

<p>Institution: Royal Holloway, University of London</p> <hr/> <p>Unit of Assessment: English</p> <hr/> <p>a. Overview</p> <p>Our research comprises scholarship in Literary History of all periods, advancement in Literary Theory, and Creative Writing. These inform each other within our environment, and individual practice is enhanced by the synergies that arise from our collective enterprise. Our environment produces a distinctive interface between critical scholarship and creative practice, reflected in research engagement by both staff and PGR students.</p> <p>Since RAE 2008 we have consolidated and expanded our established areas of strength through continuing activity of established staff, and through new and replacement appointments. We have, for example, strengthened our internationally significant Research Centres, reconfiguring the Centre for Victorian Studies (CVS) through the appointments of Sally Ledger (2008- d. 2009) and her successor Juliet John, launching the Poetics Research Centre (PRC) (2011), and opening a Centre for Creative Writing (CCW) in 2013-14. Staff numbers have risen from 27 FTE to 30.2 FTE, comprising 9.2 Professors, 1 Research Professor, 1 Professor seconded to the Directorship of the Institute of English Studies, 5.5 Readers, 8.5 Senior Lecturers and 6.5 Lecturers.</p> <p>Steering research activity and strategy is Research Committee (RC), implementation is overseen by the Director of Research and Head of Department. Also serving on RC are the Directors of Graduate Studies, Directors of our Research Centres, and the Impact Team.</p> <p>As in 2008, all academic staff are members of at least one of six research clusters (appointments since 2008 in bold):</p> <ul style="list-style-type: none"> • Medieval Studies (Neville, Nall, Bennett [replacing Kennedy retired Sept 2012]); • Shakespeare and Renaissance Studies (Booth, Carson, Langley, Rankin, Ryan); • 17th and 18th Century Literature and Culture (Greenaway, McGirr, Hawley, Rankin, Roberts); • 19th Century Literature and Culture (Armstrong, Bullen, Gilmartin, Gould, Greenaway, Hampson, John, [Ledger], Livesey, Roberts, Varty); • 20th and 21st Century Literature and Theory (Armstrong, Cowie, Eaglestone, Fordham, Gibson, Gould, Hampson, Jay, Kreider, Mathuray, Montgomery, Motion, Olsen, Roberts, Ryan, Varty); • Creative Writing and Practice-based Research (Cowie, Hampson, Jones, Kreider, Markovits, Montgomery, Motion, Olsen, Roberts, Shapcott, Williams). <p>The fact that several staff feature within more than one cluster ensures the cohesiveness of our research identity across the three areas of research outlined above. These clusters facilitate our leadership, participation and integration in a richly varied set of research networks, both in the University of London and including the Institute of English Studies (IES), and globally such as in the Dickens Universe (at the University of California, Santa Cruz) or the Centre for Poetics Research in Paris l'Est. Through such collaborations we support and enhance the discipline, ensure the sustainability of our environment, and promote the dynamism of our staff within it.</p> <hr/> <p>b. Research strategy</p> <p>In RAE2008 our expressed strategic aims were:</p> <ul style="list-style-type: none"> • to raise the world-class level of our research output relative to our performance at the time, • to continue to contribute to developments in the subject at national and international level, • to ensure not just the sustainability but the enhancement of our research environment. <p>Renewing these during the REF period we added (aside from Impact goals) the following:</p> <ul style="list-style-type: none"> • to increase and diversify the quantity of successful bids for external funding; • to be outward-looking by maintaining and building research partnerships across the University
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Environment template (REF5)

and with other HEIs and non-HEIs;

- to keep the environment dynamic, supportive, and focused for staff and PGR students alike.

To ensure visibility and to confirm these aims as central to the Department's vision, all six are listed in our Staff Handbook, alongside the remit of the RC. Research Centres, clusters, and individuals are tasked by RC to direct their activity by these aims. They enable our historical scholarship, literary theory and creative practice to be mutually enriching, and to pursue common goals articulated within the research agenda of the University.

Securing our aims, 2008-14 (1): Communication within and outwith the Department is central to the clear understanding of our shared strengths, collective and individual potential, and the challenges of the sector. The central mediating body of communication is RC, which meets at least three times per annum to reflect on achievements, to drive forward funding bids, to direct future undertakings, and to administer the Department research budget.

Institutional and Departmental Level

Guidance, reflecting University policy, comes from the Arts and Social Science Faculty RC. The University-wide initiative to develop **interdisciplinary research themes** is an instance of this policy, and one to which the Department contributed significantly. Not only do our general research outputs correspond to three of the themes, viz. i) Identity, Place and Mobility, ii) Creativity, iii) Society, Representation and Cultural Memory, but Kreider is co-lead of the 'Creativity' theme. And under this theme the Department has recently secured, in collaboration with the Media Arts Department, one of the interdisciplinary PGR scholarships fully-funded by the University. Our Research Centres and clusters report to RC, which peer-reviews funding bids, reviews sabbatical applications and reports, conference proposals, annual **research logs** from all staff, responds to initiatives, and identifies general research needs. RC, in turn, reports to the Departmental Board, which is thus informed about University policy, emerging opportunities, funding successes, conferences proposed and organised, and the evolving environment. Research is a standing item at Department Away-Days, and RC convenes specialist **research Away-Days** to enhance activity, to encourage grant capture, and collaboration both intra- and inter-departmental or institutional. One of these, in 2008, led to the establishment of the Poetics Research Centre; it also encouraged two successful Leverhulme bids (Armstrong and Livesey). Our 6 specialist MAs, each aligned with a research cluster, facilitate **research trajectories** that reach from our UG **research-led teaching** into graduate and post-graduate work. The success of this policy is evidenced in the broad range of **PGR students** who have followed a route from UG to MA to PhD courses with notable AHRC success.

The Individual Level

Each staff member meets annually for focussed discussion of research with the Director of Research and the Head of Department. Additionally, **research plans**, short and long-term (3-5 years), are formalised or discussed within our annual peer-appraisal system; each appraiser also serves as a **research mentor** for their appraisees, offering intellectual support and more informal discussion throughout the year. Where specific needs are identified - for the optimisation of research outputs, or the submission of a funding bid - workload is managed, and guidance about resources is given. While RC aims to inspire and enable researchers, it does not enforce targets; individuals, clusters and Centres craft their own agendas, to establish and further their standing. Knowing the range and ambition of our **research aims**, researchers develop their own trajectories, collaborating with national and international **research partners** as appropriate. Such constant and fluid discussion between multiple parties keeps research strategy foremost in the minds of staff, enriches the research agenda, leads to the prioritisation of specific research goals, and broadcasts the means for achieving them. The identification of our strengths, opportunities and needs, steers the second objective of our strategy.

Securing our Aims, 2008-14 (2): funding and resources. Since 2008, RC has restructured the funding it provides for research support to place greater emphasis (Impact aside) on research completion and development, in addition to financing conference travel and guest speakers. It identifies, grasps and promotes funding opportunities, with vigorous support and input from a new **Faculty Research and Business Development Manager** working within the Research and Enterprise Service of the University. This Manager has done much to foster research funding

applications within the Department, to relay funding opportunities from established and new sources, and attends Department Boards once per annum. Since 2012 a bi-monthly drop-in service is held in the Department during term for individual discussion about applications with this Development Manager. Substantial direction is further afforded through the Faculty RC and the Research and Enterprise Service; the latter circulates funding opportunities and oversees larger bids for research funding. Internally competitive funding opportunities are also provided by RCs at Departmental, Faculty and University level and contribute to all the aims listed above. Staff and postgraduate students are encouraged to apply for these funds. Numerous events, conferences and visiting speakers have been facilitated by them, as have short teaching and marking buyouts for the development or completion of specific projects. A generous institutional **Research Strategy Fund** (RSF) has been boosted to provide seed funding to enable research trips (to the Harry Ransom Centre in Austin, Texas for instance) and develop research proposals for external funding bodies (Carson and the Globe project), large multi-partner grant applications (eg. EU grant applications), and to support research networking events for early career staff and postgraduate students. The Department has made a considerable number of successful bids to this Fund, eg Carson, Fordham, Hawley, John, Kreider, McGirr, Montgomery. Postgraduate students have also made successful applications (Periyan, Chadfield and Oliver). From 2011 to 2013, this fund provided c. £6,500 to staff initiatives in the Department. Attendance at conferences is supported jointly by the University's Staff Development Fund and the Department, in recognition of the training and personal development afforded by conference attendance. All staff have benefitted from this.

A key result of our strategy is that external research income – as detailed in REF 4b/c – has **increased by 400%** in comparison with our performance in RAE 2008, a remarkable achievement in the current climate.

The Department's Research Strategy for 2014-19 will take advantage of the coherent state of the research culture across the University and within the Faculty of Arts and Social Sciences, as well as the Department itself. We will continue the successful emphasis on grant capture and on securing collaborative doctoral partnerships, building on existing partnerships with non-HEIs and have secured commitments in these areas within the most recent set of 3-5 year plans, submitted by individual staff in September 2013. These include stimulating but achievable goals, clear milestones and concrete outcomes. Colleagues are encouraged to apply to a UK research council or other funding body for **matching leave** to maximise research time. The new **Centre for Creative Writing**, sited in a refurbished 11 Bedford Square, will provide a focus for interdisciplinary research bids (with Geography for example), and for EU funding focused particularly on the theme of sustainability. Exploiting the embedded strengths of our current position, we are responsive and flexible with respect to shifts and opportunities emerging from the wider context. Thus we have begun to incorporate into our strategy the University's recent successful bid to lead one of the AHRC Doctoral Training Partnerships, named the 'TECHNE consortium'. Through this around 230 consortium PGR students will be funded over the next five years. The Department is already looking to ensure the best prospective students apply for these funds, and, because of its experience, will be playing an active role in providing research training for the successful applicants.

c. People, including:

i. Staffing strategy and staff development

Our staffing strategy, fluent communications, and dynamic environment have led to excellent retention rates with only two out of five departures since 2008 being to other institutions (Dzelzainis and Fernie took up offers of named chairs), assuring continuity of enterprise and collective research identity. In this context, the invigorating shift to junior appointments (of the 10 new appointments, all but two (1.2 FTEs) have been made at Lecturer Level) points to a vibrant present and a sustainable future.

Strategy for the development of active **research careers** grows out of the strategy described above, where communication at many levels, the identification of needs, and distribution of resources all contribute to a supportive and vital environment for researchers. With guidance from the Staff Development Unit, and specific input from RC, the Head of Department oversees staffing and the development of research staff. Support in general adheres to the seven principles in the **Concordat to Support the Career Development of Researchers**. This is reflected in mandatory

training for all members of selection panels including equal opportunities training, equitable treatment for part-time and fixed-term staff, a clear and equitable promotions process, a comprehensive annual equality and diversity data monitoring and review exercise.

At all levels, colleagues benefit from established structures, as mentioned, of **appraisal** and other fora for discussion. The University oversees the criteria of appraisal and the training of appraisers, reflecting commitment to the *Concordat*. **Probationers** receive, over three years, a lighter teaching/ administrative load to develop an early career research trajectory and a variety of support to ensure this: a probation advisor with whom they meet four times a year, and a mentor, who is a senior colleague with related research interests. The University runs, moreover, an established scheme called 'On Track', whereby ECRs are mentored by a senior researcher from another Department. It includes a series of 15 workshops open to researchers at any stage in their careers and which are tailored towards specific stages of careers, and the Arts and Social Sciences. From 2014 all probationers will be required to complete four of these workshops. The Department values the 'On Track' infrastructure for its networking opportunities as well as the content of workshops; mentor advice on book proposals has, for instance, led to publishing contracts. Teaching commitment is closely monitored for new staff, to ensure both extent and fit with research expertise. Those new to teaching follow the HEA-accredited **CAPITAL** programme. The Department has enabled new appointees to continue postdoctoral fellowships to completion, rather than surrendering them on appointment to Lectureships (Montgomery – RCUK; Nall and Mathuray - Leverhulme). Where possible, probationary staff are included in PGR supervision teams. While support systems have developed to enable ECRs to achieve their potential, the terms of probation have been toughened in the Faculty, so that success is normally dependent on producing a monograph within a specified time-period (usually three years).

The development of research staff is sustained through our **sabbatical leave policy**, which is transparent and linked to both individual research plans and projected teaching demands. Staff entitlement to sabbatical is one term every three years, which in light of our quasi-semester system (two teaching and one examination term) effectively means one teaching term in six. Sabbatical leave for two or more consecutive terms normally includes term 3 (the summer term) as one of them. Applications for leave include specific research plans and projected outcomes: where these are not sufficiently robust, RC requests revisions. End-of-leave reports are required, detailing the extent to which goals were achieved. RC can also offer sabbatical leave more frequently where appropriate. The research strategy, which aims to support staff, recognises that time is needed to enable research, and structures are responsive to new circumstances: major grant holders receive reduced teaching loads, and time spent on grant applications has been reflected in teaching workload from 2011. The Department nurtures exchange beyond the Academy: the Impact Template demonstrates our strong connections with third sector bodies, examination boards, museums and galleries, etc.

Attendance at international conferences is expected of all staff, and **internal funding** to attend is an entitlement. Research Clusters and events are supported by the Departmental Research budget, and the **Humanities and Arts Research Centre (HARC)**. HARC provides internal fellowships which may be applied towards the pursuit of research through, for example, teaching buyout, funding and organizing of research events, conferences, so as to allow the Fellow(s) to pursue inter-disciplinary research in any field associated with the humanities. HARC Support is also provided for staff who secure an international fellowship, as in the case of Eaglestone (at the Flemish Academy of Science), Livesey and Nall (both receiving Huntington scholarships).

Royal Holloway has procedures for Professorial Pay Banding and Academic **Promotion** to ensure consistent and transparent mechanisms for determining pay levels for all staff, these mechanisms recognise input to impact activities as well as traditional research. CVs of all staff are submitted to the Department Promotions Committee and reviewed annually. Recommendations are then made to the Academic Staffing and Titles Committee. The research strengths and support structures of the department are reflected by internal promotions during this cycle: eight from Lecturer to Senior Lecturer, six to Reader and one to Professor.

With respect to equal opportunities, the College Equality and Diversity Committee reports to Council on EO matters and has two sub-groups; an Equal Opportunities Adviser is responsible for co-ordinating the development of equal opportunity matters. Royal Holloway publishes a bi-annual equality monitoring report which analyses employment patterns in terms of gender, disability, ethnicity, nationality and age. General EO training is provided by Staff Development. Hence, the

Department offers support to those returning from maternity leave. We have, moreover, one of the few female Heads of Departments in the College. Also, appointments in recent years enhance the range and diversity of our research culture and reflect an internationalism and global reach which we have retained (colleagues have joined us from the United States, Canada, South Africa and New Zealand).

ii. Research students

PGR students and all processes relating to them are overseen by the Director of Graduate Studies (Research), and, since 2012, the Director of Graduate Studies (Practice-based). We ensure that our postgraduate researchers (**PGR students**) are encouraged, inspired and expertly trained for current and future research, or for careers outside of Higher Education; that they become integrated within a wider national or international research community; that they discern the infrastructures which support a given research area; and grasp how they might establish these in the future. With an average of 43 PGR students, an average annual intake of 12 H/EU and 3 OS students, and a high level of support from a range of sources, the Department has a thriving and diverse PGR community. We see this community as central to the broader research culture and enthusiastically nurture and develop it.

Within the AHRC BGP1 usually two students per annum are successful in winning scholarships; our applicants also compete successfully for College fee-waivers (usually 4 per annum) and fully-funded studentships (usually one per annum), while an internal Department bequest enables maintenance funds allocated on the basis of financial need and academic merit to both new and continuing students (not more than three students per annum). Through online and print advertising we invite applications from a wide audience, ensure equal opportunities, and seek to recruit into our research clusters. A rigorous selection procedure involves all supervisors in the ranking of applicants, then short-listing and interview by the Directors of Graduate Studies and Head of Department, who are qualified and mindful to select into all three areas of our research expertise. A crucial feature of the selection criteria is the candidate's demonstrable willingness to contribute to the research life of the University.

Departmental PG training is run by the two Directors of Graduate Studies. The University offers a full and stimulating programme of research training and career development workshops based on Vitae's Researcher Development Framework. This Programme, known as the **Generic Skills Programme**, comprises a varied mix of workshops delivered by internal experts and external facilitators, as well as a number of online courses for example the Epigeum 'Research Skills Master Programme' which offers 18 courses on diverse topics and is especially valued by students remote from the University. The Generic Skills Programme has separate discipline strands where appropriate, and is supplemented by provision at Faculty and Department level. The Faculty established a training programme, which is open to all Arts and Humanities PGR students engaged in **practice-based research**, which brings them together to gain from the experience of encountering inter-disciplinary peers and senior practitioners. Through Kreider's initiative, the programme was expanded in 2012 to include fortnightly seminars run under her facilitation. The workshops explore topics and issues rather than focusing on the acquisition of skills, and are led by clusters of academics/practitioners. Kreider's initiative means that PGR students now mentor MA students. Our membership of the Centre for Creative Collaboration ('C4CC', see below, section d.) affords potential exchange between academia and business: in May 2012, PGR students took part in a seminar on the relationships between creative and commercial uses of digital interfaces and the languages of programming and poetics. The INSTIL programme, accredited by the Higher Education Academy, enables PGR students to develop skills as university teachers, to share ideas with peers, and to determine what approaches will work in teaching situations. PGR students are also able to take advantage of the academic and research skills training, digital research and study resources, short courses and summer schools, networking and collaborations and academic and public events hosted by the **IES**; the Department funded a bursary for one PGR student to attend the IES T. S. Eliot International Summer School in 2013, and the application process stimulated two of our students to attend without Department funding.

PGR students are monitored annually through upgrades, presentations and annual reviews, and annual mini-conference. Student satisfaction levels are high and the completion rate is good, due

to our guidance of the students, which dovetails with the University's four-year submission policy.

The Department encourages PGR students to engage in the many **research activities** which the Department and University offer, or which staff lead, especially the HARC seminars, the regular subject specific seminars at the IES (see 5e below) or conferences. **Participation** is strongly encouraged, not just through contribution to discussion but in active organisation. The 2013 meeting of British Association for Victorian Studies, for example, provided opportunities for PGR students to gain experience of conference selection and administration processes; AHRC student Lees (PhD 2013) helped instigate the *Finnegans Wake* research group (co-run by Gibson and Fordham); 'The Future of Arts Research' Conference, held at the British Library in November 2011, with funding from the Faculty, was organised with the help of Royal Holloway English PGR students, and attracted PG delegates from around the UK: they gained experience of giving papers as well as of organisation. Research Centres actively engage PGR students. At the monthly event series POLYply, mounted by the Poetics Research Centre held at the **Centre for Creative Collaboration (C4CC)**, hosting themed poetry readings, performances, film screenings and installations foregrounding cross-genre writing, PGR students share their work alongside practitioners in their field; PGR students Robinson and Chamberlain were associates on the POLYply committee. The Centre for Victorian Studies held the first annual **London Victorian Studies Colloquium: A Residential Postgraduate Weekend** in 2013 (financially supported by BAVS and the Department). PGR students also contribute to research publications: Hampson's Conrad PhD students, for example, are active in the Joseph Conrad Society (UK), including publication in the Society's journal, *The Conradian*; Pursell (PhD 2012) is contributing to the Cambridge Edition of Conrad's work. The Department was, moreover, recently successful in bidding for the AHRC Cultural Engagement Fund, with a project for two Early Career Researchers: overseen by Carson, Keys (PhD 2012) and Sachon (PhD 2013) digitized resources relating to Shakespearean performance history.

RC encourages students to **initiate** their own activities within the University and in the graduate community in London. RC has funded students to establish both the 'Literary and Critical Theory' seminar series (from 2010) at the IES, the Adorno Reading Group, 'Thinkings: The Tolkien Ideas Group' and, in collaboration with PGR students from Birkbeck, the interdisciplinary 'Literature and Visual Cultures' seminar series (from 2012), and in 2013 the 'Modernist Magazine Reading Group'. Of particular note is the PGR establishment of *Exegesis* (from 2011), our web-based peer-reviewed PGR journal, and PGR the poetics presentations series – *Praxis*. PGR students present work annually at RFest, the Literary Festival hosted by the Department, and from 2012 at PLAY!, a multi-disciplinary, one day micro-festival of Royal Holloway performing arts, developed in a partnership with The Firestation Centre for Arts and Culture, in Windsor. A full list of PGR Reading Groups can be found at <http://www.rhul.ac.uk/english/showcase/seriesandseminars/home.aspx>

In the success they have with respect to **awards, scholarships, prizes**, there is evidence of the positive impact that this culture has on them. PGR students Cremin and Ormonde, recruited from the MA in Poetic Practice, won funding from the AHRC's Beyond Text programme to mount a three-day series of workshops held at C4CC on the theory and practice of performance (Feb 2011) [see <http://www.textmaking.blogspot.com/>]; Robinson was Writer in Residence at the Victoria and Albert Museum in 2010 and the University of Surrey in 2012; O'Riordan was awarded the Somerset Maugham prize for his poetry collection *In the Flesh* (Chatto and Windus, 2010); Van Mierlo has won an International James Joyce Foundation fellowship, a Dublin Research Colloquium scholarship, and a Zurich Joyce Foundation Visiting Fellowship; Periyana has received a fully-funded place for the TS Eliot summer school jointly funded by the IES and the Department (2013).

d. Income, infrastructure and facilities

Externally generated research income has leapt dramatically during this cycle, far exceeding our hopes expressed in RAE2008. Over the five years of the current cycle, we have secured over **£1million**. Comparison with the previous cycle highlights our success: whereas over the previous six-year cycle we secured an average annual income of £55,000, this has, over the current five year cycle, **risen fourfold** to an average of £200,000 per annum. The bulk of this income has been acquired through a competitive process involving peer review, with the assistance of seed money from University and Faculty funds, and always with the assistance of the Royal Holloway

Research and Enterprise Office (R&E). Royal Holloway's **Strategic Research Fund**, administered by the University Research Committee, and the **Faculty Research Fund**, administered by the ASS Faculty Research Committee, have both provided essential pump priming and advice for several major research projects. Fordham, Carson, Kreider, Montgomery, Livesey have all benefited from the latter. As a result, external revenue streams have flowed from the RCUK, the Leverhulme (three different fellowships), the AHRC, the Henry Moore Foundation, the MHRA and the European Union.

While the Department is based in Royal Holloway campus at Egham, it also operates from its buildings in Bloomsbury (11 Bedford Square and 2 Gower Street) where much of the Creative Writing research and supervision take place. This means our infrastructure and facilities are spread over two sites, and, as well as 'internal' structures, we have developed strong external structures to support research.

External infrastructure and facilities

The Department places great value on its **membership of the University of London**, on its capacity to forge meaningful research links between Colleges and within the University of London infrastructure. The IES, a key part of the School for Advanced Studies, directed by Gould from 2004-13 hosts a number of research reading groups, seminars and conferences which are led by Department staff and draw in international scholars. The *Ulysses* seminar has been running for over twenty years drawing PGR students from across UoL, and visitors from across the globe. LOMERS (the London Old and Middle English Research Seminar) is directed by Royal Holloway – Kennedy, 2008-12 and Nall from 2012 - and hosted by the IES. The IES provides opportunities for inter-collegiate collaboration: Gibson and Fordham, with Platt (Goldsmiths) and van Mierlo (the IES) co-founded the *Finnegans Wake* research seminar. Eaglestone has been on the Advisory Council since 2008.

A vital central London University initiative is the (C4CC) in Central London: see <http://creative-collaboration.net>. Individual researchers in the department and specific departmental groups (the Poetics Research Centre and Creative Writing) have benefited from the infrastructural amenities it offers. It also foregrounds relationships between the partner institutions (the University of London, Central School of Speech and Drama, and Goldsmiths alongside Royal Holloway), and between academia and business. The space was originally supported by HEFCE and the London Development Agency. The POLYply reading series has hosted over 20 events there in the past two years. The Centre for Cultural Exchange (TCCE), of which Royal Holloway was a founding member, housed in Somerset House and re-launched in 2011 also serves us well and has enabled, for example, Hampson to arrange the first public screening of *Hanyut* based on Conrad's *Almayer's Folly*, with a multi-disciplinary panel of experts (2013).

Researchers are also able to make use of the BBC archives in Caversham, the Bodleian, the British Library, The National Archives at Kew, Senate House, the Special Collections at Reading, the Victoria and Albert Museum, and the Wellcome Foundation; and there have been specialist events organised by members of the department to introduce postgraduate students to these facilities as well as to make visits to specific collections at the University of the Arts (Artists Book Collection at Chelsea), the Hyman Kreitman reading rooms and archive at the Tate.

Internal Infrastructure and facilities

The Royal Holloway library is an excellent resource with a dedicated subject librarian; the extensive e-resources can be accessed off campus. It offers Information Consultants who assist researchers in exploiting both printed and electronic information resources to maximum advantage. The Bedford Library is to be replaced by a major new building in a £35m project beginning in 2014 which will increase available study space for staff and PGR students. The **Royal Holloway Archive** charts the history of Royal Holloway and Bedford College and also the progression of higher education for women. The Archive is closely linked to the **Bedford Centre for the History of Women**. PGR students and staff use these archives for various projects rooted in our research clusters and furthering our collective identity, e. g. Livesey and Olsen fused nineteenth-century literature and history with poetic practice for their Cultural Olympiad project 'The Lost Swimming Pool' (2011); Hawley and McGirr extended the multidisciplinary range of their research on eighteenth-century theatre history and amateur theatricals with their conference series: 'What Signifies a Theatre?' (2010-12); Jay, Jones, Rankin, Shapcott and Varty, working with PGR

students Chamberlain and Williams, brought women's history and education together with creative practice for the Emily Davison Centenary Pop-Up Seminar (2013). Royal Holloway's unique architecture, interior décor, and renowned collection of nineteenth-century British art facilitate research on material culture and representation animated by the Centre for Victorian Studies. The appointment in 2011 of Picture Gallery curator, Laura McCullough, strengthens the established links to the CVS.

Bedford Square in central London continues to be an important venue for postgraduate supervision and is a vital base for the research community of the English Department. The Department has invested in specialist technical equipment for practice-based research by students and staff. Students are also able to book rooms to host their reading groups and events. It will, moreover, house the new **Centre for Creative Writing**.

e. Collaboration and contribution to the discipline or research base

English at Royal Holloway has a strong tradition of leadership within the discipline. Through a multitude of collaborative activities, both creative and critical, but also on the border that we have generated and occupied between them, we forge national and international research networks and partnerships. The Department hosts some of these, while individuals play leading roles in others. Our tradition of leadership is recognised in the numerous appointments to positions of responsibility and in the high number of prestigious awards, especially for our Creative Writers. A few of these warrant special mention:

- **Gibson:** Member (2010-), Conseil Scientifique, Collège International de Philosophie, Paris
- **Gould:** British Academy President's Medal, 2012
- **Ryan and Gould:** Founding Fellow of the English Association
- **Motion:** Knighted for services to Poetry, 2011; Trustee for the Mann-Booker Prize, from 2011
- **Roberts:** The US 'John Campbell Award' (2013) and the 'BSF Award' (2013) for *Jack Glass*
- **Shapcott:** President of the Poetry Society (till 2011); Costa Book of the Year, 2011; Queen's Gold Medal for Poetry, 2011; Fellow of the Royal Society of Literature

Such recognition, signalling and leading to significant impact on the discipline, relates inevitably to our professoriat, but also broadly establishes a culture in the Department that is carefully nurtured, and encourages emulation amongst the next generation.

Our Centres – the CVS, the PRC and now, as of Autumn 2013, the CCW, contribute with particular force to the broader community of English and help construct interdisciplinary connections. The inter-disciplinary **CVS**, whose funding has been boosted by the University at all levels within this cycle, has hosted many conferences and seminars, and secured funding from the British Association of Victorian Studies to host its 2013 conference, which brought together a sizable international network of Victorian scholars. **John**, its Director, has links to many projects, including the Gladstone Project, which she helped establish, and the Dickens Universe in Santa Cruz, inherited from Ledger. We are one of just three UK institutions to have secured this latter link which enables annual visits to a week-long series of workshops for a member of staff and a PGR student who is mentored by the staff member. The staff member runs a seminar and the PGR receives high quality training while also running a reading group.

The **PRC** plays a substantial role in the C4CC and also has a long-term link with Birkbeck, and newer links with Paris-Est, and Kent. Seminars are co-hosted between these institutions. PRC members Montgomery, Olsen, Hampson and Kreider collaborate with musicians, architects and artists to produce interdisciplinary work. The Department has also contributed to the world-leading and interdisciplinary **Centre for Holocaust Studies** through Eaglestone, its Director.

Through the IES, Gould has been instrumental in the development of several major collaborative research projects, including editions of the prose of T.S. Eliot and the History of the Irish Book. The many research seminars which staff run through the IES are collaborative in nature and cover our diverse range of research interests. The IES also enables joint venture conferences to be staged: Fordham, Livesey and Nall separately organised international conferences in partnership with colleagues at Birkbeck.

Collaboration with organisations **beyond HEIs** to promote public engagement contribute to the discipline by helping to establish research in English in the broader public consciousness. Such

organisations include the Ashmolean, Chawton House, Shakespeare's Globe and the RSC, the Maritime Museum at Greenwich, the Royal Literary Fund, the Watts Gallery. McGirr and Hawley's work at Chawton House has grown into the international and interdisciplinary network, Research into Amateur Performance and Private Theatricals (<http://rappt.org/researchers>) with partners in the US, Norway, Australia and Canada, as well as numerous national partners.

Amongst individuals the recent work of **Shapcott** involves a striking range of collaborations – with poets, musicians, artists, curators, ecologists and medics – and is a beacon for interdisciplinary practice-based research. Motion's prolific work with non-HEIs is detailed in his case study. Junior colleagues establish networks and collaborative partnerships with colleagues beyond Royal Holloway through conference organisation and co-editing volumes: over twenty major conferences on innovative themes have been organised by members of the department since 2008, often involving major public lectures. **Editing** by individuals, in helping to bring to light the research of others, is always a collaborative practice, a crucial and generous research activity that animates the discipline. Colleagues are involved in major editorial projects: Hampson for the Cambridge Edition of Joseph Conrad; Fordham for Beckett's Philosophy Notes; John as Editor-in-Chief for the Oxford Bibliographies Online: Victorian Literature; Hawley as Editor of the Norton Critical Edition of *Tristram Shandy*. There is a strong tradition of junior and senior colleagues, within and beyond the Department, working together to co-edit volumes. We are present on numerous Editorial Boards of major journals including *Conradiana*, *Dublin James Joyce Journal*, *James Joyce Quarterly*, *Journal of Victorian Culture*, *Joyce Studies Annual*, *Limit(e) Beckett*, *Modernism/Modernity*, *Shakespeare: Journal of the British Shakespeare Association*, *Symbolism*, *Yeats Annual*.

Other ways of bringing the excellent research of others to light and maintaining the highest standards occur through the work of **reading manuscripts** and of **refereeing articles**. Major publishers who call on our expertise include CUP, OUP, Edinburgh UP, Florida UP, Manchester UP, Toronto UP, U Virginia Press, Ashgate, Blackwells, Bloomsbury, Broadview Press, Continuum, Legenda, Peter Lang, Polity Press, Palgrave, Pickering & Chatto, Voltaire Foundation. Over 50 different international journals benefit from our judgements as referees for articles. Our reputation means we are called on frequently to examine PhDs (over sixty since 2008); to give invited talks (in the hundreds); and deliver keynotes – approximately 35 of these have been given, including the prestigious Romanes Lecture in Oxford (2011).

Advisory Roles on many varieties of panel are another key way of contributing to the discipline. Our expertise is frequently called on for **research assessment**: Hampson is a REF panel member, sits on the AHRC Strategic Review group, and is a peer reviewer for the Council, as are Livesey and Eaglestone. Gould sits on the Promotions Committee for the SAS, the Institutional Review panel for the Institute of Advanced Legal Studies, and the Consultative Panel on Academic Strategy for the British Academy. Our expertise is recognised internationally: Gibson assesses research for the Academy of Finland; Eaglestone for the Marsden Fund in South Africa, and for various European Foundations; Carson advised the REED project (the Records of Early English Drama) an international project based in Canada. Approximately 30 different **appointment panels** from around the world, for Professors or Readers have benefited from the Department's expertise. An equivalent of such assessment in the Creative field, is the **judging of prizes**; colleagues such as Shapcott, Motion, Hampson and Markovits are richly represented on such panels - including the Mann-Booker Prize, the Forward Prize, the Cholmondley Awards, the Somerset Maugham award, the Whitbread Prize, the National poetry Competition, the Ted Hughes award, and the Aldeburgh First Collection Prize.