

**Institution: Queen's University Belfast**

**Unit of Assessment: 26**

The Modern Languages UoA currently comprises 24 academic colleagues, 4 post-doctoral fellows, and 67 PGR students working across Arabic, Francophone, Gaelic and Luso-Hispanic contexts. Our research embraces linguistics, literature, visual culture, translation and socio-historical studies and encompasses a range of methodologies (both established and newer modes of investigation) and diverse periods. Our strategies are designed to ensure the sustainability of high-quality disciplinary and interdisciplinary research, and to facilitate the development of impact locally, nationally and internationally. During the review period, the unit has seen a dramatic increase in its research funding to £6 million, major expansion of its PGR cohort, and significant internationalisation of its research portfolio.

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

Research in UoA 26 is supported primarily by a Core Disciplinary Research Group (CDRG) for Languages which has formed part of the larger School of Arts, English and Languages since 2016. The CDRGs were introduced as part of a new research ecosystem under the University's Research Strategy 2016-21 with the specific aim of facilitating and organising research within distinct disciplines (Institutional Statement §1b). The Languages CDRG operates with a devolved annual budget which supports collaborative research initiatives, an annual research away day, a research seminar series, conference organization and publications, supplemented by a range of School-wide and Faculty funding streams (Section 2 for details). Research spend and activities are coordinated by a CDRG lead who reports to the School's Director of Research and sits on the School's Research Committee.

The CDRG's research strategy was formulated in consultation with members of staff at bi-annual planning and review meetings. It is intended to support current research strengths and foster new areas. Literary and cultural studies have traditionally had the most substantial critical mass in the UoA, with significant temporal breadth and geographical spread. Research encompasses the medieval, early modern and particularly the modern periods, and includes Europe, the Americas, the Caribbean, Africa and Asia. We have expanded our research in the growth areas of translation and linguistics through a strategy of new appointments, research funding investment and realignment. We have developed strength in medical humanities, digital cultures, digital humanities and visual cultures (notably art, film and photography) through appointments in the previous cycle and the exploitation of research funding opportunities. Research connectedness is established internally through identification of the common principles, concepts and methods that unite us. From strong disciplinary foundations, we seek to promote a catalytic role for modern languages in a broader interdisciplinary context, both within QUB and worldwide.

The UoA has a five-year strategy for sustainability which is aligned with established and emerging research strengths, responsive to national and international research priorities, and pro-active in shaping the intellectual parameters of the discipline. The strategy is informed by four mutually reinforcing aims:

- (a) Recruit and retain high-quality staff, PDRAs and research students through the development of a research culture that promotes excellence through integration and inclusivity;
- (b) Enhance our international profile through global dissemination of high quality publications and involvement in international collaborations;

- (c) Consolidate a proactive culture of grant application that enables the execution of innovative and creative research agendas;
- (d) Foster a culture of impact that maximises potential and opportunity, specifically:
  - (i) identifying potential impact at an early stage through the incorporation of impact into mentoring, appraisal and training;
  - (ii) increasing the number of research projects in which impact is a key component;
  - (iii) fostering a culture of impact amongst research students and encouraging the incorporation of impact into their project proposals.

Looking forward, the University is currently finalising a new 'Corporate Plan 2030' in which the Research and Innovation strand commits to building a high-profile research portfolio focused on areas of strength and translational expertise (Institutional Statement §2e). Modern Languages is identified as extremely well placed to deliver high quality outputs and build global reputation in two of the Plan's five priority themes: 'Inclusive and Creative Communities' and 'A Transformative and Productive Economy'. The Impact component of our strategy (below) has also been developed in alignment with the objectives of the 2030 Plan: specifically, to build research partnerships locally, nationally and globally through engagement and co-creation with users.

#### Research Plan 2014-2019

Our current forward plan builds on the research and impact strategy outlined in REF 2014 (Impact Template and Environment Statement) which set 11 targets, the majority of which were met or exceeded:

1. Sustain and expand the staffing levels and obtain additional fixed term posts through external funding. **Performance:** Despite contraction in the overall University budget since 2010 (Institutional Statement 1d), permanent staffing levels were maintained and funded projects generated a further six PDRA posts during the period (see section 2).
2. Provide a vibrant and sustainable research culture through an effective staff development strategy and programme of seminars and conferences. **Performance:** we organise an annual programme of activities (seminars, workshops, etc.); an annual research showcase that includes PGR and PDRAs in prominent roles; focussed reading groups; and we have hosted several major conferences (See Section 4). In recognition, the Research Group was awarded the Vice-Chancellor's inaugural 'Research Culture' prize (2018).
3. Consolidate external funding for individual and collaborative research. **Performance:** we achieved a nearly threefold increase in the period, rising from £2.2 million in REF2014 to £6 million.
4. Reconfigure international collaborations to support concrete networks with joint outputs and results. **Performance:** this has resulted in several collaborative conferences and publications. See Section 4 for details.
5. Consolidate current impacts and develop four new impact areas. **Performance:** we developed four major new areas of impact in lexicography, disability, sociolinguistics, and digital cultures (see Impact Strategy).
6. Contribute to the research base through the production of textual editions, online resources, and lexicographical work. **Performance:** infrastructure projects have been central with new editions (Jeannerod), translations (Johnston), corpora (Carruthers), and lexicography (Toner).
7. Recruit and retain high-quality research students, maintain a strong postgraduate research culture, and maximise awards. **Performance:** 54.5 successful PhD completions, including

growth in interdisciplinary projects across the Faculty. We have diversified funding streams by targetting BGP, Marie Curie, and Leverhulme. See section 2: Research Students.

8. Maximise collaboration and training opportunities in BGP2. **Performance** PGR students have benefitted from the full range of BGP2 activities including training and specialist workshops such as the Public Policy Workshop (Durham). See Section 2.
9. Increase the proportion of staff with large projects to 60%. **Performance:** The unit has produced 24 large outputs by 15 individuals (= 63% of eligible staff) including 11 monographs, 7 edited volumes, two digital resources, two scholarly editions and an anthology.

We have been unable to satisfactorily assess the following targets:

10. Increase the number of publications in world-leading journals and prestigious presses by 25%. **Performance:** Changes in the rules for submission of outputs in REF2021 mean that meaningful comparisons cannot be made.
11. Increase citation levels as measured against benchmarks: **Performance:** This aim was withdrawn due to a lack of meaningful benchmarks for Languages and doubts about the validity of citation indexes.

### Impact Strategy

Impact is at the heart of the University's vision for research (Institutional Statement §2d), with support mechanisms cascading down throughout the institution. Impact development is supported at School level by an Impact Champion (and, since 2019, an Engaged Research Champion). At Faculty level, a Research Impact Officer works with individuals in the development of impact and provides frequent training and networking events, for example, meeting with **documentary makers and producers**, working with **national museums**, and cultivating smaller scale impacts. Several UoA staff have availed of Faculty funds (up to £5000) to support impact development (e.g. Ó Mainnín for a schools engagement programme and Holmes for work on the Brazilian urban periphery).

Within the CDRG context and in line with our impact strategy (Section 1), we have sought to maximise our impact through collaborative external partnerships, for example, in the realms of:

- **disability** where Eardley-Weaver worked with Sydney Opera House and Belfast's Titanic centre on increasing accessibility for blind and partially sighted,
- **culture** where Toner collaborated with the Royal Irish Academy in creating a travelling exhibition and street banner campaign on medieval Ireland,
- **civil society** where Holmes' collaboration with artists led to a sound installation demonstrating police violence in South America.

We recognise that impact often comes out of public engagement activity and we have lengthy experience of engaging with the public through lectures, television and radio, website resources, social media and policy briefings. Communication with the media is supported by a Faculty media liaison officer. For instance, Jeannerod's research on the Agatha Christie formula received wide coverage in 2015 including The Guardian, The Times, Daily News (New York), Die Zeit, New Zealand Herald, and O Globo (Brazil). In her capacity as Priority Area Leadership Fellow, Carruthers is regularly interviewed in relation to language education policy, most frequently by BBC Radio Ulster but also by BBC NI television, U105 and Steve Wright. These interviews have covered, for example, the publication of *Towards a National Languages*

*Strategy*, the Council for Curriculum, Examinations & Assessment's review of ML grading, the BBC's survey of languages uptake in the UK and the MEITS Pop-Up museum. Carruthers and colleagues participated in a television program for France 3 (April 2018) on the value of minoritised languages, focusing on their research on Occitan (through the Marie Curie ExpressioNarration project) and on Irish (through MEITS). Individual projects (e.g. Centre for Translation and Interpreting, Northern Ireland Placenames Project, and Electronic Dictionary of the Irish Language) have dedicated Twitter and Facebook accounts.

**Case Studies:** Our impact strategy aims to sustain existing areas of impact as well as develop new ones and the submitted ICSs reflect a mixture of these approaches. Ó Mainnín's ICS is the result of sustained research on Irish placenames over many years by the Northern Ireland Placenames Project. The project has embedded an impact element since its inception and has cultivated a close collaborative relationship with partners. Outreach work in the community lies at the core of the UoA's mission and has led to commissions from local councils to produce Gaelic forms of street names. Its extensive expertise and networks also led to a commission from the Department of Finance for a complete database of Northern Ireland placenames and this has opened up new avenues for impact on heritage and language studies within the schools sector.

The UoA aims to build impact into research funding bids as a key means of increasing our impact. **Toner's** ICS stems from an AHRC-funded online dictionary of medieval Irish which has reached a global audience. An AHRC-funded collaboration with Cambridge University (2014-19) enabled the team to further enhance the reach and significance of the research through a focussed impact plan. This resulted in the publication of a popular book, an accompanying exhibition and a street banner campaign which have challenged ideas about life in medieval Ireland.

A further pathway to impact arises from collaboration with practitioners of which **Johnston's** ICS is an excellent example. Johnston has a long-term relationship with theatre companies, notably the RSC, developed through his translation of Spanish drama. In the ICS presented here, he has extended the impact of his research beyond the translation of plays into the application of translation theory to the process of dramatological interpretation and training. His more recent work with the RSC has led to consideration of the act of translation in productions of Shakespeare in China and of Chinese classics in the UK leading to a diversification of the repertoire in both countries.

**Interdisciplinarity:** Members of the UoA employ a diverse range of theoretical frameworks and methodological approaches (including, for instance, philosophy, history, anthropology, education, postcolonial studies, film studies, linguistics, art history, medical humanities, digital humanities, translation studies, disability studies). Our commitment to interdisciplinarity is evidenced by placement in journals such as *Word and Image*, *New Media & Society*, *Digital Scholarship in the Humanities* and *Journal of Urban Cultural Studies*, as well as in partnerships, collaborations and funding successes (see 4 below). National recognition for our interdisciplinary research culture is demonstrated by the appointment of Holmes to the REF2021 Interdisciplinary Research Advisory Panel.

The UoA supports interdisciplinarity through a number of means:

- Its annual flagship Languages Research Showcase provides a platform for interdisciplinary dialogue which has included colleagues in Architecture, English, History, Geography, and Music.

- It provides financial support for interdisciplinary conferences such as 'Cultures of Intimacy in the Nineteenth Century' and 'Modernity and Aesthetics' (see Sections 2 and 4), and has contributed financially to international residencies, such as that by Brazilian documentary-maker, Maria Augusta Ramos.
- Languages colleagues lead a range of interdisciplinary ventures both within Queen's (Postcolonial Studies Forum, Centre for Translation and Interpreting, Centre for Eighteenth-Century Studies) and externally (International Crime Fiction Research Group, International Nineteenth-Century Research Network).
- Reading groups within the UoA have become increasingly interdisciplinary. The Transformative Cultures group has expanded into an inter-faculty collaboration with colleagues in Law, Anthropology, Geography, Psychology and Management. A recent public-facing event involved prestigious international scholars Peggy Phelan (Performance Studies, Stanford) and Isabell Lorey (Queer Studies, European Institute for Progressive Cultural Policies) (see Section 4: Wider Contribution).

Several research grants are grounded in interdisciplinary excellence. For example, the AHRC-funded MEITS project included collaboration with cognitive neuroscience researchers and the Leverhulme-funded Chronometrics project involved collaboration with a computing science engineer specialising in Artificial Intelligence. Fellowships awarded to McCusker (BA Mid-Career), Wilson (AHRC Leadership), and Tavares (Leverhulme), for example, were successful because of their interdisciplinary engagement with art, medical science, and film, respectively, in projects on race and skin colour, illness, and gender politics.

Our interdisciplinary ethos encompasses PhD supervision. We secured two Marie Curie SPARK fellowships; both projects are interdisciplinary in profile and methodology with supervisors in different faculties at QUB, as well as third supervisors in Belgium and China. Other interdisciplinary supervisory collaborations include staff within QUB (e.g. Film, English, History, Architecture), as well as international colleagues (Université Libre de Bruxelles; Paris X; Caen).

Current and potential REF impact case studies are based on research which is pushing at the boundaries of interdisciplinary possibilities. Johnston is bringing the methods, insights and anxieties of translation to the attention of theatre practitioners and audiences at home and abroad. Holmes has collaborated with a composer, an electronic engineer and a video maker/activist to develop a sound installation about police violence in Brazil. Wilson is working with medics on issues such as the benefits of multilingualism for tackling autism, mild cognitive impairment, and dementia, as well as effective communication within medical practices in Namibia.

**Open Access:** The Unit abides by the University's OA policy covering journal articles, conference papers, book chapters and other forms of publication (Institutional Statement §2f). A dedicated OA team flags non-compliant outputs and produces monthly reports to authors. Our UoA submission includes one instance of a non-compliant journal contribution where the researcher (Harding) had just joined the University and missed the compliance deadline.

**Research Integrity:** All research involving human participants and their data is reviewed by the AEL Research Ethics Committee. The Committee is chaired by the School Ethics Officer (currently a member of the UoA) who is a member of the School Research Committee. All proposals are reviewed in strict accordance with the ESRC's Framework for Research Ethics

and aligned with Queen's governance policies (<https://www.qub.ac.uk/Research/Governance-ethics-and-integrity/Research-integrity/>).

## 2. People

The Unit's long-term staffing strategy is designed to ensure a sustainable research base. This is achieved through the appointment of a combination of research leaders and ECRs who have demonstrated significant potential. We made substantial investment in the previous REF cycle through the appointment of two new Chairs, and with promotions we now have six professors in Languages. Several other appointments in that period laid strong foundations and we have retained all but five of our staff since REF2014, one of which was a retirement. Strategic investment in the growth area of Translation enabled the appointment of two new lecturers to the UoA (Harding at SL and Sadler). Three other appointments in Spanish (Lawless, O'Rawe) and Portuguese (Tavares) introduced new strands into our research portfolio and strengthened existing ones, as well as increasing our expertise in Latin America and extending reach into postcolonial Africa.

The CDRG structure (see Section 1) has helped forge a tight-knit community of scholars within the broader institutional framework and the resulting collegiality and common purpose has enabled members of the Unit to thrive. This is demonstrated through the promotion of 12 members of staff to Senior Lecturer in this REF period (half the total staff), many of whom have already taken up leading roles within the Discipline (see Section 4 below). This investment in the UoA, underpinned by a highly supportive staff development process, will secure the sustainability of the Unit in the new decade and ensure that there will be sufficient staff to fill leadership roles within the Unit and the wider discipline in the future.

**Staff development:** Staff development is supported through an annual review process. From 2019, the annual appraisal process was replaced by a rolling Personal Development Review. The new process, produced in consultation with colleagues through the Staff Forum, is focused on building the capability of staff through an ongoing conversation between Reviewer and Reviewee. Staff assess progress against previously agreed priorities, with year on year planning situated within a more holistic framework that relates the distinctiveness of individual profiles to wider career aspirations. This allows for a more informal, continuous process of constructive ownership.

ECRs undertake a formal induction course and are assigned a mentor and a reviewer (formerly a probationary committee); both provide advice and guidance while the latter also monitors progress against targets. ECRs are afforded a lighter teaching and administrative load during their three-year probation in order to accelerate their research development. In addition, all new permanent staff are given a £4000 as a start-up fund to kick-start research and networking. All PDRAs and fixed-term staff benefit from the same probationary arrangements in terms of mentoring, monitoring, training and integration into the broader research culture, and they can apply for funding for research and conferences on the same basis as permanent staff. These arrangements ensure that the School's support for PDRAs is entirely in line with the core principles of the 'Concordat to support the career development of researchers'. An indication of the success of our approach is that two of our PDRAs, Henderson and Kane, were nominated for the QUB Postdoc awards 2020, while others have progressed to posts elsewhere, for instance, Arbuthnot (Faclair na Gàidhlig, Glasgow), Nic Lochlainn and Dunleavy (DCU), Plunkett (UCD), Collins (Glasgow), Black (East Anglia), McAuley (Aston), Illingworth (Leicester), Galbarro García (Sevilla), Verget-Couret (Poitiers), Fernandes (Santa Catarina, Brazil), Al-Maryani, (Basrah, Iraq), Al-Tarawneh (Zarqa, Jordan), Yangyang Long (Xi'an Jiaotong-Liverpool, China).

The Languages CDRG has also developed an additional opt-in (tailored) system of mentoring which extends the benefits of mentoring beyond the probationary period. The scheme offers confidential guidance and advice to participants and also offers support for publication plans, provides feedback on outputs at the preparatory/revision stages, and helps to identify funding schemes and provide feedback and advice on applications and reviewer reports. The success of this approach is evidenced by substantial increases in awards and fellowships during this cycle (see Section 3), but it also has had the effect of improving a sense of collegiality and strengthening links between senior and junior members of the team. The latter is a key priority for the UoA as evidenced by the three initiatives approved via the Vice Chancellors Research Culture Prize (see below).

A key strategy in developing our staff is providing them with sufficient space to undertake scholarship and research. Dedicated research time is made available to all staff as part of the School's Workload Model which allocates 40% of staff time to research, and staff are encouraged to designate a research day each week. Under the Faculty research leave policy, all research-active staff are eligible for sabbatical after six worked semesters; leave is granted on the basis of concrete plans that contribute to the aims of the research strategy. Staff also avail of external funding opportunities to obtain additional periods of funded leave (e.g. McCusker, Toner, Tavares, Wilson). Staff in Languages have made full use of the sabbatical system and have taken, on average, 2 semesters research leave each during this cycle.

The CDRG currently receives an annual budget of £6000 from School Research Funds for research activities such as the research seminar series, plus an additional £5000 for conference organisation and publication support. The Centre for Translation and Interpreting receives a further £1600, and the School financially supports various interdisciplinary groups including the Postcolonial Studies Forum, the Centre for Eighteenth-Century Studies and Classical and Medieval Cultures. The School actively supports travel and conference attendance: all staff, temporary and permanent, can apply for up to £700 annually for travel within the UK, rising to £1000 for EU and £1500 for international destinations. There is also a School-wide fund to support public engagement and impact, as well as a Faculty-wide Research Initiative Fund.

The unit has gained an additional £15k award from the Vice Chancellor's research culture prize to further enhance the development of our staff. Through this award, we have implemented three new initiatives: an ML@QUB branded International Visiting Fellowship scheme with emphasis on fostering collaboration and on the diffusion of skills and knowledge; a Research Initiation scheme (see below - Research Students) centred on fostering next-generation researchers at UG final year and PGT level; and an annual Impact fund open to EC and post-doctoral researchers which is designed to support up to three early-stage projects and to open up spaces for experimentation.

**Research Students:** During this cycle, the UoA had 54.5 PhD completions averaging over two per member of staff. Of 93 PGR students who commenced their studies since the start of the cycle, including 45 home, 42 overseas and 6 EU students, 26 have now graduated leaving the cohort at the end of the cycle standing at 67. PGRs are funded primarily by the Northern Ireland Department for Employment; 14 students have been funded under Northern Bridge DTP2 which operates under six universities. A significant number of students are funded by their home institutions or governments, most notably in Jordan and Saudi Arabia as well as Libya, Mexico and China. We also have also had increasing success with other external funders, such as Marie-Curie and Leverhulme.

This level of recruitment is underpinned by the three main strands of our PGR recruitment strategy:

- 1) Languages runs two dedicated MA programmes in Translation and Interpreting which recruit an average of 45 students nationally and internationally, including large cohorts from the Middle East and China, many of whom proceed to undertake doctoral study with us.
- 2) We participate in a Faculty-led MRes programme with a strong focus on research development and training to equip students for doctoral research. Individual tuition and small group teaching, together with cross-Faculty interdisciplinary modules, provide an important vehicle for nurturing strong PGR applications.
- 3) We use funding opportunities such as Marie-Curie to attract EU students to undertake doctoral research with us. Similarly, we have used external funding attached to research projects (e.g. Leverhulme and AHRC) to attract doctoral students to work on specific research projects.

Recently, as noted above, the Unit has developed a Research Initiation scheme, based on models currently used in Brazil. This is designed to integrate Masters students into research projects through short-term 'immersive' placements, internships and motivational awards. Several awards have been made but the activities were severely impacted by the Covid lockdown.

**Training, Development and Supervision:** All new research students are assigned a primary supervisor with expertise in the field and a secondary supervisor in a cognate area or in another relevant discipline. In the case of Northern-Bridge funded students, a third supervisor is often appointed from one of the other universities within the consortium. A minimum of ten primary supervisions are scheduled a year in addition to five full team meetings in accordance with University regulations. We aim to provide a high-quality experience and, indeed, Torres was shortlisted in the Times Higher Outstanding Research Supervisor category in 2016. Following an initial Training Needs Analysis, the supervisory team takes responsibility for more specialised disciplinary training (e.g. in databases, quantitative methods, and translation technologies), while generic and high-level transdisciplinary training is provided by the University's Graduate School (Institutional Statement §3c). All our research students are members of this broader Graduate School community and many have gained work experience and accreditation through the Researcher Plus and Graduate Plus programmes.

Training for PGR students is also supported by a variety of Northern Bridge events such as the Public Policy Workshop (Durham 2018), which focussed on the impact of academic research on policy making, broadcasting and outreach to disadvantaged communities, and a Cohort Event on publishing and Open Access (Queen's 2019). These events broaden the networking horizons of students to include students and staff from other institutions as well as engaging them with key individuals from cultural organisations who may provide employment opportunities or pathways to impact.

Postgraduate and postdoctoral researchers are fully integrated into the research culture of the CDRG through membership of reading groups, workshops, conference training etc. They play a particularly prominent role in the annual Research Showcase as members of radically conceived panels, performing key roles (e.g. critical interventions with supervisors) and roundtable debate with external speakers. 'Supervisor-Student Critical Interaction' sessions comprise an open discussion between student and supervisor in front of an audience. This Q&A format showcases the varying styles of supervisor-student relationship and presents the project to an audience in an innovative way as an ongoing dialogue. Vox Pop sessions allow students to



present their research succinctly to a varied audience and broaden the range of critical perspectives on their work.

All PhD students are given the opportunity to teach as part of their career enhancement and training in teaching and assessment is provided. Collaborations with doctoral award partners have facilitated placements. For example, SPaRK researcher Malevez recently completed a 6-month internship with her project partner Horta Museum in Brussels, Mollica undertook a 3-month placement at Madrid's Biblioteca Nacional, and Illingworth completed a 6-month placement at the Bowes Museum (Co Durham) as part of his Northern Bridge award.

Collaborative, organisational, leadership and publication skills are developed through involvement in PGR conference organisation. The UoA's PGRs have taken a lead role in organising an average of two conferences each year, often working collaboratively with students in other disciplines. The table below lists only those conferences in which our PGRs have been either sole or co-organisers. Keynote speakers at these events include Susan Bassnett (Warwick), Michael Cronin (TCD), Max Silverman (Leeds), Samia Bazzi (Lebanese University), Dominique Bauer (Leuven), and Monique Eleb (Ecole nationale superieure d'architecture de Paris-Malaquais).

Conference Title	Venue	Date
International PG conference in Translation and Interpreting	QUB	June 2014
Journée des doctorants de l'Adeffi	QUB	March 2015
Society for Francophone Postcolonial Studies PGR Study Day, Memory/Amnesia	QUB	May 2015
Journée des doctorants de l'Adeffi 2016	TCD	March 2016
Public Engagement through Academic Research: A Postgraduate Training Symposium,	QUB	Nov 2016
ASMCF-SSFH PG Study Day, Mobility/Immobility	Nottingham University	March 2017
ASMCF-SSFH PG Study Day, Conflict	IMLR	March 2018
Cultures of Intimacy in the Nineteenth Century	QUB	April 2019
Mobilities and Moorings: negotiating spaces and identities in modern and contemporary French and Francophone culture	QUB	May 2019
Consolidating Your Career in Translation and Interpreting	QUB	Nov 2019
ASMCF-SSFH PG Study Day, Breaking Silences	QUB	March 2020
Adeffi Journée des Doctorants	Virtual	Sep 2020

Many of our students have received subject association travel awards including the Bourse doctorale de l'Adeffi (in 2017 and 2018), the Society for French Studies Research Support Award (2019), AFLS 2014 Cambridge University Press scholarship, AHGBI Conference Postgraduate Bursary and the Nida Institute International Summer School (2015, 2019). Several students won prizes for conference papers, e.g. Association for the Study of Modern and Contemporary France Poster Presentation Prize (Illingworth 2015) and the Palgrave Prize for the best postgraduate paper at the Poetics and Linguistics Association conference (Hanna 2017). Rickard was joint winner of the 2019 Peter Lang Young Scholars Competition in French Studies (awarded a monograph contract). Collins won the Michael Murphy Memorial Poetry Prize, awarded biennially for a distinctive first book of poetry in English published in Britain or

Ireland (2019) and Illingworth was highly commended in the George Sand Association Memorial Prize for best thesis worldwide on the works of George Sand (2019).

**Monitoring and Support:** The UoA, under the auspices of the School of Arts, English and Languages, supports a rigorous process of progression monitoring of PGR students in line with University Guidelines. This includes an initial report after three months, a differentiation process after nine months, and Annual Progress Review at the end of second and third years. Independent reviewers from outside the supervisory team receive written work from the student and meet face-to-face to discuss the work. The system allows robust and swift action to be taken to resolve any issues, as is reflected in the UoA's strong record of successful submissions.

**Equality and Diversity:** Our research ethos strives to enable every member of the UoA to realise their full potential, recognising that high levels of collegiality and collaboration are critical to their well-being. Our research culture thrives, therefore, on the premise that all members own an equal share in an intellectually ambitious programme that is designed to be both individually and collectively empowering. Regular CDRG planning and review meetings, into which PGRs and Postdocs are fully integrated, guarantee that every member of the group has a voice in the development of strategic activities.

The Unit is committed to equality and diversity and to appointment/promotion on merit, irrespective of gender, marital status, dependants, religious belief or political opinion, race, disability, sexual orientation and age. We follow rigorous University policies regarding recruitment, promotion, and harassment/bullying (see Institutional Statement §3d), with all staff undertaking compulsory 'Unconscious Bias' training that includes key diversity and inclusion lessons. The openness of our research culture to diversity is evidenced by the senior research roles occupied by a wide range of staff: Director of Research (Torres), CDRG Lead (Sánchez Espinosa), REF Champion (Toner), PGR Lead (Bowskill and Tavares), and Chair of the Ethics Committee (Holmes). All roles are advertised internally with job descriptions, short-listing criteria and balanced interview panel membership.

The UoA has a particularly healthy gender balance in staffing, including at Chair level (3F, 3M), and at SL (8F, 4M). In 2015, we were among the first AHSS Units in the UK, and the only ML unit, to be awarded an Athena Swan bronze award, now awarded again to the expanded School (2020). We organise all CDRG activities in line with our Athena Swan Action Plan. To accommodate caring responsibilities, meetings and research seminars are organised where possible between 10am-4pm. Maternity/adoption leave, of which there have been several in this cycle, counts as worked semesters for the purposes of calculating sabbatical leave and staff returning from parental leave are offered a teaching free semester, funded by Faculty, in order to re-engage with research. Remote working is facilitated by our policy of a weekly research day. Flexible working has also been supported where requested, for example, by reducing teaching hours to zero.

In selecting outputs for REF, the Unit pioneered and mutually agreed a Code of Practice (CoP), the principles of which were subsequently adopted in the University's CoP in consultation with staff more generally. All staff whose contracts include a significant responsibility for research were automatically deemed eligible for inclusion in REF. Research Assistants/Fellows were considered where it could be shown that their contracted research was independent. The CoP also outlines processes for the grading and selection of outputs by a Reading Group of disciplinary experts. External readers, all former RAE/REF panellists, were consulted on a wide range of outputs. Equality Impact Assessments examining the selection of outputs were carried out periodically. This assessment addressed the distribution of grades according to gender, age,

contract type, staff category, marital status, religion, disability, ethnicity, sexual orientation, and dependents. In order to ensure complete confidentiality of individual's data, requests for reductions for individual staff circumstances were handled by the Research Policy Office as part of a voluntary process.

### 3. Income, infrastructure and facilities

Research income has expanded dramatically in the period including awards totalling £6 million from RCUK (AHRC OWRI; AHRC Standard Grant, Leadership Fellow, and EC Fellowship); EU Marie Curie Fellowships; British Academy Mid-Career and Leverhulme Awards and Fellowships. The UoA developed a proactive strategy for research income which helped awards to climb annually from £358k in 2013/14 to a peak of £1.4 million in 2018/19 and 2019/20. This includes exponential increases in RCUK funding from £50k in 2013 to £741k in 2018 and in EU funding from negligible sums in 2013 to £547k in 2018.

Research awards have further enhanced our capacity to make significant contributions to the discipline in terms of the creation of new knowledge and impact. The MEITS project, funded by the AHRC Open Worlds Research Initiative (OWRI), is a major £4 million collaborative project (Carruthers, Deputy PI and Ó Mainnín). It investigates how the perspectives of multilingual speakers impact on individuals and societies and has resulted in the publication of several policy papers including on the Irish Language Act (Dunleavy/Ó Mainnín) and Languages, Business, Trade and Innovation (Ayres Bennett/Carruthers). The AHRC also funded the eDIL project (Toner), resulting in the publication of a new edition of the historical dictionary and significant international impact (see ICS).

Research funding has enabled us to enhance the vitality of the Unit through the recruitment of new talent, notably two Marie Curie Fellowships in Early Modern Spanish and French Linguistics respectively and the creation of 6 further PDRA posts. The MEITS project attracted 3 posts to Queen's (Dunleavy, Nandi and Henderson), while the Northern Ireland Placenames Project, the Electronic Dictionary of the Irish Language and the Chronometrics project each created one PDRA position (Kane, Arbuthnot, and Han). These posts significantly enriched the research culture at Queen's in the areas of artificial intelligence, linguistics and sociolinguistics and contributed materially to the advancement of our impact agenda.

**Research Funding and Strategies:** The following systems are in place to ensure success in research applications:

- (i) early identification of potential projects and applicants in the light of calls from funders, including extension of previously successful projects;
- (ii) targeted support such as teaching relief and research leave to prepare applications;
- (iii) robust internal peer review of applications in which colleagues with experience of obtaining awards provide feedback to applicants on their proposals before submission.

Nascent ideas for funded projects are also discussed at CDRG research-in-progress seminars, and in reading and writing groups such as the Transformative Cultures Group and the Futures group, both of which received funding from the Faculty Research Initiative Fund. The Research and Enterprise Directorate provides dedicated assistance to Languages staff in identifying the most appropriate funders for specific projects, developing applications beyond the initial stages, including the provision of legal advice, and in project management for major research grants. Staff in the Directorate have specialised expertise in dealing with applications to particular funders such as RCUK and EU (Institutional Statement §4b).

**Operational and Scholarly Infrastructure:** The sense of community in Modern Languages is enhanced by the location of staff and PGRs in close proximity to each other in a row of adjacent Victorian houses. Each member of staff has their own office with individual computers which are replaced on a rolling scheme every four years. PGRs have individual desk space in dedicated accommodation within the School. The University Library, which was extended in 2019, is a world-class facility that brings together wide-ranging library and computing services in a single location. It houses significant collections in Languages and Area Studies, and has extensive runs of the major journals. Its substantial collection of electronic resources, which includes all the major Humanities and Science databases, is available on- and off-campus. Collections are continually updated and staff can request books for purchase via a simple online form. Interlibrary loans are available to staff and PGRs via the Library website. Specialist holdings supporting our research include a major collection of Edward Bunting's manuscripts from the 18th and 19th centuries and the Hibernica Collection which holds 29,000 volumes of material relating to Ireland, including annotated copies from the library of the great Celtic scholar, T.F. O'Rahilly.

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

Increasing research collaborations was a core aim of our research strategy for 2014-19. Membership of and the building of networks are a fundamental aspect of this strategy. The unit has leadership positions in established networks which have produced significant outcomes. Lawless, for example, is co-founder of the **International Network of Nineteenth-Century Hispanists** which runs annual conferences in various universities (Museo del Romanticismo, Madrid in 2019) and has published a collection of essays with MUP (ed. Ginger and Lawless). Holmes is co-founder of **REBRAC**, the European Network of Brazilianists Working in Cultural Analysis. They have organised three conferences and several edited volumes have resulted (<https://rebrac.net/>). The Unit is also spearheading new networks such as the recently established AHRC-funded network **Women, Religion, and Culture in Spain and Spanish America** of which O'Rawe is PI.

Members of the Unit have established major funded collaborations with external partners. Carruthers is Deputy PI of the **MEITS** OWRI consortium. Headed by Cambridge and with partners in Edinburgh, Nottingham, Bergen, Girona, Hong Kong and Peking, Carruthers and Ó Mainnín are leading on the 'Sociolinguistic perspectives on multilingualism' strand which explores timely issues of identity, diversity and social cohesion. Toner was PI on a collaborative project with Ní Mhaonaigh (Cambridge) for Phase III of the **Electronic Dictionary of the Irish Language** which resulted in a significant new edition of the Dictionary, an Impact Case Study and AHRC follow-on funding for impact. Jeannerod is leader of the interdisciplinary **International Crime Fiction Research Group** which has organised three major conferences in Queen's and co-organised five conferences across Europe, as well as exhibitions and festivals. It has brought together hundreds of international scholars in the field and secured major grants (AHRC in 2013 and 2017; Horizon 2020 in 2018).

Our strategy is designed to ensure that national and international collaborations result in more formalised networks with joint outputs and outcomes. For instance, arising out of **Jeannerod's** collaborations with members of the AHRC-funded Visualizing Crime Fiction (2014-2015) (with Universities of Limoges and Debrecen), further collaborations involve Tadié and Goazin (Rennes). Outcomes include co-supervision of a PhD student with Prof Cotteret (Aix-Marseille), an online database on French-American Passages, and a collaboration with the LLSETI (Professor Lagorgette) on an academic monograph series. **Wilson's** collaboration with

Bourdeau (Louisiana at Lafayette) and Edwards (Adelaide) resulted in a special co-edited issue of *Australian Journal of French Studies* (2020). **Holmes'** work with REBRAC (above) resulted in three conferences and several edited volumes. **Sánchez's** collaboration with the Universidad Complutense Don Quixote project resulted in the publication of *Primera edición de la Segunda parte del ingenioso caballero don Quijote de la Mancha*, ed. Pereira and Infantes (2018).

A further indicator of this collaborative outlook is the fact that a third of the staff (8 members) are submitting at least one co-authored publication to REF 2021 (Blumczynski, Carruthers, Harding, Holloway, Jeannerod, Lawless, Toner, Torres). Members of the Unit have also developed innovative, internal interdisciplinary Reading Groups which co-evolve new ways of thinking about the processes of scholarship. For example, O'Rawe's online reading group established the framework for the dialogue that took place in the first workshop of the AHRC Network Women, Religion, and Culture in Spain and Spanish America with plenary speaker Stephen Hart (UCL) (2018). Bowskill and O'Rawe's Transformative Cultures Reading Group won the 2017 AHSS Faculty Research Initiatives Fund Award to support an interdisciplinary seminar on Jacques Rancière's *The Future of the Image*, with guest speaker Oliver Davis.

### **Wider contribution to society**

The UoA is committed to working with local and international partners beyond the academy, with the aim of serving the public and influencing policy and practice (see Impact Strategy above). The Queen's strand of the MEITS project (above) focusses on multilingualism, social cohesion and conflict resolution in Northern Ireland. This involves collaboration with the **East Belfast Mission, Co-Operation Ireland** and the **Department for Communities** on developing confidence in the learning of Irish among the Protestant-Unionist-Loyalist community. As a contribution to the public debate on the Irish Language Act, MEITs has produced a briefing document on language policy for the Democratic Unionist Party and hosted a workshop for NI government departments (Health, Communities, Education) on multilingualism, health and well-being. Furthermore, the Northern Ireland Place-Name Project is contributing to social cohesion and improved understanding of the linguistic heritage of the region through its research into Irish placenames for NI government and local councils (see ICS).

Education is an important sector for the UoA. As **AHRC Leadership Fellow for Modern Languages**, Carruthers has had a pivotal role in the development of a UK languages strategy and has co-organised workshops on policy with civil servants from Whitehall and the devolved regions. Her work contributed to an Ofqual review of grading boundaries leading to an adjustment of grading of French and German at GCSE and a similar review by the NI Council for the Curriculum, Examinations & Assessment (CCEA). Staff also work directly with schools. The Northern Ireland Place-Name Project participated in the **School-University Partnerships Initiative** showcasing research in schools in the Magherafelt Learning Partnership and is working with CCEA in the production of online learning resources for schools. **Carruthers** led a project, funded by AHRC Leadership Fellow scheme, bringing multilingual storytelling into schools to raise awareness of lesser used languages (Stranmillis Primary, Blythefield Primary).

Staff also contribute to cultural enrichment more broadly through the representation of linguistic and cultural diversity, and we are particularly concerned with the interpretation of other cultures for a Northern Ireland audience. The **Belfast Migrant Centre** hosts 'The Belonging Project', an exhibition of migrants' portraits and stories important to Northern Ireland immigrants. The MEITS project ran a pop-up **Museum of Languages** in four cities, including Belfast (2019), and the Transformative Cultures group led a sold-out public roundtable at the **MAC theatre** in Belfast which brought together academics, activists, politicians and curators to think through how conceptions of the future can limit or enable the possibility to enact change in society.

Artistic outputs are an important vehicle for accessing other cultures and these are actively promoted by staff. **Torres** brought an exhibition on Góngora to Belfast following previous stagings in Spain (Madrid, Córdoba, Murcia), Argentina (Rosario) and the Dominican Republic (Santo Domingo). This was its only showing at a UK venue and Torres narrated a short accompanying video produced by Culture NI. **Moran** delivered public lectures at the Ulster Museum's RESfest and the National Gallery Dublin. Cinema also features prominently in our activity. **Holmes** runs the Belfast Brazilian CineClub, screening Brazilian documentaries, and **O'Rawe** curated the Contemporary Argentine Film Festival (Belfast 2017). Film screenings have involved collaboration with Second Chance Cinema, BeanBag Cinema, and Queen's Film Theatre and received support from Ébano Multimédia (Mozambique), the Instituto Camões (Portugal), and the Argentine Embassy.

Just as we seek to showcase other cultures here, so we also hope to enrich the cultural experiences of other societies internationally. **Holmes's** research contributed to a collaborative sound installation about police violence in Rio de Janeiro which was staged in Rio (twice in 2016), Belfast (2018), London (2018), and Sydney (2018). **Johnston** collaborates with the Royal Shakespeare Company on 'Unlocking Shakespeare in Chinese' and 'Translating the Chinese Classics' (see the ICS). As part of an AHRC award, **Harding** used two workshops (2019) with undergraduate students at Mutah University, Jordan, on the theme of 'Our Place, our Stories' to engage participants in new ways of thinking about their environment and local history. Building on her postcolonial research, **McCusker** ran two workshops addressing race and whiteness with schoolchildren in Martinique and a further public seminar (at Bibliotheque Schoelcher Martinique). **Carruthers**, drawing on her research on oral narrative, gave talks in France (Vendôme and Toulouse) on French storytelling, and **Jeannerod** has delivered numerous talks on Crime Fiction for non-specialist audiences in France, Belgium, Brazil, and Romania as well as making several media appearances (see Impact Strategy).

### Sustainability of the Discipline and Wider Influence

We take seriously our responsibility to contribute to the development of research in the discipline. One of our priority goals has been to add to the research infrastructure through journal editorship, the provision of critical editions of texts, and the creation of electronic resources. Carruthers has taken a national leadership role as AHRC Priority Area Leadership Fellow for Modern Languages, and our participation in MEITS is supporting the future of the discipline. Recent awards evidence outstanding contribution: e.g. Toner and Torres were elected members of the Royal Irish Academy and Torres as a Corresponding Fellow of the Spanish Royal Academy and Fellow of the British Academy.

Staff across the full spectrum, from postdocs to professors, play an active role as editors of journals and book series. Lead editorial roles on journals are occupied by **Torres** who is executive general editor of the *Bulletin of Spanish Studies* (hosted by Queen's); **Blumczynski** who is editor in chief of *Translation Studies*; **Ó Mainnín**, founding editor of *Léann*, and **Toner**, editor of *Ainm: a journal of names studies*. In addition, **Jeannerod** was general editor of *Cahiers Frédéric Dard* (2014-18); **Toner** is general editor of the Irish Texts Society and **Topping** is co-editor of *Studies in Visual Culture*. Other staff play prominent editorial roles, including **Lawless**, section editor, *Open Library of Humanities*; **Bowskill**, assistant editor, *Journal of Gender Studies*; **Wilson**, assistant editor, *French Studies Bulletin*; **Holloway**, assistant editor, the *Bulletin of Spanish Studies*; and **McCusker** who is literary editor of *Island Studies Journal*.

A large number of staff serve on Editorial/Advisory Boards of journals including: *Portuguese Studies* (**Holmes**); *Argotica* (**Jeannerod**); *Irish Journal for French Studies* (**McCusker**, succeeded by **Silvester**); *Cuadernos de Estudios del Siglo XVIII* (**Sánchez**);

*Portuguese Literary & Cultural Studies* (Tavares), *Aiste* (Ó Mainnín); *Éigse* (Toner), *Discours* and *Journal of French Language Studies* (Carruthers), *Journal of Translation, Interpreting and Intercultural Communication* (Harding), *Journal of Adaptation in Film and Performance* (Johnston); *Studies in European Cinema* (Topping); and *Modern and Contemporary France* (Wilson). Several members of the Unit sit on the editorial boards of significant book series including: *Legenda Research Monographs in French* (Carruthers); *Peter Lang Spanish Golden Age* (Holloway); *Tamesis* (Torres); *Francophone Postcolonial Studies monograph series* (McCusker); *Amsterdam UP Interior Spaces* (Moran); and *Libros Dieciochistas* (Sánchez). Postdocs have also contributed to editorial boards while working at Queen's: Nandi on *Open Linguistics*; McAuley on *Society & Policy*; and Dunleavy on DeGruyter Open books in *Linguistics*.

We contribute to the assessment of research at national and international levels, and several members of staff have served in the **AHRC Peer Review College** (Carruthers, Bowskill, Torres, Toner, Wilson). Torres is a member of **REF 2021** sub-panel 26. and has been an international assessor on national review panels in Estonia and Portugal, while Sánchez was an assessor for Italy's VQR (Valutazione della Qualità della Ricerca) 2016. Topping was an advisor for the EU Stakeholder Delegation on **Horizon 2020 Priorities**, Holmes serves on the **Interdisciplinary Research Advisory Panel** for REF 2021, and Moran is a reviewer for the **Research Foundation** (Flanders 2018-22). In addition, several members of staff have contributed to **departmental research reviews**: Toner (Notre Dame, Dublin Institute for Advanced Studies); Ó Mainnín (Cork, UCD, TCD, Glasgow); Topping (QMUL; Cork (Chair), Galway).

Staff regularly provide external reviews for the **Irish Research Council** (Bowskill, Holloway, Ó Mainnín, Toner), and have contributed external reviews for the **European Science Foundation** (Toner); South Africa's **National Research Foundation** (Blumczynski); **Agence Nationale pour la recherche**, France; **Social Sciences and Humanities Research Council**, Canada; **Swiss National Science Foundation** (all McCusker), and **Autonome Provinz Bozen, Südtirol** (Toner). Moran was an assessor for the **Guggenheim Fellowship** (2017) and Torres was an evaluator for the **German Research Foundation Leibnitz Prize** (2021).

Staff perform leadership roles in subject associations including: **International Association for Translation and Intercultural Studies** (Harding, chair); **Association of Hispanists of Great Britain and Ireland** (Torres, President and Chair of Board of Trustees); **Association of Irish and British Lusitanists** (Tavares, Treasurer); **Latin American Studies** (Bowskill, Secretary); **Ulster Place-Names Society** (Ó Mainnín, President); **MHRA** (Holloway, Officer for Post-doctoral Scholarships); **IMLR Advisory Board** (Carruthers, Chair). Staff also sit on various executive/research committees including the **International Association of Researchers in Popular and Media Cultures** (Jeannerod), **Association des études françaises et francophones d'Irland** (Wilson), Royal Irish Academy's **Coiste Léann na Gaeilge** (Toner), **British Academy Languages Advisory Group** (Carruthers), **Society for Renaissance and Baroque Hispanic Poetry** (Torres), and the International Advisory Board, **Baker Centre for Translation** at Shanghai University (Harding).

We frequently act as external examiners for doctoral theses nationally and internationally, for example, Blumczynski: **Glasgow** (2019); **Wrocław** (2020); Torres: **Zaragoza** (2015); **Córdoba** (2016); **Copenhagen** (2017); **KCL** (2018); McCusker: **Royal Holloway** (2014); **Oxford** (2017); Sánchez: **Córdoba** (2014, 2019), **Sheffield** (2016), **Valencia** (2019), **Granada** (2019); Carruthers: **Orleans** (2015); Holloway: **Cambridge** (2019); Harding: **Free State University, South Africa** (2015); Ó Mainnín: **Galway** (2014), **Edinburgh** (2015), **Glasgow**

(2016); Toner: **Edinburgh** (2015); **Cork** (2015); **Cambridge** (2018); **Trinity College Dublin** (2019).

### Conference organisation

The UoA has contributed to the wider research environment through the organisation of 31 national and international conferences between 2014 and 2019 (the 2020 programme being disrupted by Covid). In addition to the 12 postgraduate-led conferences in section 2 above, staff organised the following:

#### 2014

- Translating Texts, Cultures and Values. Plenary: Prof. James Underhill (Rouen).
- French Autopathography: Disability, Disease and Disorders from First-Person Perspectives. Plenaries: Prof. Hannah Thompson (Royal Holloway) and Dr Tamar Tembeck (McGill, Montreal).

#### 2015

- Setting the scene: The Location of Crime Fiction. Keynotes: Prof Benoit Tadié (Rennes) and Prof Robb Kitchin (NUIM).
- San-Antonio International. Keynote: Prof Margaret Atack (Leeds).
- Imaginary Matters: Spanish Golden Age Colloquium.

#### 2016

- Negotiating the Language Barrier: Community, Identity and Conflict Transformation.
- Brazil in the Spotlight, second conference of REBRAC (European Network of Brazilianists Working in Cultural Analysis). Keynotes: Leonardo Tonus (Paris-Sorbonne IV), John Gledson (Liverpool).
- Association for French Language Studies Annual Conference. Plenaries: Myriam Bras (Toulouse), Philippe Hambye (Louvain-la-Neuve), Martin Howard (Cork).

#### 2017

- Modernity and Aesthetics in Europe. Guest speakers: Prof. Eugenia Afinoguénova (Marquette University); Dr Holly/Margaret Trusted (Victoria & Albert Museum); Dr Peter Garratt (Durham).

#### 2018

- L'Imaginaire médico-religieux: French Literary Perspectives. Plenaries: Prof. Vincent Kaufmann (Lausanne) and Prof. Enda McCaffrey (Nottingham Trent).
- French Medico-Textual Cultures. Plenaries: Prof. Holly Tucker (Vanderbilt) and Larry Duffy (Kent).

#### 2019

- Chinese Traits, Francophone Lines: The Value of Transcultural Creativity. Plenaries: Prof Gabrielle Parker (Middlesex), Dr Guillaume Thouroude (Nizwa University, Oman).
- UK Language Policy after Brexit. Plenary: Fiona Mackay (Director, Scotland's National Centre for Language Teaching).
- Languages in Conflict and Reconciliation. Keynotes: Alison Phipps (Glasgow), Hilary Footitt (Reading).
- Intimacy in 19<sup>th</sup>-Century France and Belgium. Plenaries: Prof. Dominique Bauer (KU Leuven) and Prof. Monique Eleb (École nationale supérieure d'architecture de Paris-Malaquais).
- New Methods for New Media Summer School. Funded by QUB Pump-priming fund (awarded £10,000 for summer school plus other network activities).
- ADEFFI (Association des études françaises et francophones d'Irlande). Plenary: Prof. Alexandre Gefen (CNRS-Université Paris 4).



- First workshop of the AHRC Network Women, Religion, and Culture in Spain and Spanish America 1900-2000. Plenary speaker Prof. Stephen Hart (UCL).
- Mozambique through literature, film & policy making. Knowledge Exchange Symposium.

Several other conferences planned for 2020 were cancelled as a result of Covid-19 including Caribbean Generations: Ruptures, Traditions, Returns, Society of Dix-Neuviémistes annual conference, and the Irish Conference of Medievalists.

Funding to support these conferences was obtained from a range of external organisations including the AHRC, MHRA, British Academy, Institute of Modern Languages Research, Acción Cultural Española, Society for French Studies, Association of British and Irish Lusitanists, and the UK Foreign and Commonwealth Office, as well as Spanish, Brazilian and French embassies. The School and University routinely support conferences, and further funding has been contributed by Belfast City Council.

### Plenaries and Invited Lectures

Plenaries/keynotes delivered by UoA staff include: Medieval and Renaissance Conference, Durham, 2017 (**Torres**); Annual Conference of the Association of American Classical Theatre, El Paso, 2015 (**Johnston**); International Congress of Celtic Studies, Glasgow, 2015 (**Toner**); Festival de Luz y Vanguardias, Salamanca, 2017 (**Johnston**); Les Langues minoritaires, Strasbourg, 2019 (**Carruthers**); 'Ci-dit' Conference, Haute Alsace, 2015 (**Carruthers**); Noire is the New Noir, American University of Paris, 2016 (**Jeannerod**); International Conference of English, American and Canadian Studies, Brno, 2020 (**Harding**); Inhabiting the Threshold, Madrid, 2019 (**O'Rawe**); Borders and Crossings, Juraj Dobrila University of Pula, Croatia, 2018 (**Topping**).

Staff at all levels have delivered numerous invited lectures, including: Ohio State, 2016; Oxford 2016; Princeton, 2016 (**Torres**); Maria Curie-Skłodowska University, 2019 (**Blumczynski**); Oxford 2019 (**Tavares**); Beirut 2019 (**Harding**); Glasgow, 2014; Dublin Institute for Advanced Studies, 2016 (**Ó Mainnín**); Cambridge, 2018 (**Toner**); UCL, 2019, Madrid, 2018 (**O'Rawe**); Vienna, 2016 (**Eardley-Weaver**); Edinburgh, 2016 (**Holmes**); IMLR, 2017 (**Wilson**); SOAS, 2018 (**Harding**); Manchester, 2020 (**Sadler**); Debrecen, 2014; Bordeaux, 2015; Saint Denis, La Réunion, 2015; Rennes, 2019; (**Jeannerod**); Antwerp 2015; Leuven, 2017 (**Moran**).