

Academic Promotion Application Form – Non Professorial

This should be completed by the member of staff who is applying for promotion with comments from the Head of Department, and **submitted with an up-to-date CV** in the approved style (available on the Academic Processes webpage) to the Academic Processes Team in Human Resources. You are asked to respect the stated word limits while ensuring that you provide clear evidence to support your application. It is acceptable to use bullet points in making your case and to cross reference to your CV.

Prior to completion of this document, please read the document providing details on criteria and evidence and the standards matrix.

Name of Employee	JB	Department	English and Comparative Literary Studies
Current Appointment	Teaching Fellow	Level of Promotion applying for?	Assistant Professor (Teaching Focussed) – formerly “Senior TF”
FTE	100%	Career track (R&T- T-focussed, R-focussed)	T-focussed
Previous appointments held at University of Warwick (please indicate if any of these appointments were part time)	Teaching Fellow, English and Comparative Literary Studies department, Full-time, Fixed-Term appointment 2017-2019		
Please detail any significant periods of leave (e.g. parental, sickness)	n/a		
Have you previously applied for promotion to this level at Warwick? If ‘yes’, when?	no		

Special Circumstances (Optional and will only be used to support a case for promotion)
n/a

Please summarise achievements in the following areas of activity:

Research and Scholarship
<i>[The University will evaluate research achievements in line with the Leiden Principles.]</i>
Minimum threshold requirement for the level of promotion for which you are applying: 2
Score which you believe your experience demonstrates: 4
[599 words] My research explores the ways in which literature of the long nineteenth century intersected with other cultural mediums to capture and reflect haunted emotional expressions in response to child death. I have a book contract on this topic with Edinburgh University Press due in 2023, but to date aspects of my research have been published in internationally recognised top journals for its field – including <i>Gothic Studies</i> (2017), <i>The Thomas Hardy Association Journal</i> (2017), and most recently in a special issue of <i>Women’s Writing</i> (2021). I have contributed chapters to a number of edited collections: most recently, <i>The Cultural Construction of Monstrous Children</i> , (Anthem, 2020); <i>Vision, Contestation and Deception: Interrogating Gender and the Supernatural in Victorian Shorter Fiction</i> , (Avenel Press, 2021), and “ <i>The</i>

[Spectral Child](#)” and “[Interactive Movable Books in the Gothic Tradition](#)” in successive volumes of the *Palgrave Handbook to the Gothic* (Palgrave 2021), which is a companion for students and academics. As well as presenting at numerous academic conferences in the UK and internationally, I was invited to keynote for the 15th Annual Medievalism Transformed conference at Bangor University in June 2019 and most have recently been an invited keynote at [Hardy and Gothic Wessex](#) in October 2022, organised by the Thomas Hardy Association.

I have also organised my own events, including [Tales of Terror: Gothic and the Short Form](#), a two-day international conference held at Warwick in March 2019 and sponsored by Warwick’s HRC and the International Gothic Association (IGA). Students from my MA Gothic module assisted with choosing abstracts, compiling the programme, and helping with logistics at the event. This conference led to me Guest Editing and Introducing a [special issue of Gothic Studies](#) on the conference theme in July 2021. In December 2022, I held a follow-up event – [Fireside Tales of Terror: Gothic and Winter](#) – again sponsored by HRC and IGA, but this time in collaboration with a colleague at Hull University and was a hybrid of online and in-person speakers, making the outreach to a global audience much wider. Both the conference organisation, editing work, and various networking events have led to opportunities increasing my national eminence and authority, such as being invited by Dr Emily Alder in October 2022 to join the editorial team of leading international journal *Gothic Studies* as an Associate Editor.

I am also co-editing a handbook to the Ghost Story contracted with Palgrave with two colleagues at other HE institutions, which will be due in 2024. My wider research has led to international collaborative opportunities such as being invited to participate in a funded project “Children and Childhood in Literature: Theory– Narratology –Criticism” at the University of Bielefeld, Germany in 2018; to be an Event Leader for the interdisciplinary Progressive Connexions network, hosting conferences in [Verona in 2019](#) and online during the pandemic [in 2021](#) that included experts from across the world and sharing perspectives from the humanities, the social sciences, education, psychology, prison reform committees, and more; and an invited Member of Expert Adjudication committee (i.e. External Examiner) for a PhD at the University of Oslo in 2019 and again in 2023.

Within the department I currently co-supervise three PhDs - one in the area of the infantilised woman in Victorian novels, and two others in very different aspects of the Gothic, and have supervised four MA dissertations in my broad research areas. All of these examples demonstrate the national and international reach of my research, and directly inform my teaching and wider engagement. This demonstrates an ability to undertake, disseminate and publish original, high-quality research that makes a significant contribution to my scholarly fields and my department.

Teaching and Learning

Minimum threshold requirement for the level of promotion for which you are applying: 5

Score which you believe your experience demonstrates: 5

[600 words]

I have always undertaken opportunities to enhance my teaching, such as volunteering for a departmental “Best Practice Exchange” initiative and obtaining Fellowship of the Higher Education Academy in 2019. The latter not only formally recognised my experience and skill, but allowed me the time and space to reflect on my teaching practices, identifying the positive impact I make, but also consider and implement changes beneficial to myself and my students. For example, stripping back reading guidance to support students but allow more freedom, which received very positive [student feedback in 2018-19](#). I have also permitted a redacted version of my FHEA application to be used in the training materials with APP EXP assessors to help further the Academic Development practice in-house.

My teaching is in practice, as well as in principle, research-led. For instance, echoing my research interests in form and in publishing contexts, in “The English Nineteenth-Century Novel” I trialled reading one

novel in weekly serial instalments alongside a variety of other novels to give the students the experience of reading “like a Victorian” and the opportunity for them to reflect on the practice. This was received well: in the [feedback for the module](#) a number of students commented explicitly on how much they learnt from the experience. The greatest opportunity to enact research-led teaching has come with the formation of my own honours-level module “Tales of Terror: Gothic and the Short Form” (2022/23) in which [Minor Hauntings](#), my 2021 edited collection for the British Library, was used as one of the set texts throughout the module. This allowed me to demonstrate my own example of writing a critical introduction (central to what they would have to do for their first assignment) and gave students a first-hand account of the motivations, construction, theory, and processes of creating collections. This not only equips them with close analytical skills to use across different modules and degrees, but can be beneficial in careers particularly associated with Literary studies such as publishing. However, as always, I will reflect on the verbal and written feedback of students, to hone this module on a way that further reflects my knowledge as an educator and researcher and takes into account varied learner perspectives and workloads.

Generally, each of my modules have an intake of 45-60 students and feedback is consistently positive, with evaluation scores around 4.5/5.0. I think this attention to students as co-collaborators and to their feedback, is in part why I was nominated for the Warwick Awards for Personal Tutoring Excellence 2020-21 and have been a Finalist for the Warwick Awards in Teaching Excellence for the last two years.

For the past two years I have convened and developed the Academic Enrichment programme for First Years, which I have merged to some extent with my role as DUGS to streamline information and communication to students. AE has expanded the student experience from simply writing sessions to a programme of research and writing workshops that teach not only the skills of the discipline but the motivations and theories behind them, how those skills can be used both on their degree but beyond. I connected this with talks by the careers and employability team, and the Warwick Award team, library staff and sessions in the library, and invited staff from the department to give talks which showed the skills involved in undertaking their own research specialism as a way to inspire students for opportunities such as the URSS.

Collectively, these examples demonstrate my ability to enhance the teaching of and the engagement of students, and the development of educational practice of other academics in my department.

Impact, Outreach and Engagement

Minimum threshold requirement for the level of promotion for which you are applying: 2

Score which you believe your experience demonstrates: 3

[300 words]

I frequently volunteer to participate in various projects demonstrating a growing reputation and recognition with key stakeholders for the broader value of specialist activity. For example, in November 2018 I represented the English department on a Faculty of Arts Taster Day for local KS3 pupils from backgrounds considered a priority. Working with colleagues in History, Film & TV, Liberal Arts, and History of Art, we devised a programme around *Frankenstein*, which inspired students to think about the interdisciplinary opportunities of University degrees.

As per my CV, I conduct a number of taster sessions every year as part of departmental WP faculty and departmental initiatives for outreach programmes but also externally, including being invited by Cheltenham Ladies College to design and run a Gothic Study Day in March 2022. I gave A-level students an experience of an academic lecture and workshop, to help them broaden their knowledge and consider

more innovative approaches to the text, which was very well-received. I frequently assist with national recruitment activity on Open Days and Offer Holder Open Days, offering general advice as well as offering both virtual (during COVID) and in-person taster seminars to Offer Holders related to my specialisms.

I was Visiting Research Fellow, Centre for Death and Society, University of Bath 2022-22 participating in various networking events and in 2017-2019, I was ECR rep for the British Association of Victorian Studies and co-organised an Early Career Networking Day at Warwick held in June 2018 for postgraduates, inviting Warwick lecturers and external speakers to deliver sessions in-person and online about academic and adjacent-careers, applications, public engagement and more. I am also now overseeing the Postgraduate Essay Prize for the *International Gothic Association* part of which involves feeding back to shortlisted participants to help hone their work for publication.

Collegiality, Leadership, Management

Minimum threshold requirement for the level of promotion for which you are applying: 2

Score which you believe your experience demonstrates: 4

[300 words]

In September 2022 I became a First Aider for the FAB, and have been involved in various other committees and initiatives that demonstrate my collegiality, leadership and management skills. For instance, Tackling the Racial Inequality at Warwick pilot scheme at Warwick (2020-21); Online Assessment Policy group led by Prof. Andrew Clark (2021-22); and been an external and internal panel member on hiring committees.

Since 2020, I have been the Director of Undergraduate Studies for First Years. This involved responsibility for organising Welcome Week (student feedback for my online event during COVID was [used as a positive case study](#)). I enhanced this by voluntarily represented the Faculty of Arts on the central Welcome Week Steering Committee, working alongside representatives from across the University to inform and be informed by the open dialogue to improve the Welcome experience for both new students and for staff.

Responding in part to NSS feedback and SSLC feedback, as DUGS I proactively brought together core module convenors to collectively revise the amount of reading across the modules, to spread assessment deadlines to ensure a more cohesive and less stressful transition to Higher Education, and refined communications which has, for instance, had significant positive impact on the number of extensions requested and SSLC responded positively.

As Academic Convenor of the ECLS Undergraduate Student Staff Liaison Committee for two years I helped the Student Chair get established and mentoring them in organising and leading meetings and how to provide reports; helping to implement change at departmental level based on that feedback, and also attending various SSLC Convenor network events to share ideas enhance our own SSLC.

These have enabled me to meet and network with other departments; to represent and give voice to my department or faculty during institutional change, and effect positive change.

Minimum score required 11

Total Score 16

Please add your scores from each of the four areas

PERSONAL DETAILS

Full Name and Title: JB

Department: English and Comparative Literary Studies

Title of current appointment: Teaching Fellow

Education/Qualifications:

Fellow of the Higher Education Academy. Obtained 17th July 2019

PhD in English Literature, University of Bristol. 2012 – 2017.

MA The Child: Literature, Language and History, University of Gloucestershire
2008 – 2010

BA (Hons) English Literature with History, University of Gloucestershire [1st class] 2005 – 2008.

Professional Appointments held:

Aug 2020 – Present

Permanent Teaching Fellow in C19th & C20th Literature, University of Warwick.

Sep 2017 – July 2019

Teaching Fellow in C19th Literature. University of Warwick [Fixed Term]

2012 –17

Teaching Associate. BA Undergraduate English Literature, University of Bristol.

2013 – 2017

Senior Teaching Associate. BA English Literature & Community Engagement, University of Bristol.

Membership of learned or professional societies:

Dec 2022- Present

Associate Editor *Gothic Studies* editorial board.

Jan 2020 – Dec 2022

Visiting Research Fellow, Centre for Death and Society, University of Bath.

Aug 2017 – Aug 2019

Early Careers Representative for *British Association of Victorian Studies*.

2017 – Present

British Association of Victorian Studies (ordinary member)

Sep 2014 – Present

Victorian Popular Fiction Association (ordinary member)

Feb 2017 – Present

International Gothic Association (ordinary member)

Sep 2013 – Present

Co Chief Editor *HARTS & Minds* journal

Sep 2013 – Present

Peer-Reviewer for various academic journals:

Nineteenth-Century Contexts; *Gothic Studies*; *Critical Military Studies*; *Folklore*; *Journal of Victorian Culture*.

RESEARCH AND SCHOLARSHIP

Select Publications:

FORTHCOMING MONOGRAPH (under contract); *Spectral Embodiments of Child Death in the Long Nineteenth Century* (Edinburgh University Press, 2023)

CHAPTER IN EDITED COLLECTION: ‘Death (un)Personified: Pronouns, Patriarchy, and the Child Ghost’, *Vision, Contestation and Deception: Interrogating Gender and the Supernatural in Victorian Shorter Fiction*, ed. Oindrila Ghosh (Avenel Press, 2021), pp.51-58.

ARTICLE IN REFEREED JOURNAL SPECIAL ISSUE: ‘Guardian Hosts and Custodial Witnesses: *In loco parentis* in Women’s Ghost Stories’, ed. Zoe Brennan, Emma Liggins, Gina Wisker, *Women’s Writing*, 28.4 (2021): 548-568.

EDITED COLLECTION

Minor Hauntings: Chilling Tales of Spectral Youth, ed. JB, *Tales of the Weird series* (British Library Publishing, May 2021)

EDITOR: Guest Editor and Introduction for ‘Tales of Terror: Gothic and the Short Form’, *Gothic Studies*, (Special Issue) 23:3, July 2021.

CHAPTER IN EDITED COLLECTION: ‘The Spectral Child’ in *Palgrave Gothic Handbook of Steam Age Gothic*, ed. Clive Bloom (Palgrave Macmillan, 2021), pp.711-728.

CHAPTER IN EDITED COLLECTION: ‘Imprints: Forming and Tracing the Malevolent Ghost Child’ in *The Cultural Construction of Monstrous Children: Collected Essays on Anomalous Children from 1595 to the Present Day*, ed. by Simon Bacon and Leo Ruickbie (Anthem Press, 2020), pp.91-108.

CHAPTER IN EDITED COLLECTION: ‘Interactive and Movable Books in the Gothic Tradition’ in *The Palgrave Gothic Handbook of Contemporary Gothic*, ed. Clive Bloom (Palgrave Macmillan, 2020), pp.919-937.

CHAPTER IN EDITED COMPANION: ‘Childhood’ and co-contributed entries on ‘Child Abuse’ and ‘Orphans’ with Dr Ailise Bulfin, *Companion to Victorian Popular Fiction*, ed. Kevin Morrison (McFarland, 2018), pp.40-2; pp.42-3; pp.177-8;

CHAPTER IN EDITED COLLECTION: ‘An Invitation to a Beheading (and another to a Birthday Bash): Encountering Dracula in Contemporary Gothic Metamorphoses Books’ in *Growing Up with Vampires: Essays on the Undead in Children’s Media*, eds. Simon Bacon and Katarzyna Bronk (Universitas, 2018), pp.29-46.

ARTICLE IN REFEREED JOURNAL SPECIAL ISSUE: ‘Spectral Stowaways in Elizabeth Stuart Phelps’ “Kentucky’s Ghost” (1868)’, *Gothic Studies*, Nautical Gothic Special Issue, ed. Emily Alder and Antonio Alcalá González, 19.2 (2017), pp.45-57.

REFEREED JOURNAL ARTICLE: ‘Traditions and Anxieties of (Un)Timely Child Death in *Jude the Obscure*’, *Thomas Hardy Society Journal*, 33 (2017), pp.61-84.

TEACHING AND LEARNING

My teaching and learning duties have changed almost every year since 2020 so I have added the range to demonstrate the different aspects in terms of duties, and teaching last year and this to again demonstrate the range.

Departmental Duties:

Director of Undergraduate Studies (First Years) from 2020 – Present.

This involves organising the department Welcome Week talks with internal and external speakers, uploading and providing departmental information (online and hard copies). Throughout the year it involves assessing specific extension requests; advising students on temporary withdrawal, permanent withdrawal, or course transfers; a member of the departmental Teaching and Learning Committee; assisting the Senior Tutor with students struggling with pastoral issues; liaising with joint honours degrees about shared students; sit on Mitigating Circumstances panel and exam boards (internal and joint hon)

Options Talk Convenor. 2020-21 and 2022-23.

Organising the options fair/talks for first and second year, inviting hon-level students to offer advice to first years, staff drop-in schedules, updating the options booklet with current degree and teaching information.

Academic Convenor English UG SSLC 2020-21 and 2021-22.

Instigating nominations for student reps through emails and welcome talks. Initially leading the SSLC until a Student Chair is elected, then guiding and mentoring them through the process of organising. Being the main staff liaison rep on the committee and help feedback any key points to corresponding staff/departments.

	<i>Length of Course (Contact hours).</i>	<i>Number.....of Students (approx)</i> <i>ug</i> <i>pg</i>
<i>Academic Enrichment Convenor</i> First year research and writing programme involving weekly workshops or lectures. I lead a team of 4 people in the department and every other week we run seminars based on research and writing skills. The in between weeks are lectures by staff from English or Careers, or Student Opportunity I have invited to enrich the student degree.	All year, three terms, 18 contact hours across them.	110 UG
<i>Tutorials/Seminars</i>		
A. EN2C2/3C2 The English Nineteenth-Century Novel [Convenor 2021-22]	A. Terms 1 and 2, 1.5 hours per week for 18 weeks (plus 6 lectures) [33 hours]	A. 45 UG students (3 groups of 15)
B. EN2E7/3E7 Crime Fiction, Nation, and Empire [tutor 2021-22 and then convenor 2022-23]	B. Terms 1 and 2, 1.5 hours per week for 18 weeks. [27 hours] both years	B. 30 students UG (2 groups 2020-22) 45 students UG (3 groups 2022-23)

C. EN2L8/3L5 Tales of Terror: Gothic and the Short Form (15 CATS) [Convenor 2022-23]	C. Term 1 only, 2 hours per week for 9 weeks, plus 3 lectures. [21 hours]	c. 42 students UG (3 groups)
<i>Personal Tutor</i>	6 hours	16
<i>UG dissertation Supervision</i>	15 meeting hours	5
<i>Taught Masters Classes</i> EN930 Gothic [convenor 2022-23]	2 hours per week for 10 weeks [20 hours]	9 students
TOTAL	2021-22 [96 contact hours] 2022-23 [107 hours]	205 212

Research Supervision:

Current Research (MPhil/PhD) Students *

<u>Individual (unnamed)</u>	<u>Start Date</u>	<u>Qualification aimed for</u>	<u>Anticipated Completion Date</u>	<u>Individual/Joint Supervisor</u>
A) u1965952 B) u 1992362 C) u 2293930	Sep 2019 Oct 2022 Oct 2022	PhD PhD PhD	May 2023 Oct 2026 Oct 2026	Joint (joined team 2020) Joint Joint

Number of successful research students since 2020: n/a

Number of unsuccessful research students since 2020: n/a

Other Teaching and Learning:

July 2019 – Jan 2020 and Dec 2022 – March 2023. **Member of Expert Adjudication committee.** University of Oslo.

2021-22 Nominated and Shortlisted for the Warwick Awards in Teaching Excellence

2020-21 Nominated and Shortlisted for the Warwick Awards in Teaching Excellence
Nominated for the Warwick Awards for Personal Tutoring Excellence.

[continued]

IMPACT, OUTREACH AND ENGAGEMENT

- **Recent Open Day Saturday 8th October 2022**

Answering queries and chatting to prospective candidates and their families about the degrees and department.

- **Widening Participation**

22nd March 2022. Warwick Post-16 Discovery Day event (Student Recruitment Outreach Admissions Service)

18th March 2022. Cheltenham Ladies College Gothic Study day (gave lecture and ran workshop).

29th January 2022. UniTracks Year 8 Event: English Taster at Warwick.

- **Recent Offer Holder Open Days: 27th February 2021 [virtual] and Weds 23rd February 2022 [in-person]** Hosted a group chat with Offer Holders and hosted Taster Seminars

Research-specific impact

Jan 2020 – Dec 2022 Visiting Research Fellow, Centre for Death and Society, University of Bath.

Invited speaker: “Minor Embodiments: Spectral and Ghostly Children of the long C19th” [online], North West Long 19C Seminar, Manchester Metropolitan University, 23rd March, 2021.

Invited speaker: “A Salve for Grief and Guilt: Domestic Medicine and the Memorialisation of Child Death in Victorian Fiction and Culture”, [online], Leeds Centre for Victorian Studies, 21st April 2021.

Keynote: “15th Annual Medievalism Transformed conference on ‘Crime and Punishment: From the Medieval to the Early Modern and the Neo-Gothic’”, Bangor University (21st June 2019).

Presenter: “Children’s Literature and Science” Education workshop, Edinburgh Napier, (23-24 Feb, 2019) paper on ‘Interactively Ethical Anatomies: Reassembling *Frankenstein* & Medical Science for Young Learners’.

Organising Chair: for Progressive Connexions network (22-23 July 2019, Verona and Oct 2021 online)

Participant: in select international workshop for the project “Children and Childhood in Literature: Theory– Narratology –Criticism” at University of Bielefeld, Germany [Full-Funded by Bielefeld] (9 Nov 2018)

Widening Participation at Warwick:

Public lecture: ‘Beatific Souls: Child Death in Nineteenth-Century Literary & Visual Culture’, at the *Bath Royal Literary & Scientific Institution*. 27 March 2017.

Events Organised:

Fireside Tales of Terror: The Gothic and Winter.

Hybrid conference University of Warwick. 15-16 December 2022. Sponsored by Humanities Research Centre Fund and the International Gothic Association.

Tales of Terror: Gothic, Horror, and Weird Short Fiction.

University of Warwick. 21-22 March 2019. Sponsored by Humanities Research Centre Fund and the International Gothic Association. www.talesofterrorconference.wordpress.com

Early Career Networking Day.

University of Warwick. 18th June 2018.

In my capacity as an Early Career Rep for the British Association of Victorian Studies this co-organised event provided careers talks for early career scholars who work in Victorian or long-C19th studies.

COLLEGIALITY, LEADERSHIP, MANAGEMENT

- **First Aid training for Faculty of Arts. Sep 2022.**
- **Hiring Committees**
External Panel Member for DSEp hire History and Politics, July 2021
Internal panel member for ECLS Black Studies Post 2022-23.
- **Welcome Week Steering Group 2020-Present**
Faculty representative on central Welcome team committee. Chaired by Will Thomas.
- **Online Assessment Policy Working Group 2021-22**
Departmental representative. Chaired by Prof. Andy Clark.
- **ECLS Online Teaching group (2020-21)**
Assisting colleagues getting into online teaching and setting up their Teams and models, answering queries during COVID year. Assisting Director of T&L.
- **Panelist for M4C interviews**
Was part of the non-supervisory representation on interview panels for M4C funding in January 2021.
- **Decolonising the Curriculum Group**
Attended DC groups which took place 2-3 times a term 2020-22. Have chaired one meeting.
- **First Year Curriculum working group.**
During 2020-21 I was part of a departmental working group to think about potential large-scale changes to our first year degree.
- **Tackling Racial Inequality in HE training –**
2 compulsory workshops (15 Dec 2020 9.30-12.30pm, 18th Jan 2021 12.30 – 4pm)
optional workshop 9-11am on March 15th 2021, “Anti-Racist Classroom practices”
- **Undertook voluntary Report and Support Training, 4-5pm Weds 10th Feb, 2021.**

Date Curriculum Vitae Prepared: 26 January 2023