

<b>Institution: University of Glasgow</b>
<b>Unit of Assessment: 27</b>
<p><b>1. UNIT CONTEXT AND STRUCTURE, RESEARCH AND IMPACT STRATEGY</b></p> <p><b>Vision:</b>  English at Glasgow is one of the UK's largest, most diverse, and dynamic units of its kind, with sustained and distinctive commitments to <b>Scottish literature and language</b> in a global context, <b>place-based, data-driven</b> and <b>corpus-based</b> research, and innovation in <b>linguistic, critical</b>, and <b>digital</b> methodologies. New strategic developments since 2014 include interdisciplinary research on <b>material cultures and collections</b> (involving partnerships with Glasgow University's Hunterian Museum and Art Gallery, and our Library Special Collections), <b>fantasy, environmental humanities, postcolonialism</b>, and <b>applied linguistics</b>. We have also built on our established reputation as a leading centre for innovative <b>textual criticism and editing</b>, including leadership in the cross-university <i>Cambridge Edition of Virginia Woolf</i>, and hosting the <i>Editing Robert Burns for the Twenty-First Century</i> project and British Academy-sponsored editing of Anglo-Saxon charters. We are internationally recognised as leaders in <b>digital innovation</b>, e.g. the <i>Cullen</i> and <i>Bess of Hardwick</i> letters, and as advisers on national and international digital projects (EU-funded Europeana and DARIAH).</p> <p>We are distinguished by our <b>commitment to major long-term research programmes</b>: e.g. Robert Burns Studies; the <i>Historical Thesaurus of English</i> and associated projects, initiated in 1964 and awarded the prestigious Queen's Anniversary Prize in 2019; and also in Creative Writing, and Literature, Theology and the Arts. Crucial here have been institutional structures supportive of cross-disciplinary research (centres, networks, labs, clusters), flexible recruitment strategy, and large-scale grants totalling c. £7.287m since 2014. These successes have driven significant growth in our researcher cohort, from undergraduate interns through to funded doctoral candidates, research assistants, postdoctoral research fellows, and tenured posts. Our scalable approach to grant-capture incentivizes initial smaller bids as pathways to medium and large-scale applications.</p> <p><b>Structure:</b>  The unit has expanded since the 2014 cycle from 56 to 68 Category A REF-eligible staff (HC), with a gender balance of 57% female, 43% male. This translates into 64 FTE. Glasgow's unit encompasses <b>English Language and Linguistics, English Literature, Creative Writing</b>, and <b>Scottish Literature</b>, the last being the only self-standing programme of its kind in the world. These subjects, with <b>Theology and Religious Studies (TRS)</b>, which at Glasgow has a distinctive focus on literature and theology) form the School of Critical Studies (SCS), one of the College of Arts's four Schools. SCS's close alignment with UoA27 allows us to develop a coherent research strategy. Synergies across our programmes, as well as with colleagues whose research engages with literature, language and material culture in <b>Information Studies</b>, and the <b>Dumfries School for Interdisciplinary Studies</b>, underpin our distinctive research strengths, playing to our location in one of Scotland's ancient civic universities.</p> <p><b>Centres and Labs:</b>  Much of the unit's research energy is generated by the unit's two centres established before REF2014: the <b>Centre for Robert Burns Studies (CRBS)</b> and the <b>Medical Humanities Research Centre (MHRC)</b>: a third, the <b>Centre for Fantasy and the Fantastic</b>, was inaugurated in 2020. These Centres are significant sources of PGR recruitment, grant income, and KE/impact activities (see below). Our staff also lead or are integral to cross-college research centres: the <b>Andrew Hook Centre for American Studies</b>, the <b>Centre for Scottish and Celtic Studies</b>, and the <b>Digital Humanities Network</b>. <b>Research clusters</b> established or expanded since 2014 - <b>medieval and early modern, creative writing, fantasy, environmental humanities, postcolonialism, queer studies, sociolinguistics and phonetics, corpus studies, textual cultures</b> -- have enhanced our traditional research strengths in language and</p>

literature. Support from **Arts Lab**, the College's research institute, underpins our highly successful programme of grant-capture, KE and Impact, and researcher development (see Sections 2 and 3). Arts Lab funds the establishment of interdisciplinary research groups called 'Themes', which can develop into 'Labs', with longer term support. Among those in which unit staff play leading roles are 'Textual Editing', 'Reading and Writing Death and Dying', 'Digital Departures', 'Digital Cultural Heritage', 'Collections', 'Decolonize Glasgow', 'Energy and Ecology', and 'Discourses of Sustainability'. These groups run seminars and symposia, host collaborative projects, and support grant capture and recruitment of RAs or doctoral students.

Recent activity is exemplified by the ongoing series of interdisciplinary events run by the Collections Lab, co-directed by staff in UoA27 and established in 2017. Events bring together staff and research students with Hunterian and Library curators, to discuss the wide range of work currently being conducted using historic collections. For instance, Lightning Talks sessions, featuring 35 three-minute presentations by Glasgow staff, including many from the unit, are designed to make 'research introductions' among colleagues. Public-facing sessions have featured plenary sessions from distinguished curators (e.g. Kim Sloane, British Museum; Jane Pickering, Harvard Museums).

#### **Objectives and progress:**

Three areas were identified for strategic development in REF2014: **Creative Writing, Textual Cultures**, and **data-led research in English Language and Linguistics**. All three have seen substantial investment and expansion, with 11 new appointments, major prizes (the Queen's Anniversary Prize for the *Historical Thesaurus of English*, and the 2019 Philip Leverhulme Prize awarded to Alexander, whose research draws on the *Thesaurus*, cognitive linguistics, and our recognised strengths in digital scholarship) and nearly £5m of new external funding (out of the unit's total of £7.287m) since 2014. These areas have contributed substantially to the expansion in PGR and PGT numbers (see below). This has been in no small measure due to significant investment in new staff, e.g. three new appointments in **Applied Linguistics**, associated with new PGT/PGR programmes.

Additionally, responding to international disciplinary developments embedded in Scottish literary culture, the unit has invested in **Fantasy, Environmental Humanities**, and **Postcolonialism**. A further three new appointments have greatly strengthened our expertise in Fantasy, enabling major impact-related initiatives, e.g. the AHRC/VisitScotland-funded 'Fantasy Night at the Museum' (2017: over 800 visitors), international collaboration (e.g. Attebery, Idaho State, as Leverhulme Visiting Professorship, 2018-19) and a dedicated blog containing both critical and creative contributions *The City of Lost Books* (2015-). Our PGT in Fantasy, launched in 2016, has already seen major recruitment (c.80 students since launch), 10 of whom are now part of our PGR cohort. These successes contributed to the formal establishment of the **Centre for Fantasy and the Fantastic** in 2020.

The unit has seen substantial growth in **PGR students** in line with our strategic objectives in REF 2014. Our current headcount is 176 (up from 154 in 2014), with 196 doctoral degrees awarded since 2014 (HESA). As well as home students, our PGRs come from 45 different countries, the result of extensive investment in international recruitment. We have also seen a 156% increase in PGT numbers in the same period, serving as a feeder to PGR. Since the last cycle, holders of **postdoctoral fellowships** have increased from three to five, funded by the British Academy (2), Wellcome (1), and the GU-funded Lord Kelvin/Adam Smith (LKAS) Fellowship (2) (a further LKAS award on Language Policy is currently on hold due to COVID).

#### **Impact Strategy:**

Our overall strategy is to **embed impact in all stages of the research process**, with impact a key element in all colleagues' annual performance objectives. The unit's staff work with numerous partners, from large-scale governmental, commercial, cultural, and educational organisations, from the Scottish Government, through Oxford English Dictionaries, to Small and Medium Enterprises (SMEs): e.g. Microphonics, Giglets, Linguisticator, Edify: Project Mobius (see Section 4). Although our partnerships operate across the UK, we have made a strategic

decision to concentrate much of our effort on the special advantages deriving from our location in Scotland's largest city, with all that implies for our national position. Three of our Impact Case Studies (*Challenging conventions in opera*, *Raising Scottish literature's profile*, *Robert Burns*.) are linked to that decision, but capture only a part of this strategic focus. For instance, we are committed to engaging in key national debates, e.g. surrounding the 2014 Scottish Referendum with the Carnegie-funded *Literature and Union* symposia/publication (2013-2018) and Pittock's *The Road to Independence* (rev ed 2014).

Our impact strategy nurtures KE/impact projects through **targeted funding**, accompanied by support from a dedicated College KE/Impact Manager and a School Public Engagement Activities Administrator, and from Arts Lab. In this cycle, 12 projects have been awarded funding from the College KE/Impact Fund (total £33,813), ranging from 'The Generation Born in 1819' (£1,986) to 'Writing on the Edge: Decoding Antonine's Wall' (£5,400). Dedicated funding streams have developed impact more generally across the unit's research portfolio, including both current and pipeline ICSs. Three among many examples are Connective Language Learning App (£12,338), Scots Linguistic Toolkit in the Classroom (£1,881); and GIFCon Fantasy Conferences (£7k).

Public engagement is seen as a crucial pathway to impact, and the unit has taken full advantage of new opportunities, such as the university's Kelvin Hall redevelopment (see 3 below), now housing The Hunterian Museum. Glasgow University's Strategic Partnership (2018) with the Smithsonian Institution (SI), the world's largest museum/education/research complex, offers staff/student exchanges, including an early-career mobility scheme, and co-bids for funding. The unit participated in the *Smithsonian Showcase Week* (2019), leading three sessions designed to engage visiting staff from the SI with Glasgow's expertise and collections. Staff have contributed, in line with REF 2014's plan, to the Hunterian Museum and Art Gallery's ongoing tercentenary celebrations, including co-curating Hunterian exhibitions e.g. *William Hunter and the Anatomy of the Modern Museum* (2019).

#### **Research culture and research integrity:**

A **collegial, supportive and open research culture** is a unit priority, enhanced during the review period by key initiatives (see also Section 2). In line with UoG research policy (as a signatory of the **2018 Concordat on Open Access**), we encourage our staff to provide freely accessible outputs wherever possible. We have achieved an increase in OA articles from just **18% in 2014 to 75% in 2020**. 96% staff have an ORCID identifier. The Library supports staff in OA compliance, as do our specialists in Digital Humanities, whose research reflects explicitly on access issues in relation to digital resources at national level, e.g. Prescott, Ministerial Task Force on Open Research Data (reported 2017). OA Compliance is facilitated by *Enlighten*, our bespoke digital Library-based repository for managing research publications and data: the Library is resourced to manage all OA requirements via a simple email. Unit staff have **100% Enlighten compliance**, maximising output availability. In addition to our OA articles, in 2019, 100% of conference-proceedings published by unit staff were open-access, as well as major digital outputs like the Historical Thesaurus, Scots Syntax Project, SPeech across Dialects of English (SPADE), and Romantic National Song Network. In addition, the 'Seeing Speech' resource was primarily developed in order to make information about speech production freely accessible to a much wider audience than is usually possible, given restricted access to datasets and software (see ICS).

Cross-unit **Research Integrity and Ethics** policy is steered by the College Research Integrity Champion (a member of the unit) supported by a dedicated adviser in each subject area. Glasgow leads the UK in developing a policy in line with UUK's **2019 Concordat on Research Integrity**, making this mandatory training for new staff and postdoctoral research associates (PDRAs) on the Early Career Development Programme (see 2 below) as well as all new PGRs. RI resources and training, bespoke for Arts and Humanities researchers, focus on issues such as copyright, open access, joint authorship/collaboration, data-management, and handling misconduct. Training is delivered through Arts Lab, with refresher RI training also available

online. 86% of PGRs in the College agree that 'their understanding of Research Integrity had developed during their programmes' (PRES 2017).

To support our research culture and improve its visibility, we have undertaken a thorough redesign of the School's **research webpages**. The new pages better enable external audiences to understand and access our research, facilitating the establishment of new partnerships. Internal-facing pages enable colleagues to access information about the research opportunities and support available to them. Our research is widely promoted on **social media** (see Section 4), and social media use is expected to conform to the same standards of Research Integrity applying to traditional publication.

#### **Future strategy:**

The most important element in our future strategy will be **investment in people** and **increasing diversity** in research staffing to underwrite our dynamic research culture. Our strategies for supporting colleagues in advancing their individual and collaborative research agendas are outlined in Section 2. Here, we identify some themes and projects in which we are investing in pursuance of our research strategy.

We will develop **new high-impact research themes** building on recent appointments: **Fantasy** (Centre status 2020, British Library exhibition 2023); **Postcolonialism** (Carnegie/RSE funded collaboration on colonial famines with Tagore Centre, Edinburgh Napier, and Indian HEIs); **Environmental Humanities** (new lecturer in Eco-poetics started August 2020). In **applied linguistics**, we are developing systemic functional approaches and intercultural studies, supported by three new appointments with expertise in professional discourse, internationalisation and multilingualism. In **phonetics**, we will capitalise on new appointments and recent substantial infrastructure investment in GULP (Glasgow University Laboratory of Phonetics), extending our already substantial expertise in quantitative linguistic analysis to include latest trends in psycholinguistics, such as eye-tracking.

We will develop our reputation and achievements as **an international centre of excellence for the study of Scottish language, literature and culture**, including ongoing outputs from the multi-volume editions of Robert Burns (OUP) and Allan Ramsay (EUP); projects on *Four Nations Romantic Song Culture*, manuscript authentication, and Scottish radical culture 1790-1830; and a major new bid (Nov 2020) to AHRC 'Towards a National Collection' on Scottish heritage/travel writing. Planned research in lexical semantics include a new *Historical Thesaurus of Scots*, drawing on established links with the *Dictionary of the Scots Language* and colleagues in Celtic and Gaelic, underlining our position as the international hub for research on the languages of Scotland. Major externally-funded projects such as the *Scots Syntax Atlas* have significant implications for future sociolinguistic research.

We will develop **cross-School and cross-College synergies in book history and textual editing**, encouraged by our co-leadership of the 'Textual Editing Lab', hosted by Arts Lab. Among our numerous upcoming projects are a major edition of the works of Jack London, the *Mary Queen of Scots* letters project, and digital editing of medieval manuscripts.

Through our location as a centre for **digital transformations**, we will expand impact-focused collaborations with non-HEI institutions e.g. Scottish Heritage Partnership's 'Immersive Technologies' (in collaboration with the National Trust for Scotland (NTS), National Library of Scotland (NLS) modelling a visualisation tool for the heritage industry, as well as developing VR teaching Apps (e.g. 'Virtual Codicology', 'Burns Beyond Text') in collaboration with *Project Mobius: Edify*, funded by Innovate UK. We are involved in digitally linking the AHRC-funded *Cullen Project* database to the Royal College of Physicians (RCP)'s *Diagnostic of Andrew Duncan* (in collaboration with the NLS). We will develop our research into **electronic corpora** (e.g. through *Semantic EEBO*, a corpus-tool derived from *Early English Books Online*), drawing on two new appointments, and exploiting our national and international links (*Dictionary of the Scots Language*, *Oxford English Dictionary*, Brigham Young University).

## 2. PEOPLE

### Staffing strategy:

This is closely aligned with our research strategy, supporting research-led teaching and actively promoting equality, diversity and inclusion, in line with the **2018 Concordat to Support the Career Development of Researchers**. Our goal of sustaining and developing a world-leading portfolio of research with impact is only achievable by academic staff and students working together in a supportive environment. In this REF cycle staffing policy has seen investment in emerging research areas and building on established strengths, aiming to make the unit a cohesive and collegial place for all (e.g. see **Athena SWAN Bronze Award**, under Equality and Diversity below). Strategic appointments have led to a growth in staff numbers from 49 in 2007, 42.5 in 2013, to 64 (FTE) in 2020. **Performance and Development Review (PDR)** mentoring and **annual promotion workshops** led by the Head of School and College HR manager encourage internal career-advancement, in line with the University's *Code of Practice for Managing Research Staff*.

SCS's structure has enabled us to develop a flexible hiring policy, balancing retirements and other staff losses with recruitment in strategically valuable areas. Since 2014, appointments have been made in fields including: Fantasy; Environmental Humanities; Postcolonial Studies; Modern Scottish Literature; Romanticism, Historical Thesaurus; Scots Language; Digital Humanities; Phonetics. These are all areas with high potential for impactful research, and which generate high demand from potential PGR and postdoctoral researchers. Our grant capture has enabled us to invest in a new generation by appointing a cohort of post-doctoral research fellows, as well as securing five funded Postdoctoral Fellows in the current REF period. Early-career researchers (ECRs) currently constitute 12% of REF-eligible staff. At the other end of the career ladder, three senior colleagues are on fractional contracts, pursuing valuable research and mentoring activities with reduced teaching and administrative loads.

**Promotion.** From 53 applications for promotion since 2014, 44 (83%) have succeeded (success rate 85% F, 79% M). Promotions and new appointments in period are spread across our programmes: three new professors and three lecturers (English Language and Linguistics); four new professors, three new senior lecturers and ten new lecturers (English Literature and Creative Writing); one new professor and three new lecturers (Scottish Literature). These developments have helped create a **balanced staff profile**: of REF eligible staff (FTE), 18.3 (29%) are professors, 25.6 (40%) Grade 9, 12 (19%) Grade 8, and 8.1 (13%) Grade 7. We are especially proud of an improved gender balance at senior level: currently, 55% of professors are female (for more on gender balance, see below). 100% of REF-eligible staff are employed on open-ended contracts. Gender and equality issues, especially relating to promotion, are addressed by staff involvement in Athena SWAN, and the AURORA Programme (see below).

In the annual **PDR** staff complete a self-evaluation form and meet one-to-one with a senior colleague to discuss progress towards current objectives, objective-setting for the coming year, career-planning (including promotion), work/life balance, and training/development needs and opportunities, aligned with the School Strategic Plan. Members of the unit filling (or preparing to fill) key roles have won places in competitive Leadership training programmes: e.g. 6 Aurora participants and 12 places across programmes (10 participants). A Strategic Leadership Programme is required for Heads of Schools and Deans, while the Emerging Leaders Programme benefits Heads of Subject, school conveners, or other cognate roles.

Central to our staff policy is the university-wide **Early Career Development Programme (ECDP)**, currently directed by a member of the Unit. It was launched in 2013 to support academics appointed at grades 7 to achieve promotion to grade 8 within 3 years of appointment, and grade 9 within a further 5 years. ECDP involves a phased teaching allocation with a 50%-load starting point. Early-career colleagues are assigned mentors who work with them throughout the programme, assisting line-managers in setting annual objectives (support is available to mentors via induction sessions). Participants attend training in Research and Scholarship, Knowledge Exchange and Impact, Learning & Teaching (leading to the

Postgraduate Certificate in Academic Practice (PGCAP), Leadership & Management, and Esteem. The Head of School is currently College of Arts' ECDP Champion, and 13 unit staff act as programme mentors. During the current cycle, up to 18 colleagues have been enrolled on the ECDP in any given year. Embedding ECDP staff in the unit includes offering them PGR supervising experience (as secondary supervisor), including them as Co-investigators on larger grant applications and supporting applications for smaller grants and developing REF publication-profiles.

Seven early-career staff have successfully applied to join the **Glasgow Crucible Programme** (GCP), in a competitive process run across all academic areas. The 4-day GCP includes a residential trip, with external speakers, workshops, facilitated sessions, and interactions with representatives from Scottish industry and government. One participant from our unit reports: 'Crucible helped embed myself within my School, but also make fruitful links - including someone from another college with whom I am now a Co-Investigator on a large funded project, supporting early career women in STEM disciplines.'

**Post-doctoral Research Assistants** (PDRAs) are fully integrated into the unit's research culture, with clear involvement in the production and dissemination of research and extensive engagement activities. Principal Investigators (PIs) actively promote the career development of PDRAs by helping them to set career goals and to select appropriate training activities, through co-authorship of papers and conference talks, and by supporting them in gaining teaching experience. Evidence of effective support is offered by our PDRAs' success in securing academic and library posts: e.g. NYU, QMUL, Stirling, Konstanz and the NLS.

**Mentoring** extends to all career grades, and ECRs are encouraged to gain experience as mentors. To encourage collegial planning, and in the interests of both functionality and transparency, staff are invited to regular subject-area, School and College meetings to discuss and implement policy; annual awaydays permit more extensive strategic discussion. To support team-building, administrative staff participate in meetings.

Within SCS, each Subject Area allocates **workload** based on a CoA calculation of hours per role. Heads of Subject are responsible for ensuring the fair distribution of roles. Administrative responsibilities at College, School and Subject level rotate to allow for research leave and career development opportunities. School and College roles are advertised, and normally undertaken for 3-4 years. Heads of School and Subject are awarded a year's research leave on completion of their term of office; and staff with substantial management responsibilities receive buyout for some teaching and marking, releasing time for research. In recognition of the commitment involved in managing REF in such a large unit, the current REF champion (formerly Head of School 2010-13) is supported by a deputy, two Impact champions, and an output Scoring Panel of eleven colleagues.

In conformity with university policy, **research leave** is targeted to support particular projects, impact-related activities, career development for staff with personal circumstances requiring additional research time, or who have carried heavy administrative burdens. We recognise that extended time is particularly important for generating potentially double-weighted 4\* outputs. Staff are encouraged (via PDR or mentoring meetings) to apply for leave, and can seek an extension to the customary allowance of one semester in every seven by making an external funding bid. Leave-applications and post-leave reports are scrutinised at School level, and feed into the PDR process, ensuring that staff are supported in their research. 64 staff have been granted research leave of one or two semesters since 2014, some supported by external funding.

The School encourages staff to apply for funding available through SCS and College of Arts for participation in (inter)national conferences and research-related events. **Seed-corn funding** enables staff to forge external partnerships and develop larger collaborative projects. The unit has hosted 52 international conferences and workshops since 2014 (see section 4), permitting ECRs to interact with senior figures in their fields and across disciplines, present their research,

and showcase Glasgow's academic culture.

Launched in 2010, the CoA's research institute, **Arts Lab**, is currently directed by a member of the Unit. Developing and promoting research and interdisciplinary collaboration within and beyond the College, Arts Lab is an invaluable asset to our research culture (see also Section 3). It supports researchers through personal advice, workshops and mentoring, helping them develop outputs, grant applications and academic collaboration. Established in 2014, the **Application Development Service** (ADS) offers each applicant two peer reviews from experienced PIs. Feedback is presented via a meeting with one of the Arts Lab directors, and applications needing further work can go through the process more than once. Some workshops focus on particular funders or types of grant; others on topics such as 'Understanding 4\* Research', and 'How to have impact with your research'. Workshops are open to all, and for colleagues on the ECDP, each one is indexed to particular elements in that programme (e.g. 'developing your leadership style', 'building effective collaborations').

A team of seven staff in the **College Research Office** offer specialist guidance with developing grant bids, ranging from initial planning through to costing. The impact team assist with the design stage, embedding impact at an early stage in new projects. The Head of Research and Operations Strategy assists colleagues to put together teams that can respond to calls for larger grants.

An example of the use of College of Arts support is the Medical Humanities Research Centre's successful bid for Strategic College funding, a 3-year plan (initiated 16/17) for development via workshops and activities that focus particularly on ECRs, KE partnerships (e.g. with Glasgow Life) facilitated by the College KE Office, and building external synergies. This will underpin a planned submission for Wellcome funding to facilitate collaboration across all Glasgow's HEI's.

**Research seminars** for staff and PG students are held across the unit, with a wealth of contributions from distinguished external speakers as well as researchers at all levels from staff to advanced undergraduates. ECRs interact with senior scholars in a collegial atmosphere of intellectual inquiry, enabling all members of the Unit to extend their intellectual horizons and networks, with benefit to REF outputs, partnerships and funding bids. Regular research seminar series are held in English Literature, English Language and Linguistics, Literature and Theology, Energy and Ecology, Transatlantic Women's Writing, Medical Humanities, American Studies and Postcolonialism. The long-established **GULP Lab Lunch** provides an informal setting for colleagues across the university to discuss research in phonetics and sociolinguistics, and for visiting scholars to present their work. Our staff also contribute to the Gender History seminar, War Studies seminar, Highland History seminar, and Scottish and Celtic Studies seminar. Many of our research events engage audiences beyond the university. For example, the annual Tannahill lectures, supported by a bequest to Scottish Literature and held at the NLS and Glasgow's Aye Write! Festival, showcase contemporary Scottish studies (recent lecturers include Kathleen Jamie, Andrew McNeillie, Neil MacGregor).

With the transition to online events, offering unexpected advantages for research, our guest speaker audiences have grown: we promote them on scholarly association mailing lists, and now welcome scholars from universities around the world. Online meetings have the advantage of flattening research hierarchies and giving all attendees equal voices. In addition **Research Clusters** hold regular sessions providing peer feedback on work in progress, involving staff at all levels as well as PGRs. Current reading groups include Medical Humanities, Literature and Theology, *Piers Plowman*, Romanticism, Postcolonial, *Finnegans Wake*, Adorno. These have all moved online during the Covid lockdown attracting international participation (e.g. new collaboration with international *Piers Plowman* online reading group, with up to 189 participants). **Research awaydays** explore collaboration, innovation and interdisciplinarity as well as specific research themes. In May 2020 the Research Convener hosted a virtual symposium to discuss responses to the challenges of Covid-19 for humanities research, in which 34 staff participated, allowing colleagues to share difficulties (and opportunities) encountered early in the pandemic, helping build a more resilient research culture.

**Postgraduates:**

We have increased an already flourishing cohort of doctoral degree students from 126 in 2014 to a current level of 148 (176 including Masters by Research HESA HC). This has been achieved by high reputational standing, developed through national and international staff profiles, and projecting Glasgow's research culture in publications, conferences and workshops. It has also been supported by the appointment of a dedicated PG administrator and a CoA PG recruitment manager with a focus on international students. 196 doctoral degrees have been awarded since 2014, 64% to UK students, 23% to overseas students (OS), and 13% to EU. A 156% increase in PGT numbers has also acted as a feeder for PGR recruitment.

We attract and retain research students by offering scholarships, internships and prizes at UoG, CoA and School levels. 24 of our current PGR cohort (13 fees funded, 11 stipends) are supported by external funding bodies (AHRC, ESRC, Carnegie Trust, Wellcome - HESA). Funded studentships are also available from the College of Arts and from private donations (e.g. two 'Shaw Scholars' in the Centre for Robert Burns Studies £35K). In addition, the UoA has secured studentships competitively via the University's flagship Lord Kelvin Adam Smith interdisciplinary doctoral programme. We enable these funding successes through intensive mentoring of applicants, not only by their prospective supervisors but also by School and College PGR convenors, and by putting them in touch with successful applicants from previous years. The College of Arts has also been highly successful in the **Scottish Graduate School for Arts & Humanities (SGSAH)** and **Social Sciences (SGSSS)** DTP competition – the unit both benefits from and contributes to this collaborative cross-disciplinary success in the Scotland-wide DTP consortium context.

At PGR level, staff in the unit help to shape policy and practice through their leading roles with the national graduate schools and funding bodies. Colleagues serve or served as panellists, assessing PhD scholarship applications, at **Carnegie Trust**, **SGSAH** and **SGSSS**. Both the Literature and Linguistics Discipline+ Catalysts at SGSAH, which deliver training events from academic, industry and third sector experts, include staff from our unit in their leadership group, and the unit has hosted SGSAH-funded conferences such as *Quadrivium*, for students of medieval English textual cultures. Our unit is distinctive, in the context of English Language and Literature, in making an equally strong contribution to the ESRC-funded **SGSSS**.

Sustaining a mean average of 28 headcount doctoral degrees awarded annually since 2014 in challenging circumstances reflects the high quality of applications, as well as an enhanced focus on supervisory policy and bespoke training at University and College level and within the unit. All PGR students are allocated at least two supervisors (usually 50/50% or 75/25%), and attend mandatory School and College training-seminars throughout their periods of study, recorded in researcher development logs, annually reviewed as part of the progress review (see below). The **PGR Skills Development Programme** is coordinated by the College's Graduate School, covering a range of personal, professional and career development areas (including guidance on potential careers beyond academia), aligned to the Researcher Development Framework. Features include competitions ('3-minute thesis', 'Impact in 60 seconds'), a PGR-led blog and other community-building initiatives, as well as annually-run employability-training courses (seminars include 'Job Hunting and Job Applications', 'Graduate Attributes', 'Transferring from PhD to Industry'). Our PG students also develop public engagement skills via workshops offered by SCS's Graduate Attributes and Work-Based Learning Tutor, and all new PGRs undertake mandatory research integrity training.

Our students have in addition access to the **SGSAH** (and **SGSSS**) national provision of doctoral training, particularly through the *Discipline + Catalysts* in Literature and in Linguistics, training panels aimed at all PGR students in these disciplines across Scotland. **SGSAH KE Hubs** connects PGRs with cultural heritage and creative industries partners, in addition offering internships/artist in residence opportunities. PGR experience is enhanced through **joint networking/training initiatives** with other HEIs supported by College Graduate School, and by SGSAH, which runs an annual summer school in Glasgow for students from its 19 participating HEIs, providing a distinctively Scottish research environment.



Within the unit, we have reflected on ways of further embedding employability within our postgraduate research environment. There are several student-run initiatives for which academic staff provide support and mentoring: for instance, **eSharp**, an international peer-reviewed journal publishing research in the Arts and Humanities, is edited by PG students in our unit and aims to provide a critical but supportive entry into the realm of academic publishing. We have encouraged students to take up development opportunities relating to non-academic careers. The **Hunterian Associates** programme provides internships on a competitive basis to PGRs to work directly with curators (one student is currently curating a virtual exhibition on the Hunterian's Native American collection to add an interdisciplinary dimension to her Ph.D. on Canadian literature.) Close links with **Glasgow Life**, a charity that delivers cultural sporting and learning activities, as well as with the city's museums, art galleries, performance and music venues, international festivals and creative industry organisations, offer additional opportunities for internships and collaborations which enhance the workplace-related skills of our PGRs.

96% of PGRs felt that their supervisors had 'the skills and subject knowledge to support their research', and 93% were satisfied with feedback (PRES 2017). As part of their professional development, PGRs can apply for Graduate Teaching Assistant (GTA) opportunities in their second and third years, supported by robust selection/training programmes, including detailed student feedback on their performance.

Ongoing mentoring support for recent PhD graduates has resulted in many finding full time employment in a wide range of fields: both permanent university lecturing posts (e.g. Glasgow; Kent; Plymouth; Dundee), and appointments outwith academia such as Adult Literacy Worker at Glasgow Women's Library; Data Analyst with Amazon Tech (US); Senior Research and Dissemination Officer with the Scottish Qualifications Authority; Senior Policy Officer at Social Care Alliance Scotland.

Improved submission rates for PGRs are also underwritten by **Annual Progress Reviews** (APR) held each April/May, in which work is assessed by independent reviewers as a condition of progressing. The APR system has been greatly enhanced and streamlined since 2014. It offers students an opportunity to discuss their work with specialists other than their supervisors, and a rehearsal for viva examinations.

Mandatory staff attendance at **PGR Supervisor Development** seminars (organised by College Graduate School) at least every four years enables them to keep up to date with the fast-changing landscape of doctoral research. Potential supervisors and sponsors for students applying for AHRC funding via SGSAH must attend dedicated **supervisor workshops** organised at national level by the SGSAH DTP.

Via the College Graduate School, we run University PG Open Days, School/Subject Open Evenings, welcome events for new PGRs, and online chats to promote student community and wellbeing; we also support Facebook, Twitter feeds and a College blog that contains information on research and impact, as well as student projects and peer-to-peer advice on how to secure funding. All these activities have flourished online during Covid-19.

#### **Equality and diversity:**

Our research culture flourishes in an environment free from discrimination and unfair treatment, in which the importance of a good life/work balance is emphasised and protected characteristics are respected, in line with Glasgow's Equality and Diversity policy. We are dedicated to **improving gender balance** across all grades of seniority. Compared to the UofG student cohort of SCS (70-75% female), academic staffing (2019-20) shows a good FTE gender balance with 56.41% females and 43.59% male. 66% of PGR students are female and 61% of doctoral degrees awarded since 2014 are to women students (HESA). At **senior level**, 55% FTE of professors are now women, representing excellent progress from 2013/14, when the figure was 37.5%: an achievement made possible through targeted mentoring of mid-career staff, a major School strategic priority. For instance, female colleagues have been actively encouraged to apply for internal and external leadership roles, and supported in doing so through workload

adjustment in other areas. Promotion applications from female colleagues have also been actively encouraged through annual review and in informal mentoring contexts. Across the unit, in English Language and Linguistics 11 out of 13 women are Grade 9 or above, in Scottish Literature 2 out of 3 women are Grade 9 or above, and in English Literature 13 out of 17 women are Grade 9 or above. Seven women sit on the Unit's 11-strong REF Scoring Panel, which is charged with selecting outputs for submission. The Head of School and two Subject Heads are currently women, as are three out of four School conveners, while female members of the unit also hold important University and College leadership roles (Anderson, Dick, Hammill, Randall, McCue). We have robust policies in relation to maternity, paternity, parental and adoption leave, including 'Enhanced Maternity Leave' for eligible staff, exceeding statutory provision and allowing full or half-pay for up to one year. Extensive and clear checklists guide staff before, during and after taking maternity leave.

Also key to the ongoing improvement of gender balance in the unit are the following initiatives:

**Athena SWAN:** In May 2020 SCS achieved an Athena SWAN Bronze Award; the School's newly established Equality and Diversity Team are now working on delivering the action plan. This Award recognises the unit's 'clear commitment to advancing gender equality and enhancing workplace culture for all' and the improvement in the gender balance of the professoriate in the past five years. The award builds on a series of long-term initiatives, and the Action Plan will continue to strengthen **Equality, Diversity and Inclusivity** across all our future research practice in working towards a Silver Award. Through focused training/support and positive development reviews across all staff-grades, and through strategic appointments and promotions, we seek to incentivise and embed research output and impact plans for both individuals and research clusters, spreading the culture of grant capture more equitably.

**AURORA Programme for Women Leaders:** all parts of the Unit have benefitted, with 4 having taken up school or college leadership roles following the programme.

**Academic returners** (post-parental leave): as part of the University's commitment to improving gender equality, and specifically growing the number of women in senior academic roles, the University supports academic returners to maintain a successful research career. Funding (up to £10k per person) supports female academics returning from maternity leave. The Returners programme supports staff returning from maternity/paternity leave: for example, one colleague was funded to travel to the USA to develop an AHRC collaborative grant-application and plan a co-edited volume; another has used returner funding to hire an RA to assist with her current editorial project. 100% of staff have returned to post after taking maternity or paternity leave.

The unit is committed to improving diversity via **international collaborations, expanding international staff and student recruitment, and forwarding research on the global south.** Existing strengths in postcolonial studies have been enhanced by the appointment of a new lecturer in South Asian studies, recently awarded an RSE network collaboration on subcontinental colonial famines with Manipal University and IIT Guwahati, India. Intellectual engagement with postcolonial and BAME issues is embedded in our research and pedagogy at every level: our staff and PG students have been involved in **Decolonize Glasgow**, and other activities leading to Glasgow's award of THES 'University of the Year' 2020 for its widely publicized 'Report into Slavery' and reparation programme. In line with University policies, we are committed to supporting LGBTQ, Disabilities, and other protected characteristics both in research and pedagogy and institutionally: a **Queer Studies** research cluster is active in the unit. **Staff Survey Results** (covering workloads, promotion, retention, staff morale, etc.) have led to School actions plans, resulting inter alia in a more flexible approach to FTE reduction to enhance life/work balance.

Online training in 'Equality and Diversity Essentials' is mandatory for all staff and GTAs. 'Understanding Unconscious Bias' is available to all staff and required for those serving on recruitment panels or similar. 100% of SCS academic staff have completed Equality and

Diversity training. Additional courses on GDPR and sensitive data management are mandatory for line managers.

### 3. INCOME, INFRASTRUCTURE AND FACILITIES

The unit's aim of **incentivizing grant capture** is balanced by workload management and strategic **QR-funded research-leave allocation** to safeguard staff research-time, enabling the production of 4\* REF-graded outputs and the development of large projects leading to monographs, scholarly editions and major digital resources, the latter often funded through competitively-awarded grants. The unit's notable success in winning **external funding** is in part the result of a strategic focus on **scalable outcomes**, i.e. encouraging smaller bids that can be developed into larger projects, while underlining the benefits of larger FEC-bearing awards for the unit's research culture and the recruitment of early career staff.

**Annual research income** has remained healthy, rising from just under £1 million in 2014-15 to £1.151 million in 2018, with a dip in 2020 (£780K), as a number of large projects came to an end, although successful large-scale bids planned for the coming year will bring us back over the £1 million p/a line. 85% of total income is derived from BEIS Research Councils, BA and RSE, and 12.9% from UK based charities. Human Resources benchmarking tables show grant capture for English at £19K per head, compared to a Russell Group Upper Quartile £14.96K. Notwithstanding excellent progress made since 2014, the fact that 55% of awards are made to males and 45% to females demonstrates the need further to extend and diversify the **culture of grant capture**. We are therefore committed to increasing the ratio of successful women applicants as well as supporting applications by mid-career colleagues. Formal support through ECDP/PDR, Aurora, etc., and informal through mentoring, are rolled out across the School to enable career progression and to help us achieve our aims in relation to diversity. Recent initiatives include (e.g.) a dedicated English Literature grant support group: monthly meetings since 2017 bring together colleagues at all career stages for peer-support on projects under development. Successful bids to date – using smaller awards to seed larger grants – include a Carnegie Research Incentive Grant, a Wellcome Small Grant, and two RSE workshop grants; larger awards, including a major Leverhulme fellowship, have subsequently resulted. Similar groups are now being set up across the College. This initiative's success led to Hammill, its initiator, receiving one of the University's four inaugural Research Culture Awards (2019).

A key infrastructural development has been **Arts Lab**, established in the previous REF cycle (for Application Development Service, see Section 2). The unit enables the establishment of new research Themes and Labs with strong potential for grant capture and impact. Synergies are identified for future interdisciplinary bids, especially via Research Centres and Networks. For example, in 2018, Arts Lab ran 5 cross-College workshops for staff/PGRs on 'Scholarly Editions and Textual Editing', drawing on the unit's research and funding strength in this area. It included talks from senior editors from Oxford and Edinburgh University Press, and a session on digital editions, to encourage new editorial projects; these events led to the founding of a dedicated and active 'Textual Editing Lab', and the award of an AHRC Network grant for 'New Modernist Editing'. Moving forwards: two groups established in 2019-20 are 'Energy and Ecology' and 'Discourses of Sustainability', developing new collaborative pathways between environmental humanities, sociolinguistics, and STEM subjects. (On other Themes/Labs, see Section 1.)

Over the last two REF cycles the unit has built up a **mature and sustainable portfolio of externally-funded grant projects** across a very wide range of specialisations, giving us a recognised national and international lead in the fields of Scottish and English language and literature, Medical Humanities, Digital Humanities and Collections, with £4.814 million worth of funding out of our total income of £7.296 million.

Outcomes from such awards, and consequent effects for the unit's overall research trajectory, are illustrated by the follow-through from our two major consecutive AHRC grants for **Editing Robert Burns for the Twenty-First Century**. These fund the ongoing 10-volume *Oxford Edition of the Works of Robert Burns* (2014-23). This project draws upon scholarly expertise from across

the unit, employing 8 PDRAs since 2011. Published outputs from phase 1 (2011-16) include *Commonplace Books, Tours, Journals and Miscellaneous Prose, The Scots Musical Museum* and *Songs for George Thomson*. Phase 2 (2018-22) will see *Burns's Correspondence and Poetry, The Complete Poetry* (and *Oxford Handbook to Robert Burns*). In addition to the 3 PDRAs appointed to Phase 2, the university supported the project with an additional postdoctoral Fellowship and a dedicated PGR. Research is showcased at the annual public-facing Robert Burns Conference, run collaboratively by the CRBS/NTS at the Alloway Birthplace Museum, Ayrshire (see Section 4).

This core external funding has spun out a range of related, collaborative projects, such as *Eighteenth-Century Scottish Bawdry* (Carnegie Trust, with a concurrent university Chancellor's Fund award); *The People's Voice: Scottish Political Poetry and Song 1832-1918* (Carnegie Trust); *Romantic National Song Network* (Royal Conservatoire of Scotland: Royal Society of Edinburgh (RSE)); and *Before Blackwood's: Scottish Journalism in the Age of Enlightenment* (drawing on a RSE-funded symposium in 2010). Synergies between expertise in eighteenth-century Scottish literature and medical humanities – the latter represented by the AHRC-funded *Diagnostic Letters of William Cullen* (with Royal College of Physicians) – produced *The Medical Blackwoodians: Literature and Science in Romantic Scotland* (2012-16: Wellcome Trust), with an associated monograph, *Literature and Medicine in the Nineteenth-Century Periodical Press* (Coyer 2016).

The Burns project provided the launch-pad for two subsequent large-scale editorial projects attracting significant AHRC awards: **Collected Works of Allan Ramsay** (2018-23), a multi-volume edition including innovative research on Ramsay's songs, as well as his poetry and drama, and **'Curious Travellers': Thomas Pennant and the Scottish and Welsh Tour 1760-1820** (2014-18, with the University of Wales), a digital edition of correspondence and manuscript tours employing 5 PDRAs and collaboration with the NLS, NLW, the Bodleian, and Oxford's Early Modern Letters Online (EMLO). Collaborative research on eighteenth-century Scottish libraries was an important element of the *Institutions of Literature 1700-1900 Research Network* (British Academy, 2017), and *Libraries, Reading Communities and Cultural Formation in the Eighteenth-Century Atlantic* (AHRC, 2019-22). These led to an AHRC award for **Books and Borrowing 1750-1830**, a 3-year collaboration with Stirling University, the first-ever systematic survey of Scottish library borrowing-records from the period, with Glasgow Co-I and RA. (For KE/impact see Section 4).

Other highlights are the AHRC-funded **Semantic Annotation and Mark-Up for Enhancing Lexical Searches** (2014-15), **Linguistic DNA** (with Sheffield, 2015-18), and **Mapping Metaphor with the Historical Thesaurus** (2012-15, plus follow-on funding). The success of these bids depended on our strategic investment in data-driven, corpus-based research, and long-term commitment to the *Historical Thesaurus of English*. The funding portfolio in English Language and Linguistics also exemplifies our commitment to working on English and related languages in both their local and their international contexts: for instance, projects in sociolinguistics and phonetics include **SPeech Across Dialects of English** (2017-20, funded under the Transatlantic *Digging into Data* initiative), the AHRC-funded projects **Scots Syntax Atlas** (2015-19) and ESRC-funded **One Speaker, Two Dialects** (2013-16), while interdisciplinary research in onomastics has most recently centred on the project **Recovering the Earliest English Language in Scotland** (Leverhulme Trust 2016-19).

**Jewish Lives, Scottish Spaces** (AHRC, 2015-17) has recuperated, from extensive archival analysis, the material culture of Jewish religious communities in Scotland since the late nineteenth century, building on earlier research funded by Rothschild Hanadiv foundation and Carnegie Trust. Similarly focused on material culture are **Archives and Writing Lives** (2017-2019, in collaboration with the Folger Shakespeare Library and the Bodleian).

**Medical humanities** funding success has resulted from our commitment to collaborating across the university and in the wider civic context, as well as from our contribution to shaping the research agendas of external agencies and funders. The Wellcome Trust funded: the *Other*

*Psychotherapies* conference, addressing cross-cultural psychotherapy from a range of perspectives; *Galenic Psychotherapy* (whose PI has since been appointed to a lectureship in Classics); and **Glasgow Medical Humanities Network** (2019-22) (see section 4). Seed-funding for **Science Fiction and the Medical Humanities** (Wellcome, 2015-16) produced partnerships with **Creative Writing**, helping secure a BA Postdoctoral Fellowship on science fiction and pregnancy.

Many of the projects highlighted above intersect with an exceptional record of grant capture in **digital humanities**, where Glasgow is a leading centre of excellence. Our electronic 'big data' resources, such as the *Historical Thesaurus of English* (and associated output *Mapping Metaphor*), as well as *Semantic EEBO*, the *Hansard Project*, *Letters of Bess of Hardwick* and major sociophonetics datasets) make major contributions to research in the unit. These initiatives, alongside four new appointments building on existing strengths, have secured the unit's expertise in this area. New initiatives include major EU-funded DESIR: *DARIAH ERIC Sustainability Refined* (2017-19) and three AHRC-funded projects: *Digital Library Futures* (2017-19), *Living Legacies 1914-18 Engagement Centre* (2014-19), and *Listening and British Culture: listeners responses to music in Britain, 1700-2018* (2016-19), based on social media analysis in collaboration with musicologists and computer scientists.

The unit's success in sustaining external funding and producing world-leading research is supported and enabled by **excellent infrastructure and facilities**. Staff occupy individual office space suitable for research as well as small-group teaching, while new collaborative facilities will be available in the university's Advanced Research Centre (including space for immersive technologies), and refurbished seminar rooms. **GULP** has a main lab (with specialist speech processing machines) and two recording studios, ultrasound tongue imaging and eye-tracking facilities, within SCS. GULP is home to phonetics and sociolinguistics PG and visiting researchers. Further digital expertise and specialist space is available via the Software for Teaching English Language and Literature (**STELLA**) Lab. As well as developing software for face-to-face, online and blended teaching, STELLA hosts six discrete research projects. **Glasgow University Library** is one of the UK's largest research libraries, with major holdings deployed in the unit's research, including all major online resources/databases. Its Special Collections offers an invaluable resource supporting individual research, as well as collaborative projects like the Collections and Textual Editing Labs. PG seminars are frequently scheduled in the Library's Henry Heaney room, allowing students physical access to rare book and manuscript collections. The unit has research collaborations including the following: NLS; Glasgow's Mitchell Library; the Glasgow Women's Library; the Alloway Burns Birthplace Museum archive; Sir Walter Scott's Abbotsford Library; the Scottish Jewish Archives Centre; and the library of Glasgow's Royal College of Physicians and Surgeons. Resources for creative writers include the Edwin Morgan Writing Room, a learning resource centre with a dedicated library.

The unit's **engagement with museums and collections** is enabled by Glasgow's role as a national leader in university-based museum initiatives, notably the £35 million Kelvin Hall redevelopment, opened by First Minister Sturgeon in 2016. Kelvin Hall Phase I (2013-17) has brought together the collections of The Hunterian, plus part of the collections of Glasgow Museums and the NLS's Moving Image Archive, alongside a new bespoke Study Centre. Kelvin Hall is one of six global Anchor Institution case studies for Universitas 21 (in 2017, 12 shortlists or awards, 1 million visitors in Year 1).

#### 4. COLLABORATION AND CONTRIBUTION TO THE RESEARCH BASE, ECONOMY AND SOCIETY

##### Partnerships and support:

The unit's dynamic and wide-ranging research collaborations, networks and partnerships **draw distinctively on our location in Scotland's largest city**, engaging staff at all career stages. This section describes how staff from the unit and its incorporated research centres play a

**subject-defining role both nationally and internationally**, via membership of subject associations, learned societies, research councils and other funding bodies, editorships, research collaborations, and the hosting of major conferences, as well as contributing **economic and societal benefit to Scotland and beyond**. Project partners include: Scottish Government, Oxford English Dictionaries and Dictionary of the Scots Language, NTS, National Galleries of Scotland, Scottish Opera, Burns Scotland, Abbotsford/Faculty of Advocates Joint Advisory Committee, Education Scotland, Glasgow Life, Oxford's Bodleian Library, BL, NLS, NLW, Royal Literary Fund, Visit Scotland, the Royal Bank of Scotland and SMEs (e.g. Micro-phonics, Giglets, Linguisticator, Nile Design). In developing partnerships and engaging with external audiences, staff benefit from consultation and collaboration with the College's Knowledge Exchange and Impact Manager, the College's Cultural Activities Co-ordinator, and the university's Public and Community Engagement Advisor, as well as generous institutional seed-funding.

#### **Public engagement and outreach:**

In the present cycle, staff showcased research (including creative writing) by engaging with diverse audiences at **national and international festivals**, including: Glasgow's 'Aye Write', St Mungo's Festival, Glasgow Science Festival, Being Human Festival, Dundee Literary Festival, Cheltenham Festival, Ledbury Poetry Festival, Scottish Borders Heritage Festival, Borders History Gathering, Edinburgh International, Ullapool, Wigtown, and Dunedin (New Zealand) book festivals. Staff appear frequently on national media, especially BBC and STV radio and television, discussing their research for the benefit of a non-specialist audience (e.g. *In Our Time*, *Scotland Tonight* etc). The unit is proactive in using **social media** to expand and diversify audiences and to exchange knowledge with communities beyond academia. Our profile is exemplified by the Centre for Fantasy's blog *The City of Lost Books* (1000 hits/month) and the *Fantasy at Glasgow* Facebook group (500+ members) and Twitter account (over 4000 followers; Fimi 7000 ). Other areas with high staff Twitter profiles include Creative Writing (Welsh: @UofGWriting 8500), ELL (Green: @codicologist 6000) and Digital Humanities (Prescott: @Ajprescott 7000).

The **Night at the Museum** initiative has stimulated some of the unit's most innovative engagement events. For example, in 2016, 2018, and 2020, the Hunterian Museum celebrated *Burns Night* with public-facing evenings of film, music, poetry and performance in the main museum site. Informed by discoveries from CRBS, the 2018 event was attended by c.800 members of the public and Scottish Government culture secretary Fiona Hyslop. The 2020 event, focused on the UNESCO *Year of Coasts and Waters* presented readings from Burns's Highland Tour and correspondence with live fiddle performances and Gaelic song. In 2017, a *Fantasy Night at the Museum* (part of Being Human festival hub) celebrated Scotland's fantasy heritage from Peter Pan and Harry Potter to Outlander. These events were supported by the Winter Festival, a programme of events managed by EventScotland (VisitScotland).

**Creative Writing** at Glasgow currently focuses its outreach activities around two themes: **Spearheading New Forms** and **Health and Wellbeing** (the latter with MHRC). The former focuses on research leading to award-winning performances, productions and publications in new music, opera and genre-bending essays. The Saltire Society awarded its 2018 Most Inspiring First Book prize to Welsh for her 2002 novel *The Cutting Room*, and Scottish Opera's *Anthropocene* – composed by Stuart MacRae with Welsh's libretto (see ICS) – was awarded the Large Scale New Work category at the 2020 Scottish Awards for New Music. The *Health and Wellbeing* strand included projects such as the cultural legacy of the 2017 *Homeless World Cup*, *Writing for Recovery*, and *Writing Motherhood* (see ICS). The British Academy-funded project *Creative Writing for Young People in Recovery from Mental Illness* involved a series of workshops featuring leading creative writers, public health experts and policy makers from Europe and North America. International collaboration is exemplified by Strachan's involvement in the GCRF **Sustainable Futures in Africa Network**, including the 2020 Participatory Futures project with multiple African partners: PGR student Shehzar Doja ran workshops in Bangladesh and co-edited an anthology of work by the refugee Rohingya community launched at Ledbury Poetry Festival 2019. In response to the Covid-19 pandemic, Jess-Cooke founded (with *Paper Nation*) the free online **'Stay at Home! Literary Festival'** took place shortly after the first UK

lockdown began in April 2020, involving 220 writers of all genres (including 7 Writing Residencies, with £250 bursary per residency), running workshops, readings, panels and Q&A sessions, supported by volunteers and CW PG students. Inclusivity was a priority for this free event, exploiting the possibilities of the digital platform to enable participation and engagement by different audience groups. An estimated 14,689 people from all over the world participated. All these concerns (inclusivity, wellbeing, and formal experimentation) are showcased in **Creative Conversations**, a free, regular public-facing series held in the university chapel, and now via Zoom, hosting distinguished contemporary writers. Funded by the university's Ferguson Bequest, recent speakers have included Homi Bhabha, Malika Booker, John Burnside, Bernadine Evaristo, Lorna Goodison, Alasdair Gray, A.L. Kennedy, Abir Mukherjee, Ian Rankin, Anuradha Roy and Ngūgĩ wa Thiong'o. In collaboration with *The Herald* newspaper, the McCash Poetry Prize is awarded annually for poetry in the Scots language (Judges: Riach, Strachan).

#### **Outreach and collaboration through Research Groups and Centres:**

The unit's research centres and groups, as well as its longer-term research programmes, are oriented towards external engagement, collaborative relationships, and the generation of impact. The examples below illustrate our approach and identify some of our key partnerships.

**The Centre for Robert Burns Studies (CRBS)** has sustained commitment to collaboration and public-facing activities: strong links with the national and international Burns community permits public dissemination of new research throughout Scotland and beyond, and develops effective partnerships with cognate organisations. CRBS is part of *Cultural and Creative Economies*, one of Glasgow's six **Research Beacons** launched in 2017 to raise the institution's profile with key audiences. Beacons provide a framework enabling coherent messaging/promotion that complements CRBS's research strategy research strategy, and successfully promotes our research. Activities include the **annual Burns Conference** at the Robert Burns Birthplace Museum (in association with the NTS) and a series of major impact-related initiatives, e.g. the recent report **Robert Burns in the Scottish Economy** (see ICS). Carruthers (Co-Director) is Convener (2014-) of the museum-accredited **National Burns Collection**, a partnership between the university, 3 national associations and 7 local authorities. CRBS's expertise has been leveraged to include work on forgeries and support for wider research in Scottish Literature, e.g. Carruthers's service on the Joint Advisory Committee for Sir Walter Scott's House at Abbotsford (Faculty of Advocates), which *inter alia* has been responsible for producing a Carnegie Trust-funded online catalogue of the best-preserved writer's library in Britain. Two related AHRC-funded projects, the **Allan Ramsay edition** and **Curious Travellers** have strong outreach elements: the annual *Allan Ramsay Festival* at Carllops, and *Pennant and Dr Johnson on Tour* exhibition, Johnson House Museum, London, coinciding with the launch of '*Curious Travellers*' digital editions at the Linnaean Society in Nov 2018. Societal engagement from the 18<sup>th</sup>-century Scotland theme is also exemplified by the **Thomas Muir 250** project, commemorating the 1790's Scottish radical martyr transported to Botany Bay in 1795 (with the 'Friends of Thomas Muir' Trust and East Dunbartonshire Council). Annual meetings are hosted by East Dunbartonshire secondary schools, including papers and performances by sixth-form History and English students. The first Glasgow *Thomas Muir Lecture* was delivered by Sir Tom Devine (2018).

The **Medical Humanities Research Centre (MHRC)** is a founding member of the **Northern Network for Medical Humanities**, which facilitates interchange of people, ideas, and best practice at national level, including through its participation in the AHRC/Wellcome *New Generations* ECR training-project, with an emphasis on digital research. A College-funded strategic enhancement programme for medical humanities included an annual city-wide symposium. Strategic conversations at the latter contributed to the current 36-month Wellcome-funded **Glasgow Medical Humanities Network** (2019-22), promoting city-wide co-ordination and integration of medical humanities across all Glasgow's HEIs and relevant collections. Directed by a cross-institutional steering group, the network focusses on early career development, with training workshops, collections enhancement events, and a yearly small grant scheme (£7K p.a.) dedicated to ECRs/PGRs for research and KE projects. MHRC regularly hosts visiting researchers (e.g. Columbia, Umea), including scholars supported by the Wellcome

Small Grants and Bursaries scheme. Topics addressed include Mindfulness research, R.D. Laing and literature, Hunter's Anatomy, and LSD therapy.

The unit's new **Centre for Fantasy and the Fantastic** was launched with a public event online featuring a keynote by award-winning fantasy author Ellen Kushner, and a distinguished panel of academics and creative practitioners. The 500 webinar tickets sold out in 3 days, necessitating setting up a YouTube live-stream to allow more participants to attend. The YouTube recording has already over 1,200 views and is growing daily. The Centre launch attracted attention from the press, radio, and TV, with news pieces featured in *The Herald*, *The National*, the *I Paper*, and a report on STV News.

The AHRC-funded New **Modernist Editing Network** (2016-17) ran workshops and exhibitions exploring modernist scholarship, textual editing and publication practices. Follow-on funding was awarded 2019-20, and Covid extension is awaited to reschedule the October 2020 exhibition. Involving editors of major new modernist editions, it reaches beyond the academy by including publishers, archivists, and book artists. Also AHRC-funded was the **Decadence and Translation Network** (2018-20) involving international partners, with KE events in London, and outputs including a digital edition of Mallarmé manuscripts.

The **Historical Thesaurus of English** (HTE) is at the heart of one of our major research programmes, and one with a particularly wide international reach. The first historical thesaurus in any language, it is now linked to the *Oxford English Dictionary* (OED) online, but also exists as a distinct research resource. The result of 44 years' research, HTE contains over 800,000 meanings spanning 4,500 pages over two volumes. In 2017 HTE was awarded the prestigious **Queen's Prize for Higher Education** for world-class research into the English language. The HTE website lists 145 academic articles and books known to be primarily focused on its data. The integrated Oxford English Dictionary website, which has sub-licensed HTE, has over 6 million visits per year, and HTE data is tightly integrated into each results-page delivered. As well as significant collaboration with Scottish Language Dictionaries, 41 research contracts have also been issued by the project since 2014, including psychologists in California, literary scholars in Montréal, Buddhist translators in the US and worldwide, Norman French scholars in Wales, and historians of science in Helsinki. The project team has acted as consultants to projects elsewhere which are seeking to replicate HTE for their own languages, most recently meeting with the Institute for Dutch Lexicology and Lexicography. Royalties from HTE sales fund further research in the field, notably through prizes and scholarships.

The **Scottish Romanticism Research Group** co-sponsored an RSE-funded seminar series the on constitutional ramifications of the 1707 Union and 2014 Scottish Independence Referendum. Papers given at the 2015 symposium were the springboard for an edited collection, *Cultures of Improvement in Scottish Romanticism*, with contributions by 6 members of the unit, exemplifies productive links between conferences, seminars series, and REF submissions. Members of the research group were also active in the AHRC-funded **Institutions of Literature, 1700-1900** research network (2017), with three workshops held in Glasgow, London, and York in 2017. The unit also hosted the RSE-funded network **Contested Identities: Cultural Dialogues between Small Nations** (2016-17).

#### **Conferences and Internationalization:**

The unit has hosted 52 **major international conferences and workshops** in the present cycle, especially on topics that reflect its world-leading status. Prominent examples include: World Congress of Scottish Literatures (2014); Cultures of Improvement in Scottish Romanticism Symposium, University of Glasgow, 2015; International Society of Anglo-Saxonists 2015; 18th International Congress of Phonetic Sciences (ICPhS2015); Society for Renaissance Studies 7th Biennial Conference, 18-20 July 2016; International Society for Religion, Literature and Culture Biennial Conference (2016); Fifteenth Triennial International Conference on Scottish Medieval and Renaissance Literature and Language (2017); Transatlantic Literary Women Symposium (2017); Muriel Spark Centenary Symposium (2018); 31st Annual Conference of the Eighteenth-Century Scottish Studies Society, Networks of Enlightenment (2018), The 1820's: Innovation and



Diffusion (2019). Two conferences planned for summer 2020 are postponed for a year because of the COVID emergency: the International Conference on Middle English, and an international conference on the cultural impact and legacy of the *Outlander* books and TV series (plenary Diane Gabaldon).

The Unit has strong **international connections** and **strategic partnerships** with Alberta, Alcalá, Athens, Baylor, Bern, Columbia, Copenhagen, Delhi, Denver, University College Dublin, Folger Shakespeare Library, Fudan (Shanghai), Georgia, Gothenburg, Groningen, Helsinki, Kyoto, NYU, McGill, Otago, Paris III, Pierpoint Morgan Library (NY), Prague, Simon Fraser (Vancouver), North and South Carolina, Split, Stanford, Stavanger, Toronto, Uppsala, Verona, Virginia, Waterloo (Canada), Wyoming, and foresee developing further links with Erasmus Mundus, Universitas 21 and IRUN partners. **Research visits** to the unit by overseas scholars are funded by the university's International Partnership Development Fund (IPDF), the Library Visiting Fellowship Scheme, the SCS Visiting Scholars programme, and Commonwealth Fellowships. In 2017 the Tannahill Fund supported a visit by the V-C of Bankura University, who directs India's only Scottish studies programme: and in 2021 Leverhulme is funding a 6-month visiting professor from Waterloo (Szeman) in Energy Humanities. Further exemplifying **international activities** was the BA-funded network **Second Cities of Empire** (2014-17) in partnership with Calcutta's Centre for Studies in Social Sciences (CSSS), including international conferences held in Glasgow (2015 and 2017) and Kolkata (2016). A Leverhulme-funded PGR student attached to the project spent 3 months as a research fellow at CSSS in 2018. 2020 saw unit participation in the BA-funded UK-China Knowledge Frontiers Symposium 'Cities in Literature' project in Shanghai.

#### **Research Leadership:**

As well as supporting the vitality of the discipline through their research, members of the unit make a leading contribution to **policy-making in the UK research and heritage sectors**: for example, Pittcock is a member of the national academic cultural strategy group and official university respondent on Scottish Government draft cultural strategy, as well as a Board Member of the NTS. He also devised and organised the Glasgow and Dublin: Creative Cities summit (Dublin 2019) hosted by British Embassy. Prescott made significant policy contributions as a member of the Ministerial Task Force on Open Research Data established by the Minister of State for Universities and Science (reported: 2017). As part of an RSE-funded workshop series on Irish and Scottish studies, Dick has engaged at a high level with politicians and diplomats, including the Heads of the Irish Consul and of the Scottish Government's Dublin Hub. Outcomes have included an official submission to the Ireland-Scotland Bilateral Review, and the securing of routes for academic participation in this unfolding review. Dick, as a result, was elected to the RSE's Young Academy of Scotland (YAS).

Alexander (2018-) and J.J. Smith (2013-2018) served as Conveners of the Board of Trustees for *Scottish Language Dictionaries*. J.J. Smith, Stuart-Smith, Hammill, Maley and Pittcock are members of national REF panels, while Leask and J.J. Smith are on the RSE's C1 (Language, Literature and History) Fellowship Committee: Smith also serves on the grant-awarding and outreach committees. Leask is a cross-member of the British Academy H5 and H6 sections, and as a member of H5 Standing Committee adjudicates fellowship and conference applications: he is also a judge of the BA's Rose Crawshay Prize, assessor to the BA's Covid-19 call, and a Vice-President of the Association for Scottish Literary Studies. Hughes is Chair of the Europeana Research Advisory Board, leading research on digital cultural heritage within the Europeana ecosystem (aggregated from Gallery, Library, Museum and Archive - GLAM - organisations across Europe) for cross-/interdisciplinary scholarship.

Members of the unit play a key role in **developing the agendas of external funders** in strategic areas such as open research. For instance, Prescott (AHRC Theme Leader Fellow for Digital Transformations, 2012-2019) contributed to strategic priorities, drafting calls and advising panels on over 100 projects for digital scholarship in the arts and humanities, including international funding programmes in areas of open research data and heritage. Glasgow hosted the final project-conference for Round 3 of the US-European open research-data collaboration, *Digging*

*into Data* (2016). Prescott led a working group at the planning meeting hosted by the National Endowment for the Humanities (USA) for the multi-national *Digging into Data* Round 4.

Almost all the unit's staff serve on journal **editorial boards**, with senior colleagues on up to eight. Scholarly journals edited from the unit include *Scottish Literary Review*, *Translation and Literature*, *Symbiosis: A Journal of Anglo-American Literary Relations*, *Literature and Theology*, *The Burns Chronicle*. Senior staff have been elected to prestigious learned societies enabling input to national-level research policy: FBA (1); FRSE (6); FEA (5); MAE (1); FRSL (1); RSE YAS (3). Our research staff are also members of the steering committees, (vice)presidents, or honorary fellows of national /international **subject associations** (ASLS, MLA, BAAP, LabPhon, BARS, NASSR, BAVS, BSECS, ECSSS, BSLS, EA etc).