13: Carroll, Green, C. Lee, Moran, Mullany, ní Fhlathúin, and Robinson to Associate Professor; and Adolphs, Mahlberg, and Pratt to personal Chairs.

2. Research students

i. Recruitment and studentships

The School has recruited 104 new doctoral students since 2008, with a further 22 starting in 2013, including the first PhD student in Creative Writing. Students admitted between 2008-13 have been funded by: the AHRC (9; including 2 collaborative doctoral awards, with additional support from the Nottingham Playhouse Trust and New Perspectives Theatre Company); ESRC (1); HEFCE (1); the Leverhulme Trust (1); 10 School-funded Postgraduate Teaching Fellowships and 6 Research Scholarships attached to the School's Research Centres and Institute; 38 University funded awards, including ones for EU and International students; plus grants from the home governments of individual students. This funding base reflects the diversity and internationalism of the School's PhD cohort. Of the 57 FT and 30 PT students currently studying for a PhD, 47% are home students, 17% EU, and 36% overseas. The School benefits from its inclusion in the successful Midlands Three Cities DTP (AHRC BGP2) Consortium. Across the consortium, the AHRC funds 205 PhD studentships, accompanied by a Student Development Fund and a Cohort Development Fund, which all institutions in the Consortium match on a one-to-one basis. This delivers 410 studentships for the Consortium for arts and humanities, which will play a major role in the future sustainability of research in our UoA.

(ii) Monitoring and support towards progress and successful completion

68.57 (FTE) students were awarded PhD degrees during the current (5 year) REF period, compared to 67 for the (6.5 year) RAE 2008 period. This sustained success comes from an effective supervisory, monitoring and support system overseen by the School's Research Committee. All students are now co-supervised; a change in policy which has allowed supervision to be spread widely across the School, thus balancing expertise and experience. Supervisors provide at least 10 supervisions p.a. for FT students (6 for PT) whose outcomes and action points, relating to both research and training, are formally recorded. Confirmation of PhD status is decided by a formal review in the summer of Year 1 (for FT; Year 2 for PT, with an Interim Report for PT in Year 1) led by an independent assessor. This is followed by supervisor-led progression reviews in subsequent years up to completion. All reports are reviewed by Research Committee, which monitors any cases where progress is unsatisfactory.

(iii) Integration into the research culture and preparation for further research

Integration is achieved through: financial support for PhD student research and conference trips from the School's Research Committee (in 2012-3 this facilitated research in London, Oxford, Germany, France, Poland, and the USA); a weekly seminar, initiated and led by the School's PhD community; embedding PhD students in the work of the centres and Institute by attaching Research Scholarships to them (6 in the review period); enhanced provision of office space, IT and social facilities and administrative support for PhD students; access to specialised research equipment and resources, including CRAL's psycholinguistics and corpus linguistics labs and the library of the Institute for Name-Studies; establishing a dedicated Research Student Learning Community Forum; 8 staff-student reading groups; School-based conference participation (including, a PhD-led session in the MHRA-funded 'Lawrence: regional, National and International

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Contexts' (2012)) and conference organisation; staff mentoring of postgraduate applications for external funding (successes include an AHRC International placement at the Huntington Library, California, a Royal Historical Society grant, and a Pantzer Fellowship, Houghton Library, Harvard). 50 research outputs were co-authored with supervisors in the census period. Indicative examples are: Adolphs/ Knight 'Building a spoken corpus: what are the basics?' in O'Keeffe and McCarthy (eds), *The Routledge Handbook of Corpus Linguistics* (2010); Dörnyei and Chan, 'Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages', *Language Learning* (2013); and Hammond and Seager, "I will have you spell right, let the world go how it will": Swift the (Tor)mentor', in Lee (ed.), *Mentoring in Eighteenth-Century British Literature and Culture* (Ashgate, 2010). The success of the School's strategy across the range of disciplines is further evidenced by **major research outputs authored by students** awarded PhDs since 2008. This includes articles in leading journals, such as *English Literature in Transition*, *Journal of Applied Linguistics*, *Textual Practice*, *Cultural Geographies*, and the *Journal of Postcolonial Writing*. Book chapters written by PhD students have appeared in *Beckett and Animals* (CUP, 2013), *Twenty-First Century Fiction: What Happens Now?* (Palgrave, 2013), and *The Oxford Handbook of Tudor Drama*, eds. Thomas Betteridge and Greg Walker (OUP, 2012). Books include Mercer, Ryan and Williams (eds), *Psychology for Language Learning* (Palgrave, 2012), and Horton (ed.) *Critical Perspectives on Ali Smith* (Continuum, 2013). The School's PhD students participate in the **broader university research culture** via the new Social Science and Arts Graduate Centre (SSAGC), which is accessible 24/7, and which acts as a hub for developing interdisciplinary contacts. There are Faculty and University research networks, which host PG conferences and workshops routinely organized by PhD students in the School, including the Institute for Medieval Research, and the Landscape, Space and Place Research Group. Our PhD students have been successful in competitions run by the Graduate School: 34 awards totalling £15K of travel prize funding since 2008; 4 Building Experience and Skill Travel Scholarships (BESTS; total £10K) since 2008; and £2K to support the interdisciplinary Feminism and Teaching Symposium (2011). Our students gain international experience via: research visits facilitated by Universitas 21, Erasmus, and the UNNC and UNMC campuses; participation in international conferences, including in 2013 AAAL, Dallas and PALA, Heidelberg; and developing subject-specific collaborations and networks, (e.g. 'Runes, Monuments and Memorial Carvings', Uppsala, 2011; network for junior researchers in Viking Studies, 2012).

(iv) Support for equal opportunities in recruitment and support of research students

Our support for equal opportunities is shown by the diversity of our student body. Of our 68.57 (FTE) completed PhDs, 54% came from outside the UK (Asia, Europe, and North America) and 70% were women. Our 2012/13 cohort comprised: 5 men, 18 women; 17 FT, 6 PT; 13 from outside the UK. This diversity stems from recruitment and funding procedures in accord with the University's Equality and Diversity Code.

(v) Support for research students' skills development and career preparation

Skills development. All research students in the School benefit from area-specific training conducted by their supervisors and from dedicated training sessions (14 p.a.) delivered by staff at the School's weekly postgraduate seminar. The School's PhD students are all members of the Graduate School and the SSAGC, which jointly deliver the **Researcher Development Programme**, a suite of 60 generic and discipline-specific courses. The SSAGC also provides the **Arts Researcher Skills Programme**, mapped to the **AHRC's Researcher Training Framework** and tailored to each successive year of doctoral study. The Graduate School provides training in generic research skills and personal and career development in line with the requirements of the UK Research Councils. The School participates in the **Nottingham ESRC Doctoral Training Centre**, and it collaborates with other HEI partners on externally funded programmes, including 4 funded by the AHRC, 2008-13. The on-going nature of this commitment is shown in the **AHRC Collaborative Skills Development Programme** 'Languages, Myths and Finds' (starting September 2013), and co-ordinated by Jesch and Goeres (UCL). Students' career preparation is supported by a Graduate School careers adviser and several SSAGC courses, including one-to-one application writing sessions. The established programme of School-funded **Postgraduate Teaching Fellowships** (10 awarded via competitive process since 2008) is designed to equip students for an academic career and provides, in addition to supervision, professional teacher training, experience, and mentoring. All postgraduate part-time teachers are eligible to undertake the Associate Teacher Programme, which leads to Associate Fellow status with the HEA.

(vi) Research student engagement with business, industry or public or third sector bodies

The School facilitates postgraduate engagement and exchange with communities outside of academia via involvement in the RCUK Digital Economy Horizon Hub, 2 AHRC-funded collaborative doctoral awards (New Perspectives Theatre Company, Nottingham Playhouse Trust), the 'Hidden Collections: Archive to Asset' doctoral training programme and 'Performing Impact Network', both AHRC funded, and partnerships with regional creative industry partners (see b.4). A new AHRC collaborative doctoral award with the British Library on Provincial Shakespeares (starting September 2013) will further extend work with national partners. The School's PhD students have also benefitted from BESTS awarded by the Graduate School which fund visits to a host organization, including businesses, government departments, NGOs, universities, and charities (Lin, King, Siyanova, Szudarksi); and the SSAGC's programme of placements and internships, some part-financed by the European Regional Development Fund, with external partners: examples include Derbyshire County Council, Nottingham Contemporary, and Verso publishers. The success of the School's strategy and mechanisms for PhD support and career preparation detailed above is evidenced by the significant number—40—of the 68.57 [FTE] completed PhDs now in full-time academic posts.

d. Income, infrastructure and facilities**1. Research awards and income**

From 2008 the School has aspired to consolidate its position established in the previous census period as one of the top Schools nationally for externally-funded research awards. In the current census period research funding has come from established Research Councils and awarding bodies (AHRC, ESRC, Leverhulme) but also from an ever more diversified portfolio of sources, (e.g. JISC) and includes sources which do not feature in HESA institutional statistics (for example, investment from publishers and internal EPSRC-funded secondments). Research awards for the School for the census period is **£2.5m**, with awards contributed to of almost £3.7m), a considerable increase over RAE 2008. The School's long-term strategies for research support and development have borne particular fruit in 2013 with considerably in excess of **£1m** of grants and fellowships already awarded for 2013-14 and with income from these 2013 projects continuing until 2016. All areas of research specialism across the School have contributed to income generation 2008-13.

(i) Digital research awards and income. CRAL's £90K corpus laboratory funded under SRIF in 2006 has continued to benefit from School and Faculty support. This enables a wide range of funded research projects, including interdisciplinary Applied Linguistics research projects across the University, featuring a large ESRC-funded e-research and digital record programme 'DReSS II - Understanding Digital Records for eSocial Science' that involves extensive collaborations between the School (ESRC award to Adolphs and Carter) (£180K) and the University's School of Computer Science and IT. E-research has also been a source of high levels of funding in the INS with JISC-funded collaborative projects in *The Digital Exposure of English Place Names* (JISC and Leverhulme award Carroll and Cavill) (£300K). CRLC has collaborated with staff in Edinburgh University on a digital and print edition of *A newly discovered account of Ben Jonson's walk to Scotland* (AHRC award to Sanders) (£46K) and work has continued on an e-edition of the *Letters of Robert Southey parts 1-4: 1791-1815* (AHRC Resource Enhancement award to Pratt reported at RAE 2008) with income of £189K during the REF period from an award of £363K). *Mapping Nottingham Performance Culture* (AHRC/Robinson) (award also reported at RAE 2008) with income of £38K during the REF period from an award of £289K is a project in partnership with the School of Geography that launched a digital resource in 2009 for the study of performance sites in Nottingham in the 1870s. Other highlights in CRAL include *Health communication and the internet* (ESRC award to Adolphs and Mullany) (£76K) and *Exploiting corpus research for English Language Teaching* (ESRC award to Carter and Adolphs) (£70K), a corpus-informed project with an industrial partner (CUP). The School has received funding (£21K) from CUP (not reported by HESA) for the development of new digitally enhanced dictionaries and grammars (Carter and Adolphs), and both Carter and Adolphs received additional support (£20K) to work with CUP on an EPSRC knowledge transfer secondment.

(ii) General research awards and income. There has also been extensive externally-funded and collaborative research in the census period that has involved all the School's Research Centres and Institute. Major research awards involving School staff as principal or co-investigators include: AHRC funding (from 2013) (£200K) for 'CLiC Dickens: Characterisation in the representation of speech and body language from a corpus linguistic perspective', Mahlberg and Stockwell; AHRC

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funding (income of £66K during the REF period from a total award of £715K) for 'The place-names of Shropshire' with the University of Wales and involving a collaboration with the English Place-Name Society (Carroll and Cavill); British Academy funding to support the work of the INS with the English Place-Name Survey of £33K; Leverhulme Major Research Fellowship funding (£79K) for Dillon to work on the language of space in court performance 1400-1625; two Leverhulme research awards (income of £40K from a total award of £80K and income and award of £119K) to Carroll and Baker for studies of the impact of diaspora in the making of Britain and landscapes of governance: Assembly sites in England from the 5th to 11th centuries; to Hammond for a biography of Jonathan Swift (£41K) (award reported at RAE 2008); Jesch (income of £47K from an award of £61K) (AHRC Research Fellowship) for 'The Viking Diaspora: Languages, Myths and Finds: Translating Norse and Viking Cultures for the 21st Century'; Martin (income and award of £56K) (AHRC Early Career Fellowship) for work on The Maitland Quarto Manuscript; Turville-Petre (income of £216K from awards of £243K and £32K follow on funding) (AHRC research grant) for work on the Wollaton Medieval Manuscripts; Moran (an award of £84K) (British Academy Mid-Career Fellowship) (from December 2013) for 'The Drama of D.H. Lawrence: Regional Identity and Space'; Royan (an award of £35K) (Leverhulme Research Fellowship) (from September 2013) for research on the Scots poet Gavin Douglas; and C. Lee (AHRC) income of £12K from a total award of £16K for 'Genes of Gallgoídil' (with the University of Limerick). Smaller awards to several junior and early career staff (for example, Davison (British Academy) £7K for intertextual Joyce) are part of a pattern, central to the research ethic of the School, of mentored research development.

2. Organisational Infrastructure

The School works closely with the University's **Research Graduate Services (RGS)** which provides support in the administration and organisation of research bids, and through its **Graduate School** which supports all postgraduates and EC staff with workshops, training and development, and at Faculty level works especially closely with the **Centre for Advanced Studies (CAS)**, a key development in the census period for supporting School research. CAS, which occupies a dedicated building with facilities for postdoctoral and visiting fellows, space for hosting research events, and a research and business development team, received £3m funding to support the development of new facilities in 2011-12 and receives high levels of funding from the University. Adolphs is seconded (2011-14) as Associate Director of CAS with particular responsibility for knowledge exchange and outward-facing research support. CAS provides leadership on: internal and external strategic themes; interdisciplinarity; national and international collaborations and knowledge-exchange; and in enabling PhD and ECR participation in the Faculty research culture. Recent successes for the School through CAS initiatives include: the ESRC Future Research Leaders scheme (Atkins appointed to English in 2013, £117K) and the Leverhulme Early Career Fellowship programmes (de Felice 2011-12, £41K).

Since 2008 CAS has awarded £52K of research development funds to academics in English (Pls Conklin, Dornyei, Green, Hammond, Moran, Mullany, Pratt, Robinson, Sanders, and Turville-Petre) and has invested a further £56K in research networks and scoping activities where there is a strong involvement from English (e.g. Digital Humanities, Enlightenment Studies, and Health Humanities). CAS has also supported five scoping studies within the University's Manuscripts and Special Collections Archives to enable new research initiatives (£20K). CAS seed-corn funding has supported major AHRC grant capture, for example: Turville-Petre for the Wollaton Manuscripts project; the award of a British Academy mid-career fellowship (Moran); research exchanges including the visit in 2012 of Semler, University of Sydney (to work on the university's manuscripts and special collections); and has laid further foundations for already ongoing bids by Pratt for research and publication of the second half (1819-39) of the *Collected Letters of Southey*. Several colleagues (Conklin, Robinson, Carroll, Sanders [with Geography], Hammond), have also had seed-corn funding both from CAS and from the recent Nottingham-Birmingham Strategic Development Fund leading, for example, in the case of Conklin (working with the School of Psychology and UNNC), to the development of major marketing and Knowledge Exchange channels for a Spoken English Discrimination programme for Chinese learners of English and, for example, in the case of Hammond to an ongoing AHRC research application (with Rumbold, Birmingham). CAS has also supported postdoctoral development through Postdoctoral Research Bursaries in 2010 (Wells and Hall).

3. School and scholarly infrastructure

The scholarly infrastructure includes excellent access to academic resources. University research

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resources of particular relevance to the School of English are the University's holdings in Manuscripts and Special Collections, including the D.H. Lawrence printed books and manuscript collections containing over 4,000 items, the Wollaton manuscripts, and Portland Collection. Significant grant capture related to work on these holdings is detailed in d.1. The archives of Nottingham Playhouse Roundabout and the New Perspectives Theatre Company, two of the School's research partners, are now both held in the University Library. Digital and IT resources are central to research activity across the School, which has its own appointed IT and digital media support officer who works closely with University IT staff. The School's **Research Committee (RC)** (Research and Impact Committee from 2013), central to the development of research strategy, has a brief which encompasses operational matters: research leave, oversight of outputs in relation to leave, operating annual monitoring of research ethics, liaising with Faculty of Arts Research Board and the University Graduate School, making research funding allocations from the School research budget to individuals and groups within the School (staff and postgraduate research students), providing support for attendance at national and international conferences, fostering research partnerships within the UK and overseas, and organising regular programmes of staff and postgraduate seminars, symposia and conferences with internal and external speakers. (See c. 2 for detail on PhD support, mentoring, and seed-corn funding.) Much of the School's research is conducted through its research centres and institute, which report annually to RC. A proportion of research margins (18%) from FEC research awards is also returned by Research Committee to individuals and groups (9%) to reward and incentivise grant-winners; with the remainder (9%) allocated in support of School-prioritised research requirements. Research Committee ensures that all research proposals are carefully mentored, scrutinised and sifted for quality before being allowed to progress for inspection by CAS and the University Peer-Review College.

e. Collaboration and contribution to the discipline or research base

Researchers in the School have been engaged in **collaborations, nationally and internationally, across the discipline**. Selected examples only are given throughout this section. **CRLC activities include:** an interdisciplinary network focused on *The Collected Letters of Robert Southey*, with partners at Princeton, St Andrews, Maryland, Texas A & M, George Washington (Pratt); the Literary Geographies Group (Alexander), with five partner institutions (UCL, Manchester Metropolitan, Oulu, Royal Holloway, Tokyo); D. H. Lawrence Society council, Eastwood; D.H. Lawrence Heritage (funded partnership); Broxtowe Borough Council, annual D. H. Lawrence festival (Harrison); 'Nottingham Festival of Words' 2013 (Welton) (as a partner organization we continue to work with The Arts Council East Midlands, Nottingham City Council and Writing East Midlands). **CRAL activities include:** 'Data—Method—Asset: Harnessing the infinite archive' (AHRC-funded network); the Corpus Linguistics conference series; University of Catania Neurohumanities Group; Heidelberg Cultural Stylistics Network. CRAL hosts many conferences and seminars. Recent highlights are: 'Cognitive Grammar in Literature' symposium (2013); and 'Lawrence and Language: A Workshop on D. H. Lawrence's Style' (2012). Members of CRAL have written surveys and textbooks which have had far-reaching international influence. (e.g. Carter and McCarthy's *Cambridge Grammar of English* (first published in 2006) has now become an adopted text in over 300 schools, colleges and university departments of English worldwide.) Research in CRAL involves associate members across the university, including Computer Science, Psychology, Education, Medical Sciences, and Mathematics. **INS** collaborates on externally-funded projects with, among others: UCL; QUB; Edinburgh, and KCL. Other collaboration includes: 'Viking Britain and Ireland' (British Museum); and the Gersum project (University of Cambridge). Members of the **CSVA** collaborate with colleagues across the University, notably in interdisciplinary work with Archaeology, Biosciences, Genetics, and History. Numerous international projects have involved work with the Universities of Aarhus, Aberdeen, Bergen, Caen, City University of Hong Kong, Oslo, St Petersburg, Bremen, Stockholm, Reykjavik, Uppsala, as well as with the British Museum and the National Museum of Ireland. Members of the School have held **visiting fellowships and professorships**, at Bergen, Heidelberg, Queensland, Oslo, Calgary and Washington. Welton held a Jerwood Opera-writing Fellowship from Aldeburgh Music with the composer Larry Goves (2009-11). In its collaborative work the School has been engaged extensively in the organizing and curating of **conferences and exhibitions**, such as: 'Southey and the Lake School', Keswick 2013 (Pratt); Postcolonial Traumas Conference, Nottingham Conference Centre 2012 (Ward); International Corpus Linguistics Conference, Liverpool 2009 (Mahlberg); 'The Many Lives of D. H. Lawrence: Memoir, Legacy and Biography', Weston Gallery,

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Lakeside Arts Centre, Nottingham, 2012 (Harrison); and 'Regional Literary Cultures: Modernism and After', Nottingham 2011 (Moran and Alexander). Ongoing hosting in the School includes the annual Byron Foundation lecture, the Interdisciplinary long c18th seminar, the CRLC seminar, and the biennial Cameron lecture in name-studies. More than a hundred **keynote and invited lectures** were given by members of the School 2008-13, at national and international venues and conferences. In addition to advisory work for the BBC and Channel 4, several members of the School have made **television and radio appearances**. Jesch has appeared in a Time Team special on The Real Vikings, and in Michael Wood's Story of England (both 2010); Hammond made many media appearances following the publication of *Double Falsehood* and also appeared on 'In Our Time' (Radio 4) in 2008, and on Channel 4 News, discussing Fiennes' *Coriolanus*. Sanders has made 5 appearances on BBC Radio 4 'In Our Time', she has spoken on the Today programme and Radio 3 Nightwaves. Welton appeared on The Verb on Radio 3, September 2013 discussing his new set of poems. Baker has appeared on BBC Radio 4, Open Country, and extensively on local radio, as have other members of the School. Others have appeared on BBC Radio 4 (Rounce), and BBC Scotland (Royan). **Literary journalism** has appeared in national and international outlets, including the *Times Literary Supplement*, *The Irish Times*, and *The Edinburgh Review*. **Editorial Work**, in the capacity of editor, associate editor or guest editor, has been undertaken for many **scholarly journals**, including: *Gender & Language*; *Journal of D. H. Lawrence Studies*; *Saga-Book*; *Literary Imagination*; *Journal of Corpus Linguistics*; *Nomina*; *Journal of the North Atlantic*; and *The Journal of Wyndham Lewis Studies*. Members of the School also serve on many **editorial boards**, including: *English Literature in Transition*; *Katherine Mansfield Studies*; *Journal of Politeness Research: Language, Behaviour, Culture*; *Prisms: Studies in Romanticism*; *John Clare Society Journal*; *Bloomsbury Advances in Critical Discourse*; *Viking and Medieval Scandinavia*; *Acta Scandinavica*; *Corpora*; *Studies in Corpus Linguistics*; *Applied Linguistics*; *Language Teaching Research*; *Renaissance Studies*; *Adaptations*; *Keywords: Journal of the Raymond Williams Society*; *Early Theatre*; *Journal for Eighteenth-Century Studies*; and *The English Review*. **Editorial work** has been undertaken for **these book series**: Routledge's 'Introducing Applied Linguistics' series; Routledge's 'Applied Linguistics'; Routledge's 'English Language Introductions'; Bloomsbury's 'Corpus and Discourse' series; 'Early Modern Literary Geographies', for OUP. Members of the School routinely undertake **peer-review for many scholarly journals**, as well as extensive **peer-review of monographs for academic presses**. Members of the School perform duties for **Research Councils and other funding bodies**, nationally and internationally. Grant-reviewing activity has been undertaken for all the major funding bodies: ESRC, Leverhulme Trust, British Academy, HERA, NSF, ESF, and the Wellcome Trust. Adolphs serves on the ESRC Grant Assessment Panel, and the ESRC Methods and Infrastructure Committee. Eight colleagues have been members of the AHRC Peer Review College during the period of review. Some have chaired AHRC panel meetings; Adolphs is a strategic reviewer for AHRC. Members of the School routinely serve as **PhD external examiners**, and as **external assessors in promotions processes**, including professorial panels, nationally and internationally. Several colleagues are involved in **advisory and consultancy work**. Carter, for example, is on an advisory panel to the Secretary of State for the new National Curriculum for English, and has been (since 2009) a member of the Cambridge University Press Syndicates (for Applied Linguistics and ELT). He is also an advisor to the Singapore Government on English language development in primary and secondary schools. Stockwell is an AQA English A-level advisory consultant; Schmitt is consultant to the University of Innsbruck's Testing Institute. Members of the School have also advised the following organizations and institutions: British Library, Sothebys, NHS Tavistock, Portman Clinic: Mental Health Care and Education. A number of significant **awards and honours and positions** have been made to, or held by, members of the School: Royan is President of the Scottish Text Society; Jesch was President of the Viking Society for Northern Research (2010-12), and is vice-President of the English Place-Name Society. Jesch is also a Fellow of: Society of Antiquaries (London); Society of Antiquaries of Scotland (Edinburgh); and the Royal Historical Society (London). McGregor has been appointed an Academy Member for the new 'Folio Prize'. He has also been appointed to the judging panel for the Davy Byrne Short Story Prize. Six colleagues have been elected Fellows of the English Association. Sanders was awarded the British Academy Rose Mary Crawshay Prize, 2012. Carter was awarded an MBE for services to local and national education in the 2009 New Year's Honours List.