

<p>Institution: University of Leeds</p>
<p>Unit of Assessment: 29: English Language and Literature</p>
<p>a. Overview</p> <p>The School of English is one of the largest English departments in the UK. Its research activity contributes significantly to the maintenance of the range and variety within English studies. It was a pioneer in the areas of dialectology, Postcolonial Literatures, and American Literature; and it continues to sustain and develop key areas of the discipline. While supporting work in historical periods such as Medieval and Renaissance literature, it is also making a substantial commitment to the interdisciplinary field of the New Humanities. Its varied research activity encompasses: the production of major scholarly editions; the creation of web-based archives and tools; national and international research networks; the traditional forms of individual scholarship such as monographs and articles; as well as practice-based research and creative writing.</p> <p>The School Management Team (SMT), led by the Head of School (HoS, Whale), oversees policy and strategy and reports to its Board of Studies (BoS). Research strategy is led by the School's Director of Research and Innovation (DoRI, McLeod), who chairs the Research and Innovation Committee (RIC) and sits on SMT. RIC strategy is communicated to the School through BoS. Through the Faculty RIC and the Pro-Dean for Research, DoRI manages School research strategy in the context of Faculty and University planning. The Faculty's Graduate School is led by a colleague from English (Mullin). Postgraduate research strategy is embedded at School and Faculty level. The School's Postgraduate Research Tutor (Salmon) sits on the School's RIC. Impact is integrated in the School's research strategy by its Impact Advisor (Boswell), also a member of RIC, who developed and is implementing the impact strategy as a Faculty Impact Fellow within Arts Engaged, the University investment in Faculty impact.</p> <p>Led by this management structure, ten research groups provide a subject-specialist framework for individual research. Each group has a nominated leader who is accountable to DoRI and RIC for directing planning in the context of the School's strategic goals. In discussion with group leaders, strategy is devised and coordinated by the DoRI with HoS and SMT, who allocate resources in light of School research developments (pump-priming, investment in infrastructure, inauguration of new posts). RIC, onto which research group leaders are co-opted twice per session, provides the principal forum through which overall coherence of School research strategy is ensured.</p> <p>English is one of four Schools in the Faculty of Arts (along with History, Modern Languages and Cultures, and Philosophy, Religion, and the History of Science). Interdisciplinary research across and beyond the Faculty is facilitated through the Leeds Humanities Research Institute (LHRI), current Director Brennan, which organises research hubs in which staff collaborate on symposia, salons, and international conferences. Impact and innovation are also fed into the School from Faculty and University level through Arts Engaged, now led by (Huggan), and the Cultural and Creative Industries Exchange sector hub for innovation.</p>
<p>b. Research strategy</p> <p>The School aims to be a world-leading research centre in English Studies. Its objectives are therefore both to continue to produce research across a wide historical range and to initiate and respond to innovations in the field. To these ends it has recently constituted itself into research groups which build on long-standing strengths and embrace new developments. These comprise: Medieval and Early Modern; Eighteenth Century and Romantics; Victorian; Modern and Contemporary (British and Irish); American Literature and Culture; Postcolonial Literary and Cultural Studies; English Language; Theatre Studies; Critical and Cultural Theory; and the New Humanities (incorporating Medical Humanities, Environmental Humanities, and Digital Humanities). These groups comprise the School's research culture; and work from all of them is featured in our profile of outputs. Our continued investment in areas for which the School is renowned, including the Renaissance, the Long Eighteenth Century, and Postcolonial Literatures and Cultures, has resulted in the publication of major scholarly projects such as the seven-volume Ben Jonson edition (2012), the development of externally-funded research collaborations such as the Creativity Project 1740-1830 (Dr David Higgins and Whale), and innovative connections within the field, for example Huggan's co-authored book on postcolonial eco-criticism. As well as maintaining long-standing areas of excellence, the School has created new research in Critical and Cultural Theory</p>

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and the New Humanities which harness intellectual synergies among colleagues and develop the increasing interdisciplinary character of English Studies.

In RAE2008 our projected research strategy for the next period focused on maintaining and stimulating individual research excellence across the range of English studies while making significant developments in new areas, particularly interdisciplinary and collaborative activities and support for ECRs. Key strategic objectives were set to help realise these goals in this period with the following results:

Attracted investment to produce new research areas: Our new Centre for Medical Humanities has received £45k support from the University's Academic Development Fund and has attracted Wellcome Trust seed-corn funding of £4K. Its distinctiveness within this increasingly popular area lies in its collaboration between arts academics and clinical professionals. Housed in the School and led by **Murray**, whose work on representations of autism exemplifies the new subject field, the research exchange looks in two directions: seeking to establish how a critical arts methodology can be applied to medicine and to healthcare provision, and how healthcare practices can illuminate arts understandings of the body, health and illness. New appointments (**Barker** and **Davies**) and the inauguration of a new Postdoctoral Fellow confirm the School's commitment to this area.

Strengthened research group identity and function: All colleagues belong to at least one research group, within which they benefit from leadership, planning, intellectual exchange and focused collaborative opportunities. Investment in our research group profile has produced in the period, for instance, from the new Critical and Cultural Theory, a workshop series, external speakers, related outputs and an external grant application on the subject of 'Critical Life.'

Stimulated research excellence through mentoring and support: Individual colleagues are supported through research groups, Annual Academic Meetings (AAMs), a Study Leave Scheme, a research allowance and a peer-review system for funding applications. This has meant that, as well as signal achievements illustrated elsewhere in this submission, during the census period colleagues from across all fields have produced between them a total of 16 editions; 27 monographs; 31 edited collections; 152 journal articles; 150 book chapters, 12 websites; and 5 directed performances.

Sustained the School's key role in international research activities: The School leads research-themed collaborations with comparable departments in institutions with which the University has signed international agreements, in particular the Chinese University of Hong Kong and the University of São Paulo. Individual colleagues have used external funding to develop other international collaborations that build on research specialisms, including 'Ottoman Cosmopolitanism' and 'Postcolonial Europe'. In addition, the School has housed major international conferences facilitated through pump-priming awards, including: annually, the 'International Medieval Congress', the largest UK medieval conference; 'Theatre and Performance Research Association' (2008); 'Jean-Jacques Rousseau and Britain' (2012); and 'Thackeray in Time, 1811-2011,' (2011), the latter which has resulted in a book contract for an edited international collection.

Developed interdisciplinary research in collaboration with University faculties: The School has mobilised financial and organisational support from the LHRI for interdisciplinary development. Activities have included research salons dialoguing with disciplines such as History, Modern Languages, Geography and Anthropology on a distinctive theme (such as 'Colonial and Postcolonial Thought'; 'Cultural Exchange') and a range of symposia. The commitment to interdisciplinarity is expressed in staff involvement with University centres such as the Oral Culture Project, the Leeds University Centre for African Studies, Centre for Interdisciplinary Gender Studies, and the Leeds Archive of Vernacular Culture. The School's Postcolonial Literature and Culture research group played a key role in developing the Faculty's Institute of Colonial and Postcolonial Studies, which has in turn established an annual postgraduate conference and forged international research links such as the 'Sport in Conquest' symposium (2010) organised with the

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University of Paris Sorbonne.

Supported ECRs: The School has set up a forum where ECRs meet with experienced colleagues to discuss matters of professional development, including the changing landscape of research, the pursuit of research funding and the achievement of impact. Recent ECR grant successes include an AHRC Large Grant by **Barker** (Co-I) and an AHRC ECR Fellowship for **Carrigan**.

The School's strategic aims for the period up to 2020 are to build on these achievements with further investment in areas lending themselves to interdisciplinary and/or collaborative research, to develop our research identity within the region, and to professionalise our PGRs in the new research culture. The School will:

Grow interdisciplinary and collaborative research through our new centres: Investment plans will develop the following interdisciplinary and collaborative centres in the form of posts, pump-priming, leadership and mentoring. We expect these investments to produce research income, PGRs and excellent outputs.

- For the Centre for Medical Humanities, with a successful external grant application awarded for research to begin in the next period, a project is planned for collaborative research with the NHS on disability, illness and narrative.
- The University of Leeds Poetry Centre. Recently inaugurated and based in the School, the Poetry Centre is an initiative in conjunction with Brotherton Special Collections designed to generate research based on the internationally significant collections within English Poetry 1950-1980, including writers with a strong regional connection, at the same time as augmenting the archives.

Embed the School's research focus more explicitly in the region, while maintaining international status: In addition to extending local connections via our existing links to organisations such as Opera North and the National Media Museum, research projects with a Northern identity are planned – for example on the European North, on Iceland, on Wordsworth and Cumbria, for a 'Northern Theory School.' Our aim is to build from our regional identity an international research dimension.

Develop PGRs as the next generation of researchers: All PGRs are now required to join one research group so as to allow them to engage more fully in the emerging values of the new research culture, including impact.

c. People, including:

i. Staffing strategy and staff development

The School has moved to configure our staff base to contribute to emerging areas in the subject (New Humanities, for example) and to develop more substantial leadership roles (e.g. research group leaders) in order to be able to respond to and exploit external research opportunities. At the same time staffing strategy in the School continues to be built on our principles of equity and transparency. The research-active potential of all staff is secured through University and School development protocols below and an annually-shared workload model.

Staffing strategy and development occur within the context of the University's Policy on the Appointment of Researchers, which is fully compliant with the Concordat to Support the Career Development of Researchers. The University's Staff and Departmental Development Unit (SDDU) is the principal central support agency for staff development. The School operates SDDU's annual Staff Review and Development Scheme (SRDS) for all colleagues. This helps staff at every career stage to achieve their potential; it offers constructive feedback, recognises success, and provides support for improvement and development, including career progression and alignment with strategy. Each colleague is assigned an SRDS reviewer who makes a record of developmental objectives which are seen by HoS. Staffing strategy and individual career progression are further enhanced by an AAM in which colleagues meet with HoS, DoRI, and Director of Student Education to reflect upon their overall individual contribution to School strategy. New staff are appointed in line with the University's regulations on equal opportunities. They receive formal induction and enter a period of probation during which they are assigned a mentor with whom they regularly

discuss their research, guidance and support; the probationer and mentor meet additionally twice a year with HoS to discuss progress and encourage development. Once probation has been completed, staff participate in SRDS. SDDU also runs training schemes in line with the *Next Generation Researcher* programme designed to meet the needs of ECRs. The School supports postdoctoral fellowships both in recent appointments to help stimulate research in a new area and, via the LHRI, in training our PGRs (or recently graduated PGRs) to apply for postdoctoral fellowships. An LHRI Brotherton Fellow has been appointed in the School to work with **Brennan** using archives related to the C17th Spice Trade. ECRs are relieved of substantial administrative duties and are mentored to advance their research in the context of research group strategy, in turn bringing new ideas to research groups; for example **Barker's** work in the medical humanities develops from the research of her mentor **Murray**.

Opportunities for research leave and research-funding support are available to staff at every point of their development. The School operates its own one-semester-in-six Research Leave Scheme, subject to satisfactory applications and reports which are rigorously reviewed by RIC. Through the University Leave scheme (run by the Faculty), School leave may be extended for a second semester, or customised teaching remission provided, to enable staff to achieve research goals. In addition, staff have a £700 pa research allowance from the School which may be enhanced by the Faculty's support for international conferences.

LHRI's Director and other Faculty research officers offer expert guidance on the identification of suitable external funding as well as processing (including peer review) the submission of major applications to all UK, EU, and international funding bodies. LHRI's strategic investment in interdisciplinary initiatives has benefited the School in the period. Its Speculative Lunch series, including topics such as 'Home' and 'Cosmopolitanism,' has helped to generate collaborative and networking activity: for example, the planned AHRC network 'Imagining the Place of Home' received LHRI pump-prime funding as a series of pilot workshops entitled 'Between Disciplines'. Surgeries for researchers wishing to explore commercial dimensions to their research (in collaboration with the Creative Industries Development Agency) have helped the School develop links, through the DARE project, with Opera North, resulting for instance in a libretto on autism for the company written by **Murray**; and also with M&S, whose archives now reside in their own building at the University and which have figured in research by **Mullin**. The School also enlists two University initiatives to stimulate exchanges between academia and the third sector. Arts Engaged and the Cultural and Creative Industries Exchange provide funding, networking, advice and training to develop or follow through on research involving third-sector bodies. The School facilitates these links by allocating staff research leave or teaching remission, and provides office space to research students who act as RAs on exchange projects.

In the light of staff changes and strategic priorities, the School has moved to make strategic appointments rather than like-for-like replacements so that it can continue to offer historical range of expertise while making a significant contribution to the development of English studies by investing in new research areas. Recent appointments therefore include four permanent Lectureships. **Barker** and **Davies** contribute to Medical and Eco- Humanities while reinforcing strengths in postcolonial literature and long eighteenth century respectively. **Carrigan** and **Mussell** together maintain our strengths in Postcolonial and Victorian. The established Chair in Theatre Studies has been filled by **Taylor**, whose research develops Creative Writing, produces synergies with Critical and Cultural Theory, as well as contributes to Postcolonial. The English Language Chair has been taken by **Crowley**. Our strength in the wider Early Modern period, including Medieval, is currently being considered on a proleptic basis. During the census period **McLeod** and **Murray** have been promoted to Chairs, **Prosser** and **Warnes** to Readerships, Higgins, **Swift** and **Mullin** to Senior Lecturer/Associate Professor.

Our community of research staff and their environment is enriched by visiting scholars from around the world who are attracted by our reputation, range of expertise, and facilities. These visitors enhance the international dimension of our research culture by engaging with our research seminars, discussion groups, and workshops. In the period, for example, we have welcomed: Professor Herbert Tucker from the University of Virginia as Fulbright Distinguished Chair for

research on Victorian charm; Professor Krishna Sen from the University of Calcutta, as Leverhulme Visiting Professor, for research on transnationalism and literature; as well as other senior researchers from China, Finland, Germany, and Uganda, including a Newton Fellow and two British Academy Visiting Fellows. Our long-standing post of Creative Writing Fellow draws in successive practising writers (currently Paul Maddern), both to support and disseminate their own work, and to stimulate creative writing among staff and students, including PGRs.

ii. Research students

The School has sustained its record of strong PGR recruitment (2008-09: 13; 2009-2010: 14; 2010-11: 26; 2011-12: 26; 2012-13: 16); its sum of completions during the census period is 58. The School currently holds three awards under the AHRC Block Grant Partnership. In response to the challenges of the current funding environment, an extensive portfolio of in-house scholarships is offered. The School has enjoyed considerable success in the University's Fully Funded International Research Scholarships, University Research Scholarships and now Leeds International Research Scholarships. School-based scholarships for UK and EU students include Douglas Jefferson (£9,000), John Barnard (£8,000), Inga Stina Ewbank (£7000), Joseph Wright (fees plus £10,000), and the Dorothy Hewlett Scholarship (international fees plus £10,500). For students outside the EU the School offers the Bonamy Dobrée Scholarship, which also pays full international fees. Smaller awards are available to successful Leeds BA and MA graduates with a view to aiding conversion of our best home-students to PGR. In reviewing applications for places and funding, the School abides by recognised campus-wide protocols for equality of opportunities and makes awards on a strictly meritocratic basis.

PGRs are admitted to the Faculty's Graduate School. Formal supervision and mentoring are our key mechanisms of support. PGRs are allocated a lead academic supervisor, with a requirement to meet at least ten times per session, and a mentor whose role is to offer pastoral support and guidance in the context of professionalisation. The School ensures PGR progression and quality via the University's rigorous upgrading exercise, which PGRs must pass in their first year of registration by submitting a piece of completed research (15,000 words) alongside a detailed synopsis, which is assessed by an independent reader before a formal viva takes place. Supervision meetings are arranged, recorded, and monitored via the University's web-based Postgraduate Development Record (PDR) which holds key supervision report documents and six-monthly assessments and to which PGRs have comprehensive access. The Postgraduate Research Tutor oversees and supports the PGR cohort and monitors their progress via PDR.

Skills development and professionalisation are built into the PGR candidature. All students must take the School's own 'Research Methods' module in their first semester of study. Supervisors complete an audit of skills needs which is modified and monitored via PDR. The School allocates funding for training and language skills integral to PGR projects. Students can also draw on School funds for library visits and conference attendance (£300pa) and can supplement this via the Graduate School and LHRI. Students are usually offered teaching and professionalisation training within the School via their mentor. The LHRI's Interdisciplinary Graduate Research Group enables PGRs to acquire interdisciplinary skills and network opportunities. In addition the University's LEAP (Leeds University Business School, Faculties of ESSL, Arts & PVAC) Training Hub and Graduate Training and Support Centre offers all students a 'Starting your Research Degree' programme and custom-designed training on the various modes of research. In the period our PGRs took over 400 training courses provided by the University, from 'Project Managing your Research Degree' to 'Getting Published Successfully' and 'Writing an Academic Job Application.' Looking to the future a £19m AHRC Doctoral Training Partnership grant awarded to the Arts Faculties of the White Rose Universities of Leeds, York and Sheffield, with a further contribution of £4m from the universities, will support the School in training the next generation of fully-funded doctoral students in a White Rose College of the Arts and Humanities.

PGRs are active contributors to the School's research culture, primarily through its research groups. All are enrolled in one research group, which operates as an instrument for research professionalisation in the form of paper-giving, conference organisation, and grant application. In the Language research group, for instance, AHRC-funded PGR Wright is not only supervised by

Johnson but collaborates closely with her on the Enron Database Project, gives research papers and runs international conference panels with her. Jointly organised staff-PGR initiatives in the period include 'Coetzee and His Precursors,' a White Rose-funded collaborative conference between the School and York held at Leeds.

The School and University provide various structures to support PGR-initiated activities. PGRs hold their own fortnightly research seminar in which they present and discuss their work and to which staff are invited and act as respondents. The LHRI provides space and funding for the hosting of research seminars and reading and discussion groups. These include the PGR-led seminar series in Critical Theory, 'Quilting Points' (<http://quiltingpoints.blogspot.co.uk/>), which stimulates one of the School's new research areas; and the 'Linguistics and Translation' seminar, which has resulted in PGRs taking over from staff the editing of the online publication *Leeds Working Papers in Linguistics*. The School also runs professionalisation workshops, such as the student-staff collaboration 'Life After a PhD: Navigating Literary Community in the Current Research Environment.'

The School helps PGRs to develop connections to national disciplinary bodies and an understanding of the current research climate. PGR Parmar, who worked with her supervisor as volunteer assistant for the impact case study *Between Kismet and Karma: South Asian Women Artists Respond to Conflict*, co-organised with other students a conference on 'The Postcolonial City' (Institute for Postcolonial Studies and Postcolonial Studies Association Annual Postgraduate Studies Conference, 2012), and 'Expulsion 40 Years On: the South Asian Community in Britain' (2012), a project supported by Arts Council England and Leeds City Council. Parmar was accorded the status of Faculty PGR of the year for her contribution to research within and beyond the University. PGR Woodhouse gave a lecture broadcast on *Fore Thought* on BBC R4 in May 2013, and following graduation now works for the US-UK Fulbright Commission as Coordinator for US Scholars. PGRs are inducted into applying for research grants. Successes include Salway, recipient of an AHRC award for research in the Huntington Library.

Our PGRs have published 34 full-length outputs in the period, in publications including the journals *Twentieth-Century Literature*, *The Ben Jonson Journal*, *Journal of American Studies*, *British Journal of Canadian Studies*, and *Digital Philology*. For her essay on paratextuality and transnationalism in Linton Kwesi Johnson, PGR Saroukhani was awarded the 2013 Postcolonial Studies Association/*Journal of Postcolonial Writing* postgraduate essay prize. Two of our PGRs, including Parmar, are co-editing the 'Postcolonial City' conference for a special issue of the journal *Interventions: International Journal of Postcolonial Studies*, which will include contributions from Caryl Phillips and the Latin American playwright Javier Stanzola. PGRs have presented at over 50 conferences, including the British Society for Eighteenth-Century Studies Annual Conference in Oxford, the Gujarat Studies Association Biennial Conference in Dubai, and 'Erotica, Pornography and the Obscene in Europe, 1600-1900' at the University of Warwick.

Our commitment to professionalising our PGRs is reflected in the high number gaining academic posts. 29 of our graduating cohort in the period have secured research-based employment in the HE sector across 9 countries. Two of our former PGRs have returned to become members of staff in the School (**Barker, De Ritter**). Our PGRs also contribute to national disciplinary bodies; Lean is now working for HEA in Quality Assurance. The range and strength of our research culture attracts PGRs for periods of supervision from a number of international universities, including, in the period, Oviedo, Pernambuco, and the Sorbonne.

d. Income, infrastructure and facilities

Income

Our refreshed strategic commitment to increasing the amount of successful grant applications is beginning to bear fruit. In addition to the £672k of research income during the census period, we have secured approximately £750k of full-economic costs (including our largest ever award, €986,983) since the start of 2013 - and from a greater variety of funding bodies. We therefore enter the next census period with a more various and extensive base from which to sustain and develop cutting-edge research. Grant successes for collaborations have been several, and we have provided support so that all School members have succeeded in obtaining external grant income.

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The School has embraced the increasing opportunities for collaborative research in themed areas, with several new awards emerging from research group activity. We have had four successes in the AHRC's new research networks awards. 'Ottoman Cities: Cosmopolitanism and Transcultural Memories' (**Prosser**, PI), under AHRC's Translating Cultures, uses interdisciplinary workshops and an exhibition to examine cross-cultural exchanges in cities across the former Ottoman Empire and, from an open application procedure, appointed a School PGR (Saroukhani) as Research Assistant to the project. The 'Victorian Lives and Letters Consortium' (**O'Gorman**, PI) is leading the development of digital curation and editing in C19th-century manuscripts. 'The Creativity Project: 1740-1830' (Higgins, PI, and **Whale**, Co-I) has held an international conference, produced a special issue of the *Journal for Eighteenth-Century Studies*, and is holding workshops at Leeds, UCL, and Southampton under the AHRC's Connected Communities theme. Also under this AHRC theme, 'Home, Crisis and the Imagination' (Professor Bridget Bennett, PI, and **Carroll**, Co-I) is holding interdisciplinary events, an exhibition and concerts at Leeds Howard Assembly Rooms exploring the role of imagination in relationships between home and communities. The School is building on research grant successes and strengths. For instance, the AHRC Home Research Network developed from an AHRC Research Scoping Award and through individual research in American Literature and Culture. Most of our RC awards also benefit from earlier-stage internal investment. Our AHRC Research Networks on Victorian digitisation, on Home, and on Creativity all evidence the value of LHRI seed-corn-funding for research group initiatives.

Other new awards have seen the School responding to opportunities from non-RC funding. Research in Medical Humanities (**Murray**) has been developed with Wellcome Trust support, as has the 'Working Through Psychoanalysis' conference (**Ray**) which brought together clinicians and academics. The School has also looked to international funding schemes. We received a Humanities in the European Research Area award for a new project with researchers in Denmark, Norway and Iceland entitled 'Arctic Encounters' (**Huggan**); and the Andrew Mellon Foundation supported the final stage of the Cambridge edition of the works of Ben Jonson (**Butler**).

The School has seen the successful completion and dissemination of research projects in this period carried out with income awarded in the previous census period. The Ben Jonson edition, 'Postcolonial Europe' (**Huggan**), 'Editing the Sidneys' (**Brennan**), and 'Picturing Atrocity' (**Prosser**) all provide entries in RA2, while 'Language Ideological Debates' on the BBC Websites Voices led to the work described in one of our impact case studies.

Infrastructure and facilities

The Brotherton Library provides the principal scholarly resource for our research. One of the foremost UK academic research libraries and a member of Research Libraries UK (previously a founder member of the Consortium of University Research Libraries), it is the only institution to have as many as five of its premier special research collections (including its 'English Literature' holdings) awarded 'Designated' status by the Museums, Libraries, and Archives Council. Holding 3 million print and 500,000 online volumes and more than 37,000 print and online journals, the Library's internationally significant strengths in English literature include manuscript and printed poetry, 1600-1750; nineteenth-century author collections, notably for the Brontës, Elizabeth Gaskell and A.C. Swinburne; for the earlier twentieth century, outstanding UK collections of Graham Greene, Evelyn Waugh, and John Betjeman; and the manuscript archives of many later twentieth-century writers. The School has worked with librarians to develop archives of authors with a connection to Leeds, Yorkshire, and the North, as part of our strategy to engage with the literary identity of the region. Recent acquisitions include comprehensive literary archives of Geoffrey Hill, Tony Harrison, Jon Silkin, Simon Armitage, Ken Smith, Piers Paul Read, and Melvyn Bragg. Special collections support the School's research and in the period have produced new editions of authors' works (including **O'Gorman** on Gaskell, **Brennan** on the Sidneys) and new approaches to oeuvres (**Brennan**'s monographs on Greene and Waugh). The establishment of the University of Leeds Poetry Centre, its leadership a collaboration between Special Collections and the School of English (**Whale** and Dr Fiona Becket), is designed not only to exploit the wealth of the collections, but to promote acquisition of new archive materials, including manuscripts and recordings of performances. This builds on materials garnered from the Creative Writing Fellowships and the connection with *Stand* magazine. The nearby British Library at Boston Spa

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and the Leeds Library, a private shareholder library rich in nineteenth-century materials which actively collaborates with the School, complement the University's collections and form immediate and local resources regularly drawn on by staff across all areas of research.

The Faculty's LHRI provides organisational support as well as acting as the platform for generating inter-Faculty research and interdisciplinarity. The LHRI's research facilities include a computer cluster for PGRs, offices and support staff for visiting scholars, and venues for our symposia and conferences. LHRI works in partnership with the University's Research and Innovation Service to provide central support for research and innovation activities particularly of an inter-faculty nature across the University.

Organisational infrastructure investment has seen in the period the establishment of Arts Engaged and the CCIE and significant investment in new centres, namely Medical and other New Humanities, and Critical and Cultural Theory, supporting staff to produce collaborative and interdisciplinary research on themes in accordance with our strategic goals.

Our operational structure includes Workshop Theatre, whose facilities comprise two fully-equipped theatre spaces, smaller rehearsal studios, with the support of a dedicated theatre technician. As well as enabling practice-based research, our theatre space has attracted professional theatre companies to the School, including, in the period, Tim Crouch's News from Nowhere (UK), Cupola Bobber (US), and the National Theatre of Ghana. This space is also used to support conferences and symposia and for creative writing events open to the public.

The University's annual Integrated Planning Exercise (IPE) ensures balance is maintained between scholarly, operational, and organisational infrastructures. The School's five-year plans are scrutinised by Faculty and University to ensure accordance with strategic priorities and to determine areas for investment. Coherence and progression of research in light of strategy are secured at School level with all staff individually meeting with HoS and DoRI in AAMs and with RIC scrutiny of plans from research group leaders on all areas of research activity (outputs, income, impact, collaboration and disciplinary contributions).

e. Collaboration or contribution to the discipline or research base

Collaboration

The School has used its revised research group structure and the LHRI to increase substantially its collaborations in the new external research context at the same time as maintaining its commitment to individual scholarship. Virtually all members of the School are engaged in collaborative activity nationally and internationally, enabling them to contribute to larger research projects, including themed topics, major editions, translations, and corpora-based work. Alongside the above-named AHRC-funded networks led from Leeds, newly developed networks hosted from the School are serving to develop the interface of our subject with other disciplines: for example, as in Medicine and the Everyday: New Directions in Medical Humanities (led from Leeds by **Murray**, with the Chinese University of Hong Kong, King's College London and University of Birmingham), and geopolitics, as in the White Rose Consortium-funded Hydropolitics studentships network (led by **Huggan**). **Ray**'s translation work on the psychoanalyst Laplanche takes place within a network involving Leeds, Paris Sorbonne, Columbia, and Warwick.

Other networks convened by members of the School use our research to sustain and develop local links, as in the School's connection with the Diocese of Wakefield (**O'Gorman**), which in the period has brought Salley Vickers and A. N. Wilson to give free public lectures. Colleagues also play a role within other, funded networks, such as **Hall**'s contribution to the AHRC's Sense of Place in Anglo-Saxon England and collaboration with the University of Iceland.

Most of our externally-funded research and networks have generated symposia. The School has hosted 48 major conferences and seminar series in this period. We have continued to support international association events such as the International Medieval Congress where there is a long-standing commitment to the area and we have also organised conferences with a view to developing new areas of research, including Reading Medical Cultures Across Time; Ageing (sponsored by Wellcome Trust); Rethinking Indigeneity: Representation, Sovereignty; Writing

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British Asian Cities; Sport in Conquest; the Animal Studies Research Seminar Series; Contesting Creativity, 1740-1830. In addition, members of the School have organised or co-organised 15 conferences at other national or international institutions, including a conference at the British Academy celebrating the Milton quartercentenary (**Hammond**). In the census period, members of the School have also given 326 national and 191 international invited keynotes, lectures, and papers at other institutions.

Supporting the discipline nationally and internationally

During this period our specialist expertise has been drawn upon for the external examination of doctorates on over 84 occasions, nationally and internationally. Staff have also served as expert assessors on 49 international and national academic appointments, and have acted as reviewers on 42 occasions for the major national and international research councils, including the AHRC (2 members of the Peer Review college), British Academy, Leverhulme Trust, ESRC, the National Endowment for the Humanities (USA), Fulbright Commission, Austrian Science Fund, Australian Research Council, Research Council of Norway, Social Sciences and Humanities Research Council of Canada, Academies of Arts and Sciences of Canada, National Research Foundation of South Africa, Irish Research Council for the Humanities and Social Sciences, Association of Young Researchers on Anglophone Studies, Spain, Commonwealth Scholarship and Fellowship Plan, Association of Commonwealth Universities, and the Human Sciences Research Council, South Africa. Virtually all members of the School have acted as referees for publishers and scholarly journals in their field on a total of 346 occasions.

Research Leadership

Members of the School have contributed to the national and international scholarly infrastructure by holding key positions on national and international research councils or subject association panels and committees. These include a member of the British Academy's Research Committee (**Hammond**); Assistant Secretary of the Council for College & University English (Dr Fiona Douglas); members of the British Association for Romantic Studies Executive Committee (Higgins, **V. Jones**, **Whale**), and a member of the Executive Committee of the British Association for American Studies and executive board member of UKCASA (Bennett). A member of the School (**V. Jones**) sits on the REF subpanel. We have also acted in an advisory capacity to 12 other HEI and non-HEI organisations nationally and internationally, including all the major research funding councils. Leadership positions held in specialist organisations include Sam Wanamaker Fellow at Shakespeare's Globe (**Lindley**); honorary President of the J. G. Farrell Society (**McLeod**); Co-convenor of the Theatre and Performance Research Association working group 'Directing and Dramaturgy' (Dr Lourdes Orozco).

Scholarly series edited or jointly edited from the School include: 'Representations: Health, Disability, Culture and Society' from Liverpool UP (**Murray**); Arden Critical Companions to Shakespeare (**Hammond**); Longman Annotated English Poets (**Hammond**); 'Methuen Drama Engage' (Dr Mark Taylor-Batty). In addition, members serve on editorial boards of over 35 top-ranked specialist journals, among them *Journal for Eighteenth-Century Studies*, *Romanticism*, *Journal of American Studies*, *Journal of Commonwealth Literature*, and *Theatre Review International*. The School also has a long association with other journals which it edits or co-edits. These include *Stand* magazine, *Leeds Studies in English*, and *Moving Worlds*. Members of the School also edit or co-edit *The Seventeenth Century*, *African Theatre*, and *Performing Ethos*.

The contribution made by staff individually to the discipline has been recognised with 8 awards and 9 fellowships from major national and international funding councils, 16 additional fellowships and visiting fellowships, and 3 prizes. Principal among these, **Butler** and **Hammond** are Fellows of the British Academy, **Lindley** and **V. Jones** are Fellows of the English Association, **O'Gorman** a Fellow of the Royal Historical Society and Honorary Visiting Professor at the Ruskin Centre, and **Huggan** is Honorary Research Fellow at the University of Queensland and Visiting Fellow at Australian National University. Staff also acted as judges for prestigious prizes across the field.