

Institution: **University of Edinburgh**

Unit of Assessment: **UOA27 English Language and Literature**

## **1. Unit context and structure, research and impact strategy**

### **1.1 Context**

English Literature at Edinburgh is a community of 49 researchers, dedicated to exploring the historical richness and global diversity of Anglophone literature, and to enhancing the contribution of literature to creating, challenging and sustaining cultural life, histories and identities. Over the REF period, a combination of 17 outstanding new appointments, a more than doubling of our research income (to £3.9m), a two-fold increase in PGR completion, and a £15m investment in our estate have fostered major expansions in our research activities, underpinning a thriving research environment. Strategic growth has enabled us to deepen our long-standing strengths in literary history, from the later Middle Ages to the present day, and to broaden our increasingly global research, building clusters of expertise in Black Studies, Digital and Environmental Humanities.

Based in the multidisciplinary School of Literatures, Languages and Cultures (LLC), English Literature benefits from active interdisciplinary collaborations across the College of Arts, Humanities and Social Sciences (CAHSS), notably through the Institute for Advanced Studies in the Humanities (IASH); and via the newly established Edinburgh Futures Institute (EFI), a £140m University investment to harness the social and cultural benefits of digital and data-driven innovation.

### **1.2. Research Strategy**

Our research strategy is founded on three key priorities:

- *To extend and build on our deep disciplinary foundations in literary history and interpretation, by embracing the possibilities opened by new technologies and the perspectives created by new global challenges.*

This strategy has both driven and benefited from significant growth across all the research areas of the UOA. We have made 17 new strategic appointments, at career levels from ECR to Chair, increasing staff numbers by 25% since 2014 to 46.7 FTE. This has enabled us to extend the geographical and historical reach of our research and supported key expansions in major fields such as Digital and Environmental Humanities. The university has invested in the UOA with our re-location to a building purpose-renovated at a cost of £15m. This material growth has catalysed our expansion into new areas and approaches, powering our national and international impact activity.

- *To promote and extend our active engagement with organisations and communities beyond the academy, working with literature in projects that support cultural heritage, identity and participation.*

Our research has led projects in support of displaced communities in the Marshall Islands, with young people suffering the effects of conflict and inequality in Ukraine and India, and on the history of slavery-abolition in the US and the UK, as well as collaborations with a range of heritage and educational organisations across the UK (see Section 4.2). Our impact projects have been supported by funding from bodies including AHRC, GCRF, and ESRC with a total value of over £1.5m.

- *To support both our established and early career colleagues to achieve ambitious research aims and develop rewarding careers in a productive research environment.*

Our initiatives to support and invest in our staff have reinforced the buoyancy and sustainability of the UOA as a whole (see Section 2). This has resulted in the publication of over 50 scholarly and creative monographs, editions and collections, from colleagues across all career levels, with leading presses including CUP, OUP, EUP, Palgrave, Routledge and Bloodaxe. Our PGR completions have more than doubled, rising from 60 to 127 in the period, and our researchers have won external funding of £3.9m (REF 2014: £1.8m), sharing in collaborative grants with a total value of over £9m.

### 1.3 Research Strands

Over the REF period, we have expanded our research into dynamic interdisciplinary approaches that interact with crucial issues and challenges of the contemporary world. We support our researchers' innovative work in these new areas, while continuing to lead the core practices of literary history and interpretation that can bring the distinctive disciplinary perspectives of English Literature to new fields.

**a) *Literary History and Interpretation.*** Our fundamental disciplinary practice continues to open new insights and perspectives across the field of Anglophone literature. Significant monographs testify to the range and depth of our interventions: Walker's revealing first biography of Tudor playwright John Heywood demonstrates the vital role of comedy and sociability in political and social life across four tumultuous reigns, while Stevenson's *Reading the Times* charts an innovative exploration of twentieth-century fiction in relation to time and history. Loxley uncovers new evidence vividly revealing the dramatist's daily life and celebrity in *Ben Jonson's Walk to Scotland*; in *The Testimony of Sense*, Milnes establishes the significant contribution of the literary essay to Enlightenment philosophy; and Vaninskaya reassesses the imagined worlds of Tolkien and early fantasy fiction in *Fantasies of Time and Death*. Lawrie's ECR monograph *The Beginnings of University English* examines the development of the academic discipline itself.

Literary interpretation also drives our work in many new areas that bring the discipline's analytical insights to bear on contemporary social and political issues. Thomson's essays re-define the contribution of Scottish literature to shaping national identity in the context of devolution and referendum. Jones brings new LGBT perspectives to contemporary Scottish literature, while Bateman makes a significant intervention in queer theory in relation to modernist writing in *The Modernist Art of Queer Survival*. Literary analysis underlies the emerging interdisciplinary field of the Economic Humanities, which explores the rhetorical, imaginative and narrative dimensions of economic theory and practice. Crosthwaite, a leading presence in this area, has published the foundational *The Market Logics of Contemporary Fiction*, while recent

ECR appointment Kessous explores contemporary literature's imaginative engagement with the impact of economic change. Our creative writers share the same disciplinary roots. Their award-winning poetry collections (Gamble, *What Planet*), contemporary novels with historic roots (Jamieson, *macCloud Falls*), and socially-engaged theatre (Overend, *The Majority*) all grow from an active engagement with and transformation of the practices of literary history and interpretation.

**b) Digital Humanities.** A central strategy across this period has been to open literary studies to an expanding diversity of new research methodologies. As outlined in 2014, one key area has been the Digital Humanities. Recognising the far-reaching possibilities that digital technologies are opening for literary study, as well as their crucial and transformative effects on society and culture, we have significantly strengthened our active participation in this field. Following digital initiatives underway in REF 2014, we decided to draw in not only scholars who use digital resources for literary research, but also those who work on the digital processes themselves, developing tools and opening new intellectual horizons for literary research.

To this end we appointed three new colleagues engaged in digital research influential across the Arts and Humanities, while contributing creatively to English Literature. Lang (appointed 2014) brings broad digital expertise, actively supporting researchers within and beyond English Literature. From research on literary modernism of the Commonwealth, she developed innovative methodological work on GIS mapping and literary landscapes. Alex (appointed 2018) works extensively in text mining; she is one of the core developers of the *Edinburgh Geoparser*, a textual place-name tool now made openly available to the research community. Alex had already forged collaborations with digital experts in the UOA. Loxley won two AHRC grants (£476.5k + follow-on £161k) to work with colleagues from Informatics, drawing on Alex's text mining and geoparsing tools to create a digital map of Edinburgh's literary cityscape (Impact Case Study 2). New projects on the possibilities of digital mapping intersecting with large-scale data are currently in development.

Research by Terras (appointed 2017), holding a new College Chair of Digital Cultural Heritage, demonstrates how digital technologies can open transformative intellectual possibilities for researchers across the humanities. Terras occupies a central institutional role, bringing English Literature to the core of Digital Humanities at Edinburgh. She was appointed Director of Research at the University's major new Edinburgh Futures Institute (EFI), founded to drive forward the beneficial interaction of data science with society and culture. EFI was established with university investment of £140m, including £58m from the government's City Region Deal (see REF5a), underpinning its civic commitment to working directly with its local and wider communities. Terras is Co-I on EFI's AHRC-funded Creative Informatics partnership (total value £5.7m), which supports the growth of data-driven innovation within Edinburgh's creative industries. She also heads the new Centre for Data, Culture & Society, providing support to data and digital researchers across the College (see Section 3.2). In English Literature, her work has contributed new and influential pathways in Book History and literary study, such as 'Digital Library Futures' and the 'Transkribus' programme for the digital reading of manuscript text (Horizon Impact Award 2020). Having built this strong base of research, we are well set to work at the forefront of this rapidly evolving field over the coming years.

**c) Book History.** As flagged in 2014, *The Centre for the History of the Book* (CHB) has developed as a creative hub for diverse projects and researchers. Under its Director (Mole, appointed September 2013, Chair in Book History 2018), the Centre provides a focus and research-identity for a discipline that is active across the College, with 45 affiliate researchers from the university and beyond. During this REF period its flourishing Masters degree has contributed to growing numbers of book-history based PhD students (12 in the period across English Literature and other disciplines). Significant publications and projects in the area include, in scholarly editing, the historic *Carlyle Letters*, first publication 1970, now drawing towards its final 50th volume (Wild, Inglis); ground-breaking editions of Swinburne and Edward Thomas (O’Gorman); the Edinburgh Stevenson Edition, providing the first modern critical editions of many of R.L. Stevenson’s works (Fielding, Irvine, Thomson, Taylor). Digital Humanities projects are opening new modes of book history: digitally reconstructing, transcribing and publishing the ‘Great Parchment Book’ (Terras); digital preservation and analysis of modernist cultural artefacts (Lang). Notable work in book production and reception includes monographs on the history of the British and Irish book trade (Finkelstein) and the politics of book censorship (Inglis), with new work on the conjunction of literature, typography and graphic design (Leverhulme Fellow Ferris). The vitality of the field is apparent in English Literature collaborations: on graphic novels (with Education), on Edinburgh’s unique medieval manuscripts (with Modern Languages and History), and on literature and design (with Edinburgh College of Art).

**d) Environmental Humanities.** Our work in this area engages with profoundly serious issues of the human relationship with the planet, drawing together literary and scientific approaches. Recognising this field as of increasing concern, not only in English Literature but across many disciplines as well as wider society, we have taken a leading role in building an interdisciplinary network across the university and beyond. Members of the UOA were instrumental in founding the *Edinburgh Environmental Humanities Network* (EEHN) in 2013. EEHN fosters interdisciplinary humanities-led responses to environmental crises and the values underpinning environmental decision-making. Farrier, currently network convener, was a founder member alongside colleagues from the Edinburgh College of Art, Divinity and Geosciences. His monographs on the Anthropocene and deep time are making significant interventions in shaping the field. Recent appointments have extended research, from Bateman on American contemporary prose-writing and the Anthropocene, to Campbell on Ocean Studies and poetry of the sea, and Overend’s theatre projects on the performance of wildness. This new development of the field complements our established research interests in space, place and geography, as seen in Keown’s GCRF-funded work in the vulnerable environments of the Marshall Islands and Fielding’s on the geographies and cultural identities of Scotland’s Northern Isles. The EEHN encourages cross-fertilisation and interdisciplinary contact, seen through its poetry event, Island Futures, which brought together poets working with Keown and Fielding; its monthly reading group; and its engagement with 10 international visiting fellows during the period.

**e) Black Studies.** The strategic chair appointment of Bernier, already an established leader in the field, has enabled us to initiate a significant strand of research in interdisciplinary Black Studies. While the Black Atlantic has long been part of our teaching provision, an important objective for us is to increase the diversity and inclusivity of our research activity and to support the distinctive contribution that research in our UOA can make to contemporary debates about identity, diversity and oppression. Bernier’s ground-breaking monographs on Black American and British artists and writers have shone new light on the historical, literary and visual heritage

of slavery. Working with institutions and community bodies in the US and in Scotland, she has also had striking success in bringing to international public prominence the influence and legacy of African American freedom fighters, most notably the family of Frederick Douglass (National Humanities Center Fellowship £34k, AHRC Leadership grant £202k, Leverhulme Major Research Fellowship £152k). Public events and an international touring exhibition (over 34,000 visitors in Edinburgh and the USA) promoted recognition and understanding of Black liberation movements, and literary and cultural traditions, on both sides of the Atlantic (see Impact Case Studies). Leverhulme Fellow Murray extended this work with an ECR monograph vividly recovering the widely-attended speaking tours of African American abolitionists in Victorian Britain. This is an important growth area for the UOA, as we look towards furthering diverse and multidisciplinary research collaborations across the College.

The expansive range of our research activity demonstrates the success of our strategy to promote new interactions between our researchers that, while rooted in practices of literary interpretation, cut across both established groupings in literary study and disciplinary boundaries.

#### 1.4 Impact Strategy

Our impact and research strategies are closely intertwined. Much literary research, especially in our newer areas, inherently engages with challenges and concerns shared by wider society, and we recognise the special position of literature to contribute beyond the university in the areas of cultural heritage, identity and social inclusion. We have supported our researchers towards imaginative and far-reaching pathways to impact in these areas by three main strategies:

➤ *Building partnerships with educational, heritage and theatre organisations.*

Supported by our KE team, we have established partnerships with organisations ranging from the Shetland Museum to the National Gallery of Art in Washington, D.C; from the Edinburgh Museum of Childhood to English Heritage; from Rage Productions, Mumbai to the National Theatre of Scotland.

➤ *Training in public engagement and grant applications.*

Workshops and advice on KE and application-writing have supported 50% of our staff, across all career stages, to establish KE and Impact projects (see Section 2.1 c).

➤ *Seedcorn funding to enable smaller and initiate larger projects.*

Internal funding for pathways to impact, amounting to £119k, has supported projects by 13 colleagues, which collectively generated £2m external funding.

The fruits of this strategy are evident in our selected impact case studies, collectively supported by external grant awards of over £1m, which have arisen from work in the **Digital Humanities** (Loxley, Alex and Anderson), **Economic Humanities** (Crosthwaite), interdisciplinary **Black Studies** (Bernier and Taylor), and creative theatre projects engaging issues of conflict and inequality (McCartney). These, with our other large-scale KEI projects, are strikingly varied, yet all focus on literature's enabling role in heritage and in the empowerment of vulnerable individuals and communities. The *LitLong* project (Loxley, Alex and Anderson) used new digital methods to map Edinburgh's rich literary cityscape. Its innovative interactive technology has

been adopted by the UNESCO City of Literature and the Edinburgh Book Festival, generating public engagement with literary heritage. McCartney's *Sewing Society Together* used theatre to empower deprived or traumatised young people in Russia, Ukraine and India. In *Our Bondage and Our Freedom*, Bernier and Taylor worked with national foundations in the USA and Edinburgh to restore to public understanding a little-known chapter of African American heritage on both sides of the Atlantic. Crosthwaite's *Showing Us the Money* partnered with galleries, museums, libraries, schools, education charities and professional bodies to promote public financial literacy. On opposite sides of the globe, *Writing the North* (Shetland/Orkney – Fielding) and *From Displacement to Development* (Marshall Islands – Keown) both focused on historically fragile island communities, fostering community-led arts production and recovery of local literary heritage. Collectively, we have supported impact projects that demonstrate how methodologies inherent to literary studies and the humanities can actively intervene in today's most urgent challenges, as well as enhancing public understanding of moments of cultural change, conflict and crisis.

### 1.5 Open and Ethical Research

Openness and ethical sensitivity are not only important in the conduct of our projects but are the inherent subject of much of our research. The technologies of digital humanities are opening previously unimagined access to new knowledge and forms of literary understanding, as exemplified in our text mining and digital mapping projects. Exploration of the hugely complex implications of the openness brought by the digital revolution permeates both critical and creative research, as seen in work on the mass circulation, preservation and accessibility of texts (Terras), or in fiction exploring the dystopian dangers of secretive biotechnology (Alexander). Our publications in the Environmental Humanities address crucial ethical issues of the human relationship to the planet, while projects in Black and Indigenous Pacific literature work to address ethical issues of historic oppression and contemporary identity.

The increasing social engagement and global reach of our projects demands active ethical oversight. All our research projects are assessed through a College ethics-approval process, to ensure they meet the highest standards. This has enabled secure risk-assessment for both researchers and those with whom they interact, in work involving issues such as international child-protection arising from projects in Russia and India (McCartney) and the Pacific (Keown), and accession of terrorist material for work on censorship (Inglis).

Our Open Research Strategy welcomes and supports the national drive to make research freely available to as wide a range of audiences as possible; we have achieved 100% OA compliance for REF 2021, exceeding requirements in some areas. Yet we also recognise the particular challenges of Open Access publication for our discipline, especially as regards monographs and creative outputs. We are actively contributing to the debate, with Terras, Chair of the College Library Committee and a governor of the National Library of Scotland (NLS), publishing significant interventions in the complex area of digital accessibility.

## 1.6 Future Strategy

Over the next REF period we aim:

- To decolonize our research agenda, through making targeted appointments in global Anglophone literatures, with a view to diversifying our staff profile, collaborating more extensively with researchers in area studies across LLC (e.g. Latin America and Asia), and bidding for further GCRF funding to support global research. Our work in this field will centre on our existing expertise in **Environmental Humanities**, with a focus on environment, cultural resilience and climate crisis; and **Black Studies**, with a focus on racial justice and legacies of empire.
- To make a step-change in our work in **literary history and interpretation** and **Book History** through greater integration of our work in **Digital Humanities** within both areas. Our target is for 25% of our staff to engage with Digital Humanities methods and theories in their research. We will expand on our expertise in text mining through collaborations with at least five other schools in CAHSS.
- To strengthen our engagement with civic and regional organisations through the platform provided by EFI and through it, the City Deal, and to contribute to post-pandemic regeneration in the cultural sector in Edinburgh and beyond; to draw on our research to contribute historical and cultural perspectives to crucial political debates about the future of Scotland.

## 2. People

Our community has expanded from 41 (38.5 FTE) at REF 2014 to 49 researchers (46.7 FTE). Since 2014, we have made 17 appointments, to strengthen existing areas of excellence and enable new initiatives. One priority has been to ensure vitality across all career stages, enabling a robust and mutually supportive research community. New appointments have invigorated and balanced our profile: currently we have eight chairs, 25 Senior Lecturers/Readers, nine Lecturers and seven Teaching-and-Research / Postdoctoral Fellows. By gender, the department divides 24/25 (M/F), with equal numbers (4/4) at professorial level. This profile enables us to plan for future developments while enabling effective targeted support for research mentoring and collaboration.

### 2.1 Staff Development

Support for our researchers is based in the three principles of the **Researcher Development Concordat**:

**a) Employment.** Our support for those **entering the profession** begins before recruitment. In the current pressured climate, with the proliferation in the HE sector of short-term teaching-only posts, our UOA has committed to offer our fixed-term Fellowship positions as ECR Research-and-Teaching contracts (30% research), to enable colleagues entering the profession to establish themselves as independent researchers. The UOA aims to ensure these contracts are

genuinely developmental for junior colleagues' research careers by avoiding a proliferation of very short (e.g. single-semester) posts. Our standard practice is to appoint to three-year positions; our first such ECR post-holder has left to take up an open-ended university lecturer position. During the period we have hosted one BA and two Leverhulme postdoctoral fellows, and appointed two Chancellor's Fellows (5-year tenure-track fellowships focused on cutting-edge research).

All staff are given comprehensive **guidance and support** for their research, through mentoring and regular reviews. New appointees are assigned a mentor, an experienced member of staff in a specialism close to their own, who can help them to integrate into the research culture of the UOA. All staff benefit from an annual Research Review with a senior researcher, enabling targeted discussion of current and future research projects, and longer-term research ambitions. These reviews explore career priorities and emerging projects, addressing all aspects of research including publication, public engagement, KE and impact plans, funding applications, and development and training needs. Records of Research Reviews are shared with the School Research Office which can use early notice of embryonic projects to engage with individuals on opportunities for research funding, or to facilitate engagement with the KE and Impact team in the Edinburgh Research Office. For example, following a first annual Research Review in July 2020 and School Research Office guidance, two of our fixed-term ECR Fellows won a £8350 workshop award from the Royal Society of Edinburgh (RSE).

Staff have generous **time allocated for research**. The School Workload Allocation Model ensures equitable allocation of teaching and administration, building in 40% research time for those in open-ended research-and-teaching roles. This is protected in an Annual Review, overseen by the Head of Department, where research is discussed within the pattern of overall responsibilities, allowing any imbalance between teaching and research time to be addressed. All staff are entitled to apply for one semester's research leave after six semesters worked. This policy has supported and enabled many of our most original and significant monographs, and all eligible colleagues have benefited from such leave during the REF period. Periods of parental and sick leave count towards the semesters worked, supporting research continuity. To enable the most effective use of research leave, all applicants, in consultation with their departmental Research Director, propose a research plan before taking leave, and submit a concluding report afterwards, which is forwarded to the next Research Review. This system of oversight enables flexibility, helping staff to take research leave at points which will most benefit their developing projects. Research leave has, on occasion, been advanced, delayed or split, to suit the nature of the project, publishers' deadlines, collaborations or staff circumstances. Advanced leave has, for example, enabled the timely publication of monographs (e.g. Vaninskaya on *Modern Fantasy*), and supported colleagues returning from sick or parental leave to successfully re-engage with interrupted projects.

All research staff have access to a **range of funds** to support their research. This includes a generous School Research Fund for conference attendance, research trips, and publication expenses (upper limit £1000 p.a.). A discretionary fund can supplement the allowance where the project, or individual circumstances such as caring responsibilities or disability, demand. Opportunities for seedcorn funding are also available through a variety of schemes. The College's Challenge Investment Fund for interdisciplinary initiatives supported Vaninskaya's *Scotland and Russia: Cultural Encounters*, and Taxidou's *Democracy, Violence and Theatre*.

The success of these inclusive support systems is apparent in our research productivity: the period has seen the publication of over 50 books and 230 peer-reviewed articles and chapters.

**b) Culture and Environment.** We have developed **transparent and inclusive** research management systems. Research support across the UOA is overseen by the School Research Office, whose team has significantly expanded since 2014 from one dedicated administrator to three, enhancing capacity to offer guidance and support across the lifetime of research projects. The office works closely with the School Research Committee, bringing together knowledge, support and management of the UOA research community, while also channelling the wider university research strategies, policies and support. Individuals have ready access to both Research Office guidance and the Committee (the Chair holding regular open office hours). This structure promotes shared understanding across the UOA of the institutional support for research and impact, while also helping individual researchers to recognise the contribution of their own projects to the wider research culture of the College.

We promote a strong culture of **research interaction**. A programme of research seminars and events runs throughout the year, where staff and visiting speakers – often research colleagues of staff members – share insights into their current projects. These seminars are open to all staff and PGRs of the department and beyond, encouraging a cross-fertilisation of research interests. Most recently, a colloquium has brought together staff and students with an interest in life-writing, including those involved in the James Tait Black Prize in biography (see Section 4.2), to facilitate an ongoing research group. ECR and postdoctoral fellows participate actively in such events, being encouraged to offer papers, suggest speakers, or set up new seminar strands (e.g. Leverhulme Fellow Ferris's interdisciplinary forum *Radical Notations*, exploring the relationships between literature, technology and design). The seminars, Research Reviews and ECR mentors all help our researchers to engage with colleagues, supporting them into the research culture and networks of the UOA.

**c) Professional and Career development.** We encourage all researchers to **refresh and extend their skills** through workshops, courses and programmes offered to promote research careers. From School provision, our new and ECR colleagues have attended Funding Landscape Overview events, while colleagues taking first steps into funded research have attended sessions on Small Grant Funding, and staff from all grades have taken advantage of Writing Retreats. Attending Funding Landscape and Writing Retreats led, for example, to Overend's £10k RSE workshop grant for *Performing Wild Geographies*, and helped Bateman develop a Leverhulme Fellowship application for *LGBT lives in Climate Fiction*. Opportunities for further career stages include a College Mid-Career Fellowship programme (McCartney, Milnes, Mole: all leading to submitted or in-development large grant applications to AHRC); and a competitive university Strategic Leadership in Research scheme (Crosthwaite). These initiatives provide staff with time outside normal duties to plan and draft grant applications, the second supported by a bespoke programme of guidance with expert advisors and mentors.

We provide extensive support for staff to enhance their skills and activity in **public engagement and impact**. Staff regularly share experiences of successful practice, both through one-to-one mentoring and via 'showcase' events (e.g. Walker's work with heritage organisations on site-specific performance of early drama, and Crosthwaite's on raising public financial literacy in the interdisciplinary *History of Financial Advice*). The Edinburgh Research Office (ERO) provides

individual advice, workshops and networking opportunities, with the KE and Impact team offering expert guidance and support through the life of a project. Impact-funding is available to enable smaller projects: grants from School and College funds have resulted in successful public projects such as Dunnigan's exhibition of Scottish Children's Literature, Mole's curation of an exhibition for the Wordsworth Trust and Thomas and Thomson's public seminar programme *From Renaissance to Referendum* (see Section 4.2). Our support strategies have resulted in over 50% of our staff, from ECR to Chair, actively interacting with external organisations in knowledge exchange and public engagement.

ECRs gradually take on active roles in **research leadership**, acting initially as Assistant and then as Principal Supervisors of PhD students, as organisers of research seminars, or working with colleagues in research and public engagement activities. ECRs have played significant roles in departmental initiatives such as *Scottish Writers in the Nineteenth Century* (SWINC), the annual *Spy Week*, and the judging of the long-established James Tait Black Fiction, Biography and Drama prizes (JTB) (for all, see Section 4), as well as the Centre for the History of the Book and the *Carlyle Letters*.

Research and impact achievement is a key element in **career progression** for all members of staff. The success of our support is reflected in the pattern of promotions during this REF period. Since 2014, eight staff (M/F 2/6) have been promoted from Lecturer to Senior Lecturer, and three to Reader (M/F 1/2). There have been three internal Chair promotions (M/F 1/2).

## 2.2 Research students

The UOA has a flourishing research postgraduate community, with an average of 100 current enrolments on PhD programmes across the period. Our recruitment has increased significantly, with 116 new PhD enrolments 2014-20 (REF 2014: 76). Successful completions have more than doubled to 127 (REF 2014: 60).

**a) Supervision.** Working with the supervision programme introduced by the Scottish Graduate School for Arts and Humanities (SGSAH), we have established systems to promote supportive and stimulating research relationships for all PhD students, between the students and staff of the UOA and within the PGR community. All PGRs have at least two supervisors, with the breadth of scholarly expertise within and beyond the UOA enabling us to support many interdisciplinary projects. Colleagues continue supervision during research leave, ensuring continuity and stability. Supervisory meetings are recorded online, allowing students and supervisors to share oversight and monitoring of research progress. In an annual review, students submit sample work to a panel of supervisors and external readers, where reflective reports on progress are shared, and future plans agreed. We have instituted an additional first semester review for first year PhD students to ensure timely and focused development in their projects' crucial early phases.

**b) Career Development.** Beyond individual supervision, we offer an active programme of research and career training. New PhDs attend a Research Methods course focused primarily on developing effective research strategies through engaging with Edinburgh's extensive range of material and electronic resources. This is followed by a series of focused workshops that explore key topics in research and research careers: from presenting at conferences and using

blogs and social media, to applying for research grants and carrying out public engagement and impact activity. Training is supplemented by workshops on the challenges of doctoral research, mapped to the four domains of the Vitae *Researcher Development Framework* (RDF), that are offered by the University's Institute for Academic Development (IAD). Our internal programme is designed to complement the wider training opportunities offered by SGSAH. These have greatly benefited our students, who have profited particularly from the week-long annual Summer School (held virtually in 2020) and internship scheme. Our students have attended such events as the Heritage Careers Day and have especially praised student-organised events: examples include setting up, completing and presenting on a Writer-in-Residence internship, and attending workshops on 'Researching Trauma in the Arts and Humanities' and 'Hosting successful online events: adapting to Covid and the climate crisis'.

As they progress, PGRs are actively encouraged to present conference papers, to share their work with specialist audiences and build their profiles. Self-funded students presenting papers may apply to the School for funding of up to £500 each year to cover expenses. All second and third year PGRs are offered the opportunity to teach first/second year undergraduate tutorials, on satisfactory completion of our training programme which involves mentoring, observing- and observed-teaching, tutorial design and an interview. Teaching is offered primarily for career development, limited to two hours per week in one semester per year so as to protect research time. In the interests of fair employment this is formalized via Student Experience contracts and pegged to official pay-scales.

**c) Community:** Our research seminars offer a welcoming forum for staff and PGRs to interact as peers, and students and staff regularly share in reading groups and activities open to the research community at large. Students work with staff organising conferences (e.g. Jones' 'Scottish Women's Fiction Symposium'), while grant capture within the UOA has provided opportunities for PGRs to work on staff research projects. For example, students have played key roles in a number of public engagement and impact projects, gathering evidence for Crosthwaite's *Show Me the Money* and *History of Financial Advice*, and contributing directly to research publication and curation of the exhibition run by Dunnigan's SELCIE (Scotland's Early Literature for Children Initiative) at the Edinburgh Museum of Childhood.

Our PGRs have independently developed a vibrant community themselves, providing impressive mutual support for research, professional development and well-being. They run regular Work in Progress sessions for students to present research and receive feedback – primarily from peers, with invited staff attendance. They support each other's writing through peer-reading schemes, and are active in founding and running various research groups (e.g. Talking Masculinity; Fantasy and Folklore; Connecting Memories). Some run associated conferences and seminars, such as the Late Antique and Medieval Postgraduates Society (LAMPS), the interdisciplinary Edinburgh Early-Modern Network, and the Edinburgh Nineteenth-Century Seminars funded by the University's Student-Led Initiative Fund. Student organisation of online events has flourished under Covid-related travel-restrictions. PGRs work to edit, design and contribute to the online open-access postgraduate journal of culture and the arts, *Forum*, acquiring key skills for future work in the profession or beyond.

We seek for our students to become excellent, independent and professional researchers, prepared for **careers in academia and beyond**. Recent PhD graduates have won lectureships

at the universities of Aberdeen, Bath Spa, Birkbeck, Birmingham, Exeter, Glasgow, Napier and Nottingham; as well as Fudan (Shanghai), Groningen (Netherlands), Linnaeus (Sweden), Siedlce (Poland) and Stuttgart (Germany). Others have gone on to postdoctoral positions at Columbia, Cyprus, Freiburg, Leuven and Oxford; published monographs with Palgrave, EUP, CUP, Routledge, and Liverpool UP; and won essay, novel and poetry prizes for work arising from their PhDs. Postdoctoral Fellowships offered by the University's Institute for Advanced Studies in the Humanities have given a number of our PGRs a first career stepping-stone, including one of our current ECR Teaching-and-Research Fellows. Our doctoral students have also gone on to success in a wide range of fields beyond the university, carrying the insights and skills of the discipline into wider society. Examples include roles as Literature Officer with Creative Scotland, Headteacher of an independent girls' school, Writer-in-Residence at Krakow City of Literature, Policy Officer at Citizens Advice Scotland, Learning Officer at York Minster, and adult-learning Programme Coordinator in the Royal Household.

### 2.3 Equality and Diversity

Since 2014, we have consolidated and enhanced our long-standing commitment to equality, diversity and inclusion. Our approach to EDI is informed by our extensive research on issues affecting equality and inclusion, including gender and queer studies (Bateman, Bernstein, Jones), interdisciplinary Black Studies (Bernier, Taylor, Murray), post-colonial writing (Keown), with refugees (Farrier, McCartney), and working-class literature (Kelly). Bernier, an expert in interdisciplinary Black Studies, was appointed as LLC's first **People and Equalities Director**, developing a School-wide action plan to promote and embed equality, diversity and inclusion practices and principles, and running workshops on EDI issues.

In 2017 the School won an Athena Swan Bronze award, which has driven our work on gender equality. The UOA has maintained a positive staff gender-balance: 25 of our 49 staff are female, with equal numbers of men and women (4/4) at professorial level. Those involved in appointment interviews, and Annual and Research Reviews, are EDI-trained, ensuring awareness remains live throughout our research management. We are committed to increasing the ethnic diversity of staff, and our planned expansion in Black and global literary studies will offer an excellent opportunity to achieve this.

Our **development and support processes** apply equally for all researchers. We recognise research development as a particular issue for post-doctoral fixed-term staff, taking their first steps into an academic career. Following our commitment to help them remain research-active, all colleagues currently on Teaching-and-Research Fellowships have been successful in having new work published or accepted for publication within a year of appointment. Part-time staff are actively supported towards promotion: of our staff on open-ended contracts, six of the eight currently part-time are in promoted positions. Researchers with young families or caring responsibilities, or suffering ill-health, have benefited from moving to flexible or part-time working patterns, returning to full-time if circumstances change, while part-time working has enabled those nearing retirement to continue research careers for longer. Staff experiencing or returning from a period of ill-health are advised by Occupational Health on support strategies, such as an agreed phased return, or adapted timetabling. In all, nine colleagues have benefited from such adjustments. Research seminars are scheduled within working hours to facilitate participation by those with caring commitments.

All staff are actively urged to take their full annual leave, and the School has been proactive in offering individual support for those, especially carers, affected by the pandemic. The university promotes a variety of initiatives on mental health, exercise and occupational health, including mindfulness courses, cycling and walking groups, and mandatory training and risk-assessment for computer use. In support of our researchers, members of the UOA are welcomed by a variety of active University groups such as the Staff Pride (LGBT+) Network (Stonewall Scotland Network of the Year 2018), Disabled Staff Network and Race Equality Network.

This inclusive approach has underpinned work on our **REF submission**. All staff involved in the double-review and selection of outputs completed EDI and Unconscious Bias training, and full account was taken of special circumstances affecting staff-productivity. An independent School oversight group reviewed the UOA selection to consider issues of distribution or inclusion by career stage or gender. Our submitted outputs demonstrate the balance of our selection: female colleagues produced 49% of submitted outputs (and make up 49% of submitting staff), 30% are by ECR and Grade 8 authors (34% of staff), and 70% of all staff submitted 2 or more outputs. This is testament to how our inclusive research support has enabled staff to flourish across career stage and gender.

### 3. Income, infrastructure and facilities

#### 3.1 Income

In this REF period, our **research income has more than doubled** to £3.9m, deriving from project grants with a total value of over £9m (REF 2014: £1.8m / £2.6m). Our programme of support for colleagues seeking funding has led to over 40% of our research staff holding grants during the period, with funding success reflected across genders (grant holders 50:50 M:F) and all career stages (grant holders 25% ECR, 50% MCR). We have responded to the shift in the funding landscape towards collaborative and interdisciplinary projects with strong impact components: over 60% of successful grant applications were for projects of this kind (REF 2014: 16%).

Standout funding successes include Loxley's projects on the digital preservation and mapping of textual archives (£686k from AHRC and RSE); Bernier's exploration and promotion of the literary and cultural legacy of African American freedom fighters (£388k from US National Humanities Center, AHRC and Leverhulme); Keown's contribution to cultural and arts education in the context of population displacement (£377k from GCRF, ESRC and AHRC); and Taylor's project on Ezra Pound's *Cantos* (£308k from Leverhulme). Digital Humanities have been a particular growth area, with £542k flowing to the UOA from projects by Alex, Lang, Loxley and Terras, from grants totalling £7m. Walker's Leverhulme Major Research Fellowship (£96k), Milnes' BA mid-career fellowship (£80k), and Farrier's Leverhulme International Academic Fellowship all led to ground-breaking monographs, with Tierney-Hines's Leverhulme Research Fellowship (£27k) underway. Over the period we have hosted a BA and two Leverhulme Postdoctoral Fellows, in May 2020 we won two Marie Curie fellowships (coastal history and reimagining romantic drama), and in July a Leverhulme ECF (African American visual culture), to start September 2020.

Increasingly **diverse areas of research methodology** across the UOA are winning external funding, from foundational textual editing (*Carlyle Letters*, BA £36.5k; Fielding, Stevenson edition, MHRA £23k), to performances (Overend, RSE £10k), to new methods in digital humanities (Lang, BA £15k). A growing number of funded projects are collaborative across disciplines. Colleagues work, for example, with researchers from Education (Keown, Marshall Islands), Informatics (Loxley, *LitLong*), Economic History (Crosthwaite, *History of Financial Advice*), Astronomy (Malpas, *Social Dimensions of Outer Space*), and Education, Design Informatics and Biology (McKie, EFI-funded projects on speculative narratives). Vaninskaya is a Co-I on the *History and Games Lab*, exploring games as a medium for the public understanding of history.

Colleagues build on smaller funding applications to progress to larger projects (e.g. Taylor £3.7k from BA (2012), £308k from Leverhulme (2016); Crosthwaite £5.5k share of £87k (2013), £71k of £362k from AHRC, as Co-I (2016); now drafting £350k AHRC application as PI through Strategic Leadership in Research Scheme). Internal impact funding of £119k has supported 13 colleagues towards projects which collectively raised £2m external funding. Our larger funded projects are all generating significant impact, or important resources for future literary research. For many, this has been recognised by attracting repeated funding: small workshop or network grants leading to major awards, and follow-on funding supporting impact activities (Keown, Loxley, Bernier). Projects from REF2014 have also attracted follow-on grants in this period, resulting in impact and influential outputs (Fielding, *Writing the North*; Loxley, *Ben Jonson's Walk*. See Section 4.2).

Funding has been won from the AHRC, ESRC and GCRF, Leverhulme, BA, Carnegie Trust and RSE, along with the National Humanities Center, the MHRA, and from other universities, as well as smaller or more specialized organisations, such as the Great Britain Sasakawa Foundation, and the Research Society for Victorian Periodicals. This spread of funding sources reflects the UOA's deliberate strategy of diversification in order to target best-fit funders and schemes across our projects.

Tailored systems **support our researchers in generating research income**. The School Research Office circulates regular updates on funding opportunities, matching staff to schemes, and provides guidance and support for applications. A 'Critical Friends' scheme for applications operates in the School (UOA colleagues participating as both applicants and mentors), and a dedicated panel of senior researchers peer-reviews all mid-size and large grant applications. This support is complemented by the University-level Edinburgh Research Office, which offers specialised advice on schemes such as GCRF and European Research Council. Research staff have benefited from a range of programmes to build skills and confidence in winning and leading larger grants (see Section 2.1 c). Assisted by this suite of support, colleagues have won 45 external awards over the period.

### 3.2 Infrastructure and facilities

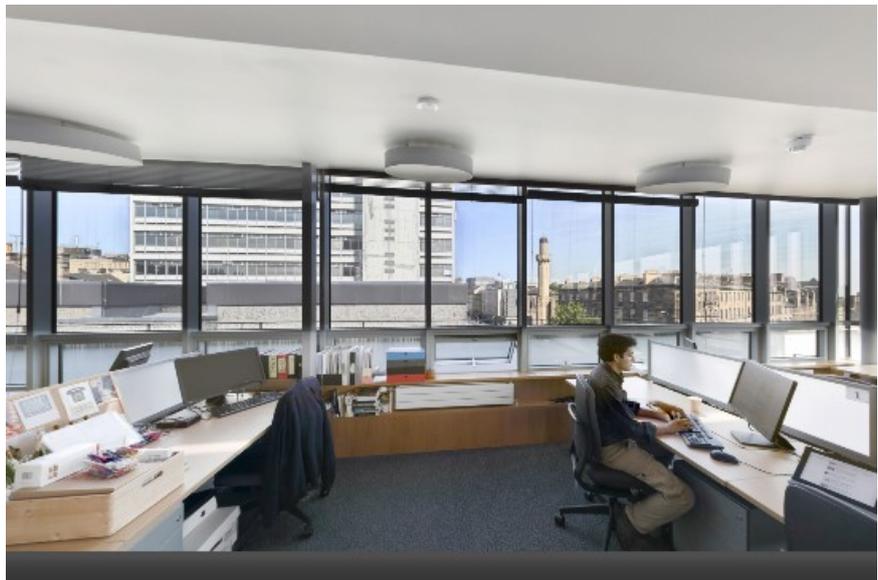
In 2014 the UOA came together from its scattered accommodation to join the School in a **new home at the centre of the College estate**. Undertaken at a cost of £15 million, the successful renovation of 50 George Square, already an outstanding listed example of 1960s Scottish Modernism, has been recognised in multiple awards, including a Scottish Design Award and a

Civic Trust Award. The building offers individual offices for research staff, generous areas for small-group social and working interaction, and impressive large-scale project and lecture spaces.

50 George Square, Edinburgh



PGR Study Suite

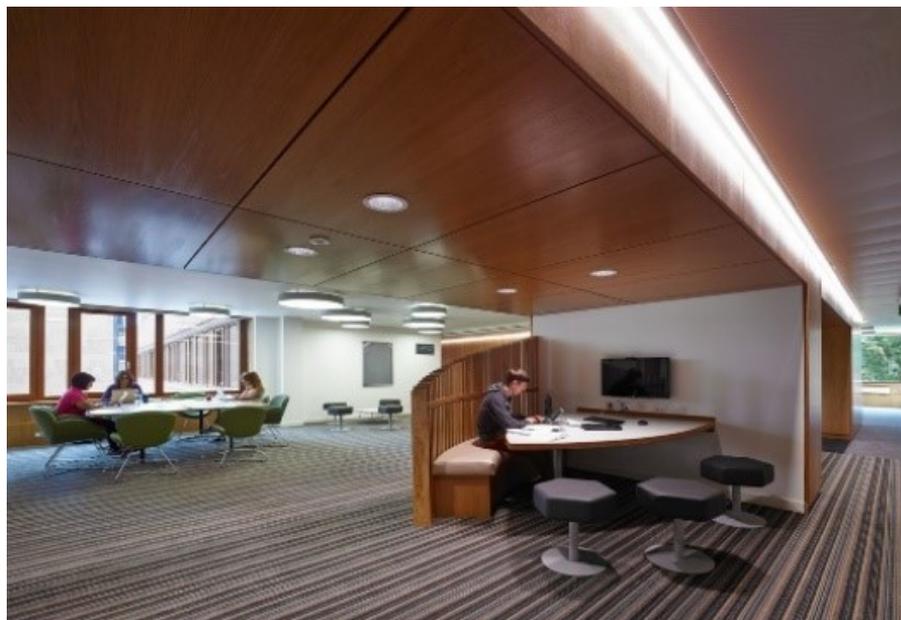


All areas are equipped with computing, internet and advanced AV facilities, supported by technical staff within the School. A dedicated suite for PGRs enables them to develop their own community, while sharing research facilities alongside staff. Unlike many areas of our previous accommodation, the whole building and its facilities are fully accessible and designed to foster equality and diversity.

The move has undoubtedly contributed to research productivity by providing individuals with private working space and immediate access to the university's online research resources, while encouraging informal interaction between researchers, including PhD students, leading to shared understanding and collaboration between colleagues. The newly designed circular Project Room provides a striking space for larger research seminars, conferences and impact activities (including, for example, a series of 'impact showcase' events highlighting outstanding impact activity).



The Project Room



Small-group collaborative workspace

A lecture theatre seating almost 300 hosts major public lectures and events, including the UOA's annual Susan Manning Memorial Lecture, with speakers including Janice Galloway, Professor Dame Hermione Lee, Professor David Bromwich and Professor Caryl Phillips. Artefacts (such as three-dimensional text objects and wall-display panels) produced for previous research projects, including *Shakespeare in Scottish Collections* and the department's 250th anniversary celebration, have been incorporated into the public areas of the building, allowing it to stand as a physical embodiment of our research culture.

The university has invested significantly in infrastructure for **Digital Humanities**, both within and beyond the UOA (see Section 1.3). The major new Edinburgh Futures Institute and £5.5m Creative Informatics initiative have opened opportunities for our researchers: six staff from the

UOA are now involved with EFI in research projects (McKie, two interdisciplinary projects on speculative narratives) or in developing postgraduate courses based on their research (in graphic novels, creative writing, digital humanities and economic narratives). In 2019, digital and data-driven research underwent a step-change with the launch of the Centre for Data, Culture and Society. Founded in the context of the City Region Deal, the Centre brings together digital researchers from across the College and facilitates partnerships between academics and Edinburgh cultural organisations. Directed by Terras, managed by Otty (a former member of the UOA) and featuring Lang and Alex as School representatives, it enables cross-disciplinary collaboration and offers support, training and resources. Our researchers are active members of its Digital Cultural Heritage Cluster and have benefited directly from small project grants (e.g. Trill, Lang).

**Interdisciplinary research** in the UOA is further supported by the university's Institute for Advanced Studies in the Humanities (IASH), established for this purpose in 1969. Walker is on the Management Group of IASH, which hosts some 30 national and international fellows each year, bringing in new research perspectives. Fellows, especially those within its institutional theme of Environmental Humanities, are frequently sponsored or mentored from within the UOA, forming stimulating interactions. Farrier and the EEHN have worked with 10 Fellows, Overend and McCartney with a Creative Fellow developing a play on deep time, and one of our new Marie Curie Fellows comes to us following an IASH fellowship.

### 3.3 Scholarly resources

Research in our discipline benefits from Edinburgh's **world class collections**, both within and beyond the university. The university library holds extensive manuscript, print and digital collections, and subscribes widely to online scholarly resources (2m print books, 1.4m e-books and 185k e-journals). Specialist collections include the Centre for Research Collections (CRC), the new Law Library and the religious studies holdings of the long-established New College Library, enabling wide-ranging historical, contemporary and interdisciplinary research. PGRs from our UOA have contributed extensively to the CRC's ongoing development of online cataloguing of its historic holdings, enhancing their own skills while significantly expanding the collection's accessibility for researchers in Edinburgh and beyond. A dedicated subject librarian for English Literature facilitates access to and management of research resources in our discipline, while staff and PGRs can both add to the collections by recommending new items relating to their research.

**Beyond the university**, Scotland's copyright library – the National Library of Scotland – and other Edinburgh-based institutions, including the National Records of Scotland (NRS), the Scottish Poetry Library (SPL) and the Library of Mistakes (LoM, the world's first dedicated public library of financial history) all hold unrivalled collections of original material. Researchers in the UOA not only consult these holdings extensively, but actively enhance how the institutions archive, interpret and present their materials through collaborative projects (e.g. Bernier and Taylor's exhibition with the NLS on Frederick Douglass and his family; Thomson and Thomas's *From Renaissance to Referendum* public seminar series with the SPL; Dunnigan's work with the Museum of Childhood on its archive of early Scottish children's literature; and Crosthwaite's *History of Financial Advice* project with the LoM).

The University's Information Services offer a wide range of support for research data management, hosting and design for websites and multimedia applications. This has provided technical support for many of our most significant research and impact projects, such as the websites for *Writing the North* ([writingthenorth.com](http://writingthenorth.com)) and the Scotland-Russia archive (<https://www.scotland-russia.llc.ed.ac.uk>), and the multimedia digital environments of *The Cantos Project* ([thecantosproject.ed.ac.uk](http://thecantosproject.ed.ac.uk)) and *LitLong* ([litlong.org](http://litlong.org)).

#### 4. Collaboration and contribution to the research base, economy and society

##### 4.1 Research collaborations, networks and partnerships

Since 2014, the UOA has contributed significantly to the increasingly open, collaborative and interdisciplinary research culture in English Studies, at national and international levels. Wide collaboration is a particular strength in our newer research strands, which are by their nature interdisciplinary.

Our researchers in **Digital Humanities**, working across the College with areas such as Informatics, Art and Design, and the Edinburgh Futures Institute, are also active participants in national centres and partnerships. Alex and Terras are Fellows of the UK's national Turing Institute for data science, Alex as Co-Convenor of the Humanities and Data Science interest group. Our researchers contribute to large- and small-scale collaborative, often multinational, projects (Terras, *Oceanic Exchanges* traces historical global-information networks in newspaper repositories; Lang, *The Data-Sitters Club* introduces Digital Humanities textual analysis tools through engagement with young-adult popular fiction). As Head of the Edinburgh Language Technology Group, part of one of Europe's largest communities of natural language processing specialists, Alex collaborates in many publications in the field of text mining. Loxley is Co-I on the AHRC-funded project *Creating a Chronotopic Ground for Mapping of Literary Texts*, run from Lancaster University and involving researchers from several UK universities, the Turing Institute, the British Library and the Wordsworth Trust. Such collaborative projects keep our researchers at the forefront of the digital opportunities that will continue to transform and sustain the discipline.

The **Edinburgh Environmental Humanities Network** partners similar organisations in Australia and Sweden, aiming to develop collaborative work in the Environmental Humanities throughout Scotland, the UK and worldwide. Engagement with the network and its partners underpins Farrier's monograph *Anthropocene Poetics*, as well as the award-winning creative non-fiction *Footprints: In Search of Future Fossils*, referenced in the UN Human Development Report 2020, to which he also contributes an essay. Another network member, Keown, shows the wide collaborative reach of work in this field. With a Co-I from Education, she is PI on a GCRF project in the Marshall Islands, in partnership with the University of the South Pacific, a Marshallese poet and a Hawaiian artist. In the emerging interdisciplinary field of the **Economic Humanities** Crosthwaite has played a leading role, acting as Co-I with colleagues from Manchester and Southampton Universities, on two AHRC-funded projects involving industry, educational and cultural partners. Across the whole UOA, our researchers are expanding into wider collaborations, working in externally funded projects with the universities of Aberystwyth, Brunel,

East Anglia, Lancaster, Manchester, Southampton and UCL, as well as those of Arkangel, Dublin, Duke, Galway, Geneva, Groningen, Madrid, McGill, New York and the South Pacific.

Alongside newer initiatives, we continue to support the broader sustainability and expansion of the discipline in areas in which we have deep-rooted expertise. The Centre for the History of the Book offers doctoral training, and hosts international fellows, while its CILIP-accredited Book History MSc fosters PGR enrolment; SWINC (Scottish Writing in the Nineteenth Century, led by Fielding and Irvine) runs nationwide seminars and workshops, while supporting those involved in collaborative research projects such as *Writing the North*, on the literary heritage of Orkney and Shetland, and Scotland's Early Literature for Children Initiative. The UOA invests in the future of literary research through major **collaborative editing projects**: the New Edinburgh Edition of the Works of Robert Louis Stevenson (Fielding); *The Cantos Project* (Taylor); the publication of literary records and letters in *The Carlyle Letters* (Inglis); *Records of Early Drama: Scotland* (Carpenter); *Victorian Lives and Letters Consortium* (O'Gorman). Staff lead series supporting the newest critical research: Edinburgh Critical Studies in Modernism, Drama and Performance (Taxidou), Edinburgh Critical Studies in Romanticism (Fielding et al.), Edinburgh History of Twentieth-Century Literature in Britain (Stevenson), Engagements in Modern Scottish Culture (Thomson et al.), all with EUP; OUP Oxford Textual Perspectives (Walker); Palgrave Studies in Literature, Culture and Economics (Crosthwaite et al.).

#### 4.2 Impact and Engagement with Society

In commitment to knowledge exchange, public engagement and the promotion of wider impact, our researchers have established direct relationships with a range of external organisations – primarily, though not exclusively, with the creative industries of literature and performance, with the heritage sector, and with schools and educational projects for young people, nationally and internationally.

Beyond our case studies, the UOA's work in fostering **public understanding of literary heritage and its role in cultural identity** is particularly showcased by two projects exploring very different island communities. *Writing the North* (Fielding) inspired engagement with the literature of Orkney and Shetland through an anthology bringing together historic and current writers, lesson packs for schools and a major exhibition at Shetland Museum and Archives, reaching participants aged from eight to 65+. Extending beyond Scotland, the project has acted as a model for preserving and celebrating minority languages and dialects, including through transatlantic connections with Hudson's Bay Company Archives in Manitoba, Canada. *From Displacement to Development* (Keown) has pioneered the use of arts education to build cultural resilience and community-led arts production in the displaced communities of the Marshall Islands, resulting in the publication of the first Marshallese graphic novel, a video performance poem totalling over 125k views worldwide, improved pedagogical approaches in schools and an anthology of poetry by children.

Other significant **KEI and impact projects** within the UOA include:

- Partnership with the Edinburgh Museum of Childhood on Scottish Children's Literature and its continuing, or re-discovered, effects on readers old and young (Dunnigan; 112k visitors over six months).

- The public programme and archive on Scottish-Russian cultural relations (Vaninskaya; events engaging cultural organisations across Scotland and London)
- The annual Spy Week which works with the NLS, Edinburgh Filmhouse and contemporary novelists and scriptwriters to host public events focusing on espionage fiction and film (Cooke and Fielding, 2014-present, attendance over 500 in 2019).

Mole worked with the Wordsworth Trust to curate an exhibition on photographing Wordsworth country (12.5k visitors over four months); Loxley with the heritage industry, including such organisations as English Heritage, Notts County Council and Sutton House (NT) on Ben Jonson's walk from London to Edinburgh; Kelly with the James Connolly Visitor Centre in Belfast, also establishing links with the TUC Education arm and the governments of Cuba and Venezuela in a developing project on *Working Class Classics* (c. 2,000 attendees). Other research projects have involved organisations such as the Scottish Poetry Library and Abbott House in Dunfermline, both as partners and beneficiaries, and as channels through which to reach wider audiences. Some of these projects have already achieved identifiable impact; others are at earlier stages, working along pathways that confirm our future impact vitality.

We embed this commitment to public engagement at all levels: ECR initiatives include Ferris's public event on literature, gender and intelligence work at Bletchley Park (celebrating International Women's Day 2019; 50 attendees), Lawrie's leadership of the popular *How to Read a Novel* MOOC run in conjunction with the Edinburgh International Book Festival (44k enrolled learners, 2017-20) and BA Fellow Thomas's lead role in the *From Renaissance to Referendum* public seminar series with the Scottish Poetry Library (300+ bookings) and the first international conference on Ian Hamilton Finlay. These projects all exemplify the broad participation of colleagues in the experience of devising projects, working with communities beyond the university and developing pathways to impact. This is frequently extended to PGRs, who are often recruited as active partners in projects (e.g. Scottish Children's Literature, *Spy Week*), giving them direct experience in working with external partners and in publication.

For **researchers in theatre**, performance practice and direct engagement with audiences are integral to research. Colleagues have worked in Scotland with the Traverse Theatre, National Theatre of Scotland (NTS), Playwrights Studio Scotland, Tron Theatre, Theatre Hebrides, Birds of Paradise, Stellar Quines, The Arches arts centre and Òran Mór, as well as with the National Theatre of Great Britain (NT), and professional companies in North America, Russia, Ukraine and India. A strong strand of practice has focused on socially engaged theatre designed to impact the lives of audiences. This is especially established in McCartney's practice of Applied Theatre, working over many years with a range of groups including refugees and asylum seekers, those within the criminal justice system in the UK and USA, and young people in the care systems in various countries (Impact Case Study 3). Similarly active and challenging engagement of audiences in urgent contemporary issues of democracy can be seen in Overend's work on *The Majority* at the National Theatre.

Ongoing links between our research priorities and **Scottish cultural and commercial life** are well established. Many colleagues contribute research expertise to events at Edinburgh's International and Fringe Festivals, Film Festival, Book Festival and the Scottish History Festival. The James Tait Black Fiction, Biography and Drama prizes have forged especially strong links

between the research community of the UOA and the organisations and audiences of the Edinburgh festivals. The book awards, which celebrated their centenary in 2019, are the oldest literary prizes in the UK. They are judged by our researchers working on contemporary fiction and life-writing, supported by a panel of PGR reviewers. The prizes are awarded, through partnership with the Book Festival, at a prestigious event for which we have built an engaged international audience through the *How to Read a Novel* MOOC on the fiction shortlist. The more recently established drama prize is awarded through a partnership with the Traverse Theatre and the Schaubühne Theatre, Berlin, resulting in an Edinburgh Fringe Festival performance. These prizes, run by our research community, benefit the festival organisations by drawing audiences with heightened critical awareness of literature and theatre, engaging them in new ways with the work presented; they also enrich public engagement opportunities for both our staff and student researchers. In the last three years, the Festival sold 1,300+ tickets for the JTB prize ceremonies and events attached to the MOOC. Figures from the Festival bookshops point to significant sales boosts for winning titles (in the order of several hundred per cent).

Successful public engagement collaborations have helped to **open up new research areas**: for example, the annual *Spy Week* festival has fed into an in-progress AHRC network-grant application on *Secrecy* (Cooke), a developing monograph project on espionage fiction (Fielding), and a project on Scottish-Russian cultural encounters (Vaninskaya). Many of our researchers directly address **wide readerships beyond the academy** in published work arising from their research. In addition to our creative writers engaging audiences for poetry, fiction and theatre, O’Gorman has published well-received books on *Worrying* and *Forgetfulness*, Mole on the *Secret Life of Books*, and Inglis on censored books, while Farrier’s *Footsteps* was named on ‘best books of 2020’ lists in *The Times* and *The Telegraph*. Taxidou’s interdisciplinary *Dictionary of Modernism* is set to become an essential educational resource.

#### 4.3 Wider Influence and contribution to sector

Our researchers contribute significantly to the leadership of our discipline and of the arts and humanities more widely, nationally and internationally. Thomson chairs University English, the major representative body for the discipline at HE level in the UK, working closely with the English Association and the Institute of English Studies. In this role he has been a vocal advocate for English and other humanities subjects in the context of challenges in the sector (see e.g. Susanna Rustin, ‘Why study English? We’re poorer in every sense without it’, *Guardian* 10 Feb. 2019). Walker serves on the Council and Advisory Board of the AHRC, chairing the latter; on the Advisory Council of the Institute of English Studies; the Board of Trustees and Higher Education Committee of the English Association; and on the Fellowship Committee of the Royal Society of Edinburgh. He also chairs the English Language and Literature sub-panel for REF 2021. Loxley and Walker are on the Board of Trustees of the UNESCO: Edinburgh City of Literature Trust, Walker as deputy and acting chair. Loxley collaborates with the Trust’s project to establish a ‘Literature House’ in Edinburgh, helping to raise £20k from Creative Informatics, and winning CDA funding from SGSAH for a PGR to research ‘The Literature House in the Digital Age’. Thomson, Keown, Lang, Farrier and Taxidou have served on the AHRC peer-review panel. Colleagues have also acted as peer reviewers for research bodies including the Carnegie Trust, the Irish Research Council, the Austrian Science Fund, the Swiss Academy, the European Institutes for Advanced Study, the Canadian Social Sciences and Humanities Research Council and the Australian Academy of the Humanities. These contributions foster our

research community by keeping our UOA in vigorous engagement with the developing priorities and initiatives in the discipline.

Colleagues have been called on to advise universities nationally and worldwide on research policy and chair appointments (including Aberdeen, Birmingham, Cardiff, Exeter, Glasgow, Lincoln, Newcastle, Oxford, the Sorbonne, Trinity College Dublin and Colgate University, USA). Walker was International Assessor for the Australian research assessment exercise, Excellence in Research for Australia (ERA) 2015, and chaired the recent Research England review of the School of Advanced Study at the University of London. We are active in supporting journals and publication in the discipline: during the period, Bernier co-edited *The Journal of American Studies* (CUP), and Farrier was Associate Editor of *Environmental Humanities* (Duke UP), while Carpenter co-edits *Medieval English Theatre* (Boydell). Thomson chairs the EUP Press Committee (on which Crosthwaite, Dunnigan, Fielding, Jones and Lang have also served during the period). Colleagues sit on the editorial boards and act as peer-reviewers for many of the leading journals in the discipline, and as series-editors and reviewers for major university presses nationally, and many worldwide.

Individual researchers' contributions to the wider research community have recently been recognised by the award of prestigious international fellowships or visiting appointments at institutions such as the Complutense University of Madrid, the Stanford Humanities Centre, the Centre for Spatial and Text Technologies (Stanford), The Humanities Research Centre, ANU (Canberra), The Huntington Library, California, the National Humanities Center (North Carolina), and the Rare Books School at the University of Virginia. They have given keynote lectures in universities worldwide (including at Oxford, Harvard, Stanford, NYU, St Louis, Fribourg and Uppsala), and been invited to deliver, among others, the Huntington Library Crotty lecture, George Jack Memorial Lecture (St Andrews), and the Timothy Reuter Lecture (Southampton). Research publications have received honours including a Saltire Literary Award and Media Ecology Association Award (Mole); the Royal Society of Literature Giles St Aubyn Award (Farrier); the Magma International Poetry Prize (McKie); a Scotsman Fringe First Award (McCartney); the Scottish Book Trust Callan Gordon Award (Errington); and the Pigott Poetry Prize (Gamble).