

Institution: University of Strathclyde
Unit of Assessment: 27
<p>1. Unit context and structure, research and impact strategy</p> <p>The relationship between literature, culture, history and language has long been at the heart of research in English Literature and Language at Strathclyde. Our REF2014 submission reflected on a period of transition following the restructuring of the School and Faculty. Since then, we have focused on maximising the interdisciplinary opportunities created by the formation of the School of Humanities, securing the continued success and expansion of this unit at a challenging time for Humanities nationally. Investments in staffing (Section 2), research infrastructure and environment (Section 3) have been designed to enable us to maximise the benefits of interdisciplinarity whilst retaining core strengths in traditional areas of literary scholarship. UoA27 is thus comprised four interconnected subject areas within Humanities: English; Creative Writing; Journalism, Media and Communication; Modern Languages and Cultures. The UOA is overseen by the Head of School and UOA Research Director, with support from a UOA Impact Coordinator and Postgraduate Research Coordinator.</p> <p>History (UOA28) also sits within the School of Humanities. Teaching and research collaborations with History are embedded as standard practice and the School Management structure ensures the Research Directors, Impact Coordinators and Postgraduate Research Directors in both units work closely on strategic and operational matters. The School sits within the Faculty of Humanities and Social Sciences. This is a fundamentally interdisciplinary unit and its structure and management is designed to foster connections and collaborations across and beyond our subject areas.</p> <p>As a relatively small and diverse UOA, the core element of our research strategy in the census period – which remains integral to future planning - is to encourage colleagues' independent research and support the development of cross-disciplinary and cross-institutional collaborations. In this way, we aim to retain and promote intellectual independence within supportive networks, recognising that our diversity makes alignment of all colleagues within specified research clusters impractical and undesirable. This represents a shift since REF2014, when the School and Faculty structure were relatively new and our research activities had a more literary emphasis, under the umbrella of a central research theme in Literature, Culture and Place. The University's promotion of cross-cutting Strategic Research Themes has supported the ambition to diversify our research offering, allowing us to develop meaningful collaborative research and teaching relationships within the wider University. Underpinning this approach is our commitment to the University's mission to be "a place of <i>useful</i> learning", with knowledge exchange embedded in our research management structures.</p> <p>Our research is concentrated in three key sub-themes within the University's Society & Policy strategic research theme: Heritage & Culture; Communication, Language and Translation; and Gender. The involvement of staff in each sub-theme is given in the table below. Heritage & Culture (led by <i>Mahn</i>) is the most obvious successor to Literature, Culture and Place (our main research cluster in 2014). This speaks to our continuing strengths in Scottish, Victorian and Neo-Victorian Studies, complemented by a growing profile in Postcolonial literatures, Animal Studies, Industrial Heritage and Working-class Literature. Communication, Language and Translation (led by <i>Mitchell</i>) represents emerging strengths in translation, social media and health communication, alongside historic and continuing strengths in literary linguistics, journalism, political communication and European languages and cultures. To the Gender subtheme, we contribute strengths in media and literature.</p>

The strategic alignment of our research with interdisciplinary research groupings is underpinned by the development of taught postgraduate programmes and research masters which feed into the subthemes as demonstrated below. This has been a significant area of growth: in 2019-20 the UOA had 77 students on taught postgraduate courses (compared to 31 in 2017-2018). This has enabled the development of more research-led teaching and resulted in a far clearer offering to potential PhD students including through the development of new named PhDs in Gender Studies and Journalism, Media and Communication. This has been important to the expansion of our PhD numbers (Section 2).

	Heritage & Culture	Gender	Communication, Language & Translation
Staff	Scottish: Goldie, Bell, Blair, Kinloch, Higgins, Glass Victorian & Neo Victorian: Blair, Kistler, Edwards, Colin, Meehan. Postcolonial: Mahn, Murphy. Animal: Fudge. Museums: Kistler, Deane-Cox, Li, Blair.	Media: Boyle, Higgins, Eckler, Duncan, Miyake. Gender, sexuality and literature: Jones, Rodriguez, Verdier, Mitchell, Edwards, Mahn.	Translation: Li, Deane-Cox European: Rodriguez, Roderio, Murphy, Mitchell, Verdier, Morris Literary linguistics: Fabb, Jajdelska Health: Eckler, Miyake. Trauma: Duncan, Boyle, Verdier, Rodriguez. Social media: Eckler, Rathnayake, Miyake.
PGT Programmes	MLitt Interdisciplinary English Studies (from 2019)	MSc Applied Gender Studies/ Applied Gender Studies (Research Methods) (from 2018)	MLitt Digital Journalism (from 2012) MLitt Media & Communication (from 2017) MSc Business Translating & interpreting (from 2016) MSc TESOL & Intercultural Communication (from 2018)

Working with colleagues from other Schools and Faculties enables smaller units to reach interdisciplinary critical mass. Within the School, strategic appointments in History (*Richardson, Telepneva*) have expanded our reach in Animal and Postcolonial Studies, for instance. Within the Faculty, the development of interdisciplinary Gender Studies (led by *Boyle*) has drawn on expertise from colleagues in Education, Politics and Social Policy, as well as subjects within our own School, and additionally provides a critical mass of scholars working in queer theory. Looking beyond Faculty, the Strathclyde Feminist Research Network runs a seminar series, a blog showcasing the work of staff and postgraduate students, and work-in-progress workshops providing a forum for colleagues and PhD students to get feedback on interdisciplinary work. Other cross-disciplinary connections forged under the Strategic Research Themes include: Measurement Science and Enabling Technologies, which connects *Rathnayake* with colleagues in Computing and Information Science; Energy, where *Blair* is working with Civil Engineering and the Centre for Energy Policy to connect mining heritage with developments in minewater geothermal energy for post-industrial communities; and the Health & Wellbeing subtheme where

connections with Marketing and Psychology enhance *Eckler* and *Miyake's* work on health communications.

This strategic approach to building critical mass through strategic partnerships is further evidenced in the generous support we offer international visiting scholars: the School does not charge bench fees, but provides visiting scholars with desk space, library access and senior mentoring. This has enabled colleagues to build international networks and collaborations, hosting scholars from Finland, Sweden, Spain and, in particular, China. Support for outward travel comes from International Strategic Partnership funding, which funds visits to partner universities. In 2018 and 2019, strategic priority was accorded to visits linking with Women's, Gender and Queer Studies, with *Boyle* visiting the Universities of Waterloo, Wilfrid Laurier and Guelph (2018), and *Mahn* visiting City University of New York (CUNY) and the Centre for LGBTQ Studies (2019). This resulted in a return visit from CUNY-based scholar Matt Brim in 2020 to deliver a workshop on class and queer theory at Glasgow Women's Library.

At School level, our well-attended research seminar programme (around 12 seminars annually) provides opportunities for inter and cross-disciplinary conversation. Seminars jointly organised with the Strathclyde University Feminist Research Network, the Animal Studies Reading Group, the Scottish Oral History Centre, and the Centre for the Social History of Health and Healthcare bring the activities of these key networks and centres to a School-wide audience.

Impact strategy

Enabling impact has always been integral to research at Strathclyde. Since our foundation we have aimed to be "a place of useful learning" and our ambition to harness research for socially progressive purposes has meant continued investment in the Humanities and Social Sciences. Through the Faculty Research and Knowledge Exchange Committee (which feeds into the University's strategic research planning), we ensure that the partnerships central to impact in the Humanities (in particular, those involving third-sector organisations, museums, libraries and cultural institutions) remain integral to the University's strategic aims. Indeed, the recently launched Vision2025 (see Institutional Statement) recognises our role in the cultural life of our city.

The importance of externally-facing research collaborations is acknowledged in the research management structure, which places Research *and* Knowledge Exchange together from the earliest stage of project development. As detailed in Section 2, our annual review and promotions processes highlight knowledge exchange so this is integral to the way we think about research and (as discussed in Section 4) our relationship to the community in which we are located. As a Unit, we completely subscribe to this ethos and have embedded impact in all aspects of our research, from credit-bearing research placements for taught postgraduate students, to the development of major, collaborative grant applications.

At Unit level, Impact Coordinators are responsible for the strategic development of impact activities. This includes, but is not limited to, working with colleagues to identify support needs which are then fed into School and Faculty planning. This has allowed us to provide individuals with targeted support, for instance through teaching buy-out, or the time of a dedicated research assistant, to develop impact activities. At Faculty level, infrastructural investment in impact has included:

- a dedicated Faculty-specific Research and Knowledge Exchange Team: we are the only Faculty in the University to have this specific support;
- the appointment (in 2018) of a Faculty Editor, with expertise in impact, to assist with grant-writing and presenting research findings to diverse audiences;
- investment in Community Bursaries for the MSc Applied Gender Studies, to support the continuing professional development of colleagues in key partner organisations;

- investment in infrastructure to support the development of massive open online courses.

These investments demonstrate the evolving and responsive nature of support for impact. The Faculty also produce the *People & Society* bulletin which disseminates research news and initiatives internally as well as to external partners, and has invested in an Impact Prize (since 2019) to highlight the range and quality of our impact activities. *Mahn* was the winner of the inaugural Prize for Outstanding International Impact, and *Eckler* was runner-up in the Impact on Society category in 2020.

At University level, Engage with Strathclyde is a centrally-funded and administratively-supported week-long annual programme of events providing opportunities for internal and external networking and knowledge exchange. The impact and external-funding flowing from these events are detailed in our Impact Case Studies and in Section 4. The University invests in an annual Images of Research competition which provides internal-recognition of research and additional resources to promote research externally through the touring exhibition: both *Eckler's* and *Mahn's* work has achieved recognition through this scheme.

At Unit level, our activities generate impact in three key areas - heritage, media and education - each explored in more detail in our Impact Case Studies, which demonstrate the local, national and international impact of our research. However, colleagues from *across* the Unit contribute to activities under each of these headings (Section 4).

Open Access and Research Integrity

All staff are made aware of, and subscribe to, open access policies related to REF, uploading all necessary publications to the institutional repository (Strathprints & PURE) within the mandated timeframe. Research Directors receive quarterly briefings from the Open Access Advocacy Librarian, and funding is available (at School and University level) to support Open Access publications. For instance, *Jajdelska* received funding from the School Strategic Research Fund to support an open access publication of a co-authored conceptual article which is both a key output from funded activity (her RSE grant) and proof-of-concept for a larger project.

The School attaches great importance to research ethics and integrity and has developed rigorous procedures for ensuring proper ethical review and accountability, consistent with the UUK Concordat. The University promotes research integrity through training, support and recognition. Our research ethics policies include the Research Code of Practice, Policy and Code of Practice for Postgraduate Research Study and Code of Practice on Investigations Involving Human Beings. All research carried out by members of the School, including undergraduate and postgraduate dissertation projects, are subject to these procedures. The ethical review process is designed to support researchers in managing risks associated with their research, and to ensure the highest professional standards in designing, conducting and disseminating research.

2. People

Staffing strategy & staff development

Since 2014, our staffing strategy has had the twin aims of consolidating existing strengths and diversifying our research base. Staff turnover has allowed for some recalibration of priorities; this has not always meant replacing posts like-for-like, but rather using vacancies to drive the research agenda and enhance the interdisciplinary research groupings detailed above. Appointments in digital humanities (*Rathnayake*), translation (*Li*, *Deane-Cox*), creative writing (*Meehan*, *Glass*), gender studies (*Jones*) and Victorian literature and museum studies (*Kistler*) are the outcome of this strategy. The University has invested in the Unit through interdisciplinary appointments in its two signature schemes – the Global Talent Programme (GTP) and Chancellor's Fellowship Scheme (CFS). This has resulted in a modest growth in the Unit, from 20.2 FTEs returned in 2014

to 25 in 2020. As described below, our work on Equality, Diversity and Inclusion is largely at School-level. However, it is worth noting that the shift towards gender parity at senior level documented in REF2014 has been maintained (60% Professors, 67% Senior Lecturers/Readers, and 75% of Lecturers/Chancellor's Fellows are women). The Unit is comprised of 5 Professors, 1 Reader, 11 Senior Lecturers, 7 Lecturers and a Chancellor's Fellow. The overall mix of staff (17 women and 9 men), reflects the fields nationally.

The CFS has allowed us to attract mid-career (*Mahn*) and early-career (*Miyake*) researchers, and the Unit has also benefitted from History's success in this scheme with appointments in gender and cultural history (Richardson, Newlands, Olszynko-Gryn). The research-orientation of the Chancellor's Fellow scheme is reflected in the extended programme of support it offers ECRs (over five years), including a 50% reduction in teaching for the first three years to enable Fellows to develop their research programme. Fellows contribute to the research-led development of teaching, particularly through postgraduate provision (such as *Mahn's* Global Queers course) and supervising PhD students. At the end of their Chancellor's Fellow contract, Fellows move onto standard teaching and research contracts within their subject.

GTP focuses on appointments at Professorial level and, within the Unit, we have secured 3 GTP appointments (Blair in 2016, Boyle in 2018, Murphy in 2019). GTP appointments are funded centrally by the University for three years, and include a New Professor's research fund of £25,000 for each appointee to develop research, with an emphasis on knowledge exchange and impact.

These investments have long-term rewards for the Unit. For instance, *Fudge* (appointed in the last REF cycle) used her New Professor Fund to establish the British Animal Studies Network (BASN). The network continues to hold themed-symposia twice annually, attracting leading scholars from across Europe, the Americas and South Africa. Strathclyde has hosted six of these events in this census period, offering an opportunity to place research in the humanities in conversation with natural and social sciences, as well as connecting with creative practitioners and colleagues working in wildlife and conservation charities. The BASN's funded Writer in Residence programme provides an additional link with Creative Writing at Strathclyde. Strathclyde's investment in Animal Studies has been extended with the appointment of *Richardson* (History) as well as internal funding for PhD students working in this area (*Jones, Ryland, McDougall*). The Animal Studies grouping has also benefited from externally-funded PhDs (*Logan, Cumming* - both AHRC funded) and the context provided by the monthly Glasgow Animal Studies Reading Group (run by *Fudge*) which attracts researchers from other Scottish universities. This demonstrates a core tenet of Strathclyde's approach to supporting Humanities research, where, through investment in interdisciplinary, cross-university networking activities, we are able to support the diverse range of research taking place within the Unit.

Recent GTP appointments are achieving similar results. *Blair* established and leads the Scottish Centre for Victorian and Neo-Victorian Studies, a collaborative venture with the Universities of Glasgow and Stirling designed to build partnerships with external stakeholders such as museums, libraries and archives. This has provided a wider intellectual context for existing scholars at Strathclyde (*Edwards, Goldie, Colin*); has been further enhanced by new appointments in English (*Kistler*), Creative Writing (*Meehan*) and History (*Richardson*); and allowed us to consolidate links with colleagues in History (*Whelehan, Barton*). Despite being a relatively new collaboration, it is already yielding notable success having, for instance, sponsored events which informed the development of Blair's AHRC-funded project *Piston, Pen and Press* (Section 3), and successfully bid to hold two major international society conferences – the British Association for Victorian Studies (2019) and Research Society for Victorian Periodicals (now delayed to 2022 as a result of COVID). This context has also supported PhD recruitment and funding success in the AHRC

DTP scheme (*Logan, Daskalova, and McHale*), and three Collaborative AHRC-funded PhDs (*Farley, Adams, Lauder*: see *Research Students subsection*).

Likewise, and building on her RSE-project, *Tackling Gendered Inequalities in Scottish News* (2018), *Boyle* has used the New Professor's Fund to found and develop Gender Equal Media Scotland (GEMS), a network of researchers, journalists and the feminist third-sector working on gender, equality and media issues in Scotland. In its first two years, GEMS has informed the recommendations of the First Minister's National Advisory Council on Women and Girls (NACWG) (2019). Also, in her GEMS-capacity *Boyle* has been an invited expert at the NACGW Accountability Day (2019, 2020), and been consulted by Women Against Violence Europe, the MaLisa Foundation (Germany) and the European Broadcasting Union. With GEMS, *Boyle* has organised a number of public engagement events (see Impact Case Study) and the GEMS blog has showcased the research of Strathclyde Masters and PhD students. Indeed, PhD student *Jenkin's* sports media monitoring was cited in the UK Parliament by MP Hannah Bardell. This builds on a long tradition in Strathclyde's media provision of informing policy debate and formation: for example, *Higgins* submitted written evidence to the Cultural and Media Sport Committee on Reality TV (2019).

This investment in research staff has been accompanied by an investment in our teaching base. The University now has a Teaching and Scholarship track which extends to Professorial level. This has allowed us to make new appointments in journalism practice. In 2014, Journalism had 3 research-active staff; in 2020 Journalism, Media and Communication has 6.5 research-active staff, with a further 1.5 FTE devoted to teaching. This has been accompanied by a re-orientation of our teaching at undergraduate level with the 2019 launch of new programmes in Journalism, Media and Communications and a new BA in English and Creative Writing. This provides clearer pathways through to Masters and PhD recruitment, and enhances opportunities for research-led teaching, all of which are essential to the sustainability of our research ambitions.

A central focus for staff development activities is the annual Accountability and Development Review (ADR). All senior colleagues in the School receive training to act as reviewers, and the Head of School oversees the process, ensuring that needs and opportunities identified through the ADRs are acted upon. Reflecting Strathclyde's commitment to useful learning (Section 1), the ADR allows colleagues to reflect on their Knowledge Exchange activities, as well as standard areas of Research, Teaching and Citizenship. Academic staff applying for promotion have to demonstrate strength in *two* of these areas (one of which must be Research), meaning Knowledge Exchange is fully recognised within career trajectories. When merited, the Head of School nominates staff for reward through salary increments or promotion, in recognition of successes in achieving impact from their research activity.

One of the functions of the ADR is to enable colleagues to plan for research leave. We retain the one-semester-in-seven research leave entitlement detailed in our REF2014 submission but have applied this flexibly. For instance, staff can opt to take two-semesters-in-fourteen or can choose to spread their research leave across two semesters whilst retaining some additional teaching or administrative responsibilities where this is helpful for staff development needs and research ambition. Research leave opportunities have been further enhanced by schemes at Faculty level: colleagues returning from maternity leave are encouraged to take Faculty-supported leave immediately upon their return to work (something *Bell* benefitted from during the census period); and, from early 2020, Faculty funding has been made available for additional research-leave for colleagues working on large grant applications.

During the census period, we have brought in a new workload model which has allowed for greater transparency and parity in workload allocations. For staff on research and teaching contracts, 40%

of time is protected for research: for early career staff, this is reviewed with the Head of School and additional research time can be allocated if appropriate. All colleagues have one-to-one research meetings with the Director of Research at least annually, and these meetings are used to identify research training, support and mentoring needs as well as to hone research plans and discuss funding opportunities (internal and external).

Early Career Researchers (ECRs) are supported through the Academic Career Development Framework, through which they access structured support and training for the first three years of appointment. This includes being allocated a senior mentor with whom ECRs work closely in setting and reviewing targets and achievements. ECRs also have one-on-one meetings annually with both the Head of School and the Dean: in a highly interdisciplinary unit, these meetings are useful in enabling more senior colleagues to suggest possibilities for research and teaching synergies with colleagues in other parts of the Faculty or University. These opportunities are enhanced by the Faculty's investment in the New Leaders Academy (founded 2018) which provides support, mentoring and networking for ECRs. Within the Research and Knowledge Exchange Team, there is a dedicated staff member who works on ECR-specific external funding applications. Since 2018, the Faculty has employed an Editor who works with colleagues on grant applications and publications: this has been particularly valuable for early career colleagues and those for whom English is a second language. Additional opportunities are provided through the credit-bearing Strathclyde's Programme for Academic Practice, Researcher Development and Knowledge Exchange (SPARK).

Colleagues are encouraged to think about promotion opportunities through the ADR and, where appropriate, are provided with additional mentoring in the years leading up to promotion. In the census period, a number of colleagues have secured internal promotion to Senior Lecturer (*Duncan, Jajdelska, Colin, Eckler, Caballero Rodriguez*) and Reader (*Mahn*). Since REF2014, the University has initiated Professorial Zoning and all professorial staff participate in the Senior Academic Review and Development (SARD) process annually, providing scope for professorial advancement within zones. We have also supported colleagues in changing the nature of their contracts. For instance, following successful completion of her PhD, *Verdier* moved onto a teaching and research contract, with research mentoring provided beyond the probation period to ease this transition.

Equality, Diversity & Inclusion

The University's investment in the Aurora Programme has been mirrored at Unit level, where we have supported the participation of three female colleagues (*Rodriguez, Verdier, Mitchell*) through workload allocation and mentoring provision. In 2019 we contributed to an internal evaluation of the scheme, supported by an Applied Gender Studies research placement. In recognition of the need for continued development on equalities issues, Equality, Diversity & Inclusion is a standing item on our School Meeting Agenda, and we regularly invite colleagues from Professional and Support services to update us on initiatives, including those around staff wellbeing and mental health, as well as supporting international and disabled students. The School supports flexible working arrangements, including dedicated working-from-home days and compressed hours; all School meetings are held within core hours (10-4); and research seminars are concentrated within these hours. As our office space is primarily open plan, the Head of School considers equality issues in the allocation of individual offices to ensure that colleagues with health needs are prioritised.

The School of Humanities applied (successfully) for Bronze Athena Swan status in May 2020: six colleagues from UoA27 were on the self-assessment team, led by *Fabb*. This followed on from unsuccessful applications in April and November 2017 through which we were able to initiate changes in the School including: better support for parental leave; more inclusive timing of

research seminars; gender-balancing of appointment committees; and a more diversity-aware curriculum. In developing our 2020 application, we undertook our most extensive survey to date on staff and student experiences. The data we gathered has underpinned the development of our equalities action plan, including the formation of the School's Gender Equality, Diversity & Inclusion (GEDI) sub-committee. GEDI has broadened the scope of equalities planning beyond that required for Athena Swan and is committed to taking an intersectional approach as well as undertaking the monitoring of issues for trans and non-binary staff and students.

As part of the Athena Swan process, we reviewed REF2014/RAE2008 submissions and found no evidence of gender-bias in selection. However, in planning beyond REF2021, GEDI has taken the lead in advancing Faculty-level discussions about the differential impacts of COVID-19 on the impact of research careers and opportunities. At a local level, we have begun to explore appropriate mitigations and adjustments including, for instance, enabling staff to delay research leave where appropriate or necessary (e.g. due to caring responsibilities, health issues, or temporary closure of key archives). This is in keeping with our flexible approach to research leave detailed above.

Development opportunities for researchers at all levels are provided through the CPD-focused Strathclyde Programme in Research and Leadership (SPIRAL) and the Strathclyde Supervisor Development Programme. The External Review progress report produced for the EU HR Excellence in Research Award, indicated that, every year since 2015/16, approximately 50% of the research staff population have engaged with development activities. Identification of appropriate development opportunities is part of the ADR process. The University has also invested in Professorial training, which launched in 2019 and has benefitted newly appointed Professorial colleagues (*Boyle* took part in the first iteration).

The Unit has supported a number of non-research staff to undertake further study, including at PhD level. This is in recognition of the scholarship aspect of the teaching track promotions scheme, and allows us to enhance research-led teaching in units with fewer research-track staff. Colleagues who have enrolled in programmes of study or research include: *Jollet* (MSc Business Translating & Interpreting), *Roberts* (PGDE), *Marlow* (PhD, English), and *Martinez Martin* (PhD, Spanish).

Research Students

Growing our PhD community is a key component of University Strategy (see Institutional Statement). Since 2014, we have had 30 PhD completions, with an additional completion of a jointly-supervised project on which Stirling was the lead HEI. This compares to 19 in REF2014 with 13 of these completions in 2018-19. At the census date, we had 32 enrolled PhD students, including some co-supervised with subject areas in the University (e.g. History, Marketing), and 6 co-supervised across other Scottish HEIs (Glasgow, Stirling, Edinburgh). Our 2020 Athena Swan application included a survey of PGR students and an analysis of data on applications, offers and completion. There were no consistent patterns of gender inequality emerging from this research and, encouragingly, our pipeline data (showing proportions of female/male students at undergraduate, PGT and PGR levels) showed improvement over the census period such that the ratios are now comparable across all levels.

We recognise that growth in PhD recruitment is supported by the development of specialist Masters provision and since 2014, we have launched 5 new PGT programmes linked to research strengths (Section 1) and continue to provide a research route at Masters level through our MRes programmes (with 3 students enrolled in 2019-20; and 11 MRes completions in the census period), as well as through the development of research training Masters programmes (see below).

The major change to our PGR profile since 2014 has been our involvement in the Scottish Graduate School for Arts & Humanities (SGSAH) which provides doctoral funding, training and opportunities for PhD students across Scotland. Our involvement in Block Grant Partnership 1 (BGP1) (concluding 2014) centred on a capacity-building partnership with University of Stirling. Whilst this did not yield external funding for studentships, this strategic work enabled us to enter BGP2 as full partners in the Doctoral Training Partnership for Scotland. This has entailed significant University investment in the form of our SGSAH membership contribution (c.£10,000 annually, since 2014), supplemented by co-funding of studentships (one FTE per year, 2014-2018; one-third of every studentship we win, 2019-2024), and staff time to contribute to the strategic development of SGSAH, including the successful BGP3 bid. Whereas in 2014 the majority of our PhD-funding was internal, in this census period 14 students have received AHRC DTP funding. We have been successful in developing cross-institutional supervision with key local partners within the AHRC DTP in line with our strategy of developing critical mass in minority subject areas by working across departments and institutions. These collaborations ensure that students are able to work with the leading authorities across Scotland and generate new collaborations (e.g. *Higgins'* links with Hames at Stirling on literary and media representations of Scottish independence).

All our PhD students (whether AHRC funded or not) now have access to doctoral training, internships and networking opportunities through SGSAH. Our students have worked collaboratively with SGSAH partners to develop cross-institutional training and development days, including *Researching Trauma in the Arts and Humanities* (2018, *Andreasen & McKeown*), and have secured paid internships, including with the Scottish Parliament Information Centre (*R. Murphy*).

Internal funding has been strategically aligned with our SGSAH involvement. The University has invested in Masters funding to act as a pipeline to AHRC awards, most notably with the launch of the AHRC-aligned MRes Interdisciplinary Excellence Awards in 2018-19. In the first two years of operation, three of these awards have been won by students wholly or jointly supervised in UOA27, with a further award for 2020-21. This has also been part of our strategy to support career-development, enabling colleagues in smaller subject areas to engage with research supervision through interdisciplinary and cross-institutional opportunities. For instance, in 2019-20 *Verdier* and *Mitchell* (Languages) are jointly supervising an AHRC-aligned MRes which will lead to a future PhD application.

We have also continued to support applicants to successfully target other funding schemes including Carnegie (1), various collaborative funding schemes (1 award from the SGSAH's Applied Research Collaboration scheme; 2 AHRC Collaborative Doctoral Awards and 2 AHRC Collaborative Doctoral Partnership Awards), and an additional PhD funded by the AHRC through *Mahn's* Creative Interruptions project. This funding success depends on the strength of the Unit's external research collaborations, with partners including Scottish Football Association, Glasgow Women's Library, Dundee Central Library, National Railway Museum, National Library of Scotland, Working-Class Movement Library and Scottish National Mining Museum. Looking beyond the current census period, the development of Research Methods Masters degrees - first in Gender Studies, with an MSc in Media & Communications (Research Methods) to follow – aligns us with the training requirements of the ESRC to support future growth at PhD level. Indeed, we were successful in securing our first ESRC studentship (jointly with Centre for Disability Studies at the University of Glasgow) in the 2020 competition.

We continue to support part-time PhD study and have two part-time students currently enrolled, both of whom are externally funded. We also attract high-quality PhD applicants from overseas: with **11** international PhD students enrolled at the census date, bringing external funding including

from the Algerian and Saudi Embassies and the Turkish Ministry of Education. We have been successful in securing internal funding through the Dean's Global Research Scholarship to support two international students.

The PG Cert in Researcher Development is now embedded in the PhD experience and offers students the opportunity to identify, build and reflect upon the knowledge and skills gained through PhD research. This programme is enhanced by the range of training, networking and development opportunities available through SGSAH, which place an emphasis not only on professional development but also on mental health and wellbeing. Our staff have played key roles in delivering training for PhD students across Scotland as part of the SGSAH Summer School and Spring into Methods programmes. All PhD supervisors receive internal training, and additional training – focused on enhancing the employability and skills-development aspects of the PhD – is provided by SGSAH.

All PhD students have a supervisory team comprised of two supervisors (occasionally three), and supervisors receive both internal and external (through SGSAH) training. Student progress and experience is reviewed annually, with students producing a report alongside a substantial piece of writing (c.10,000 words). An essential part of these reviews is a discussion of the PG Cert Professional Development and this ensures that students are able to take a holistic view of their academic progress and identify training and professional development needs to support their career development. This enables supervisors to lay the groundwork for future research activity: for instance, following graduation *Weiss* (completed 2017) was employed as a Researcher on *Blair's* Royal Philosophical Society of Glasgow Award and subsequently won a Research Society for Victorian Periodicals Field Development Grant (again with *Blair*). The work on these projects served as proof of concept for the major AHRC grant *Piston, Pen and Press* on which *Weiss* is now an RA. Working with external partners on collaborative projects also creates opportunities for future development: *Farley* achieved a permanent position as Librarian and Information Officer (Local History) at Dundee Central Library (her PhD partner) and is now acting as a PhD supervisor for another AHRC-funded collaborative award (with History at Strathclyde).

In addition to the annual review (which involves a reviewer external to the supervisory team), students have an interim review with supervisors: the PGR Director takes an overview of these reviews, enabling early intervention or signposting to other services (e.g. Disability and Wellbeing) where additional support may be required. Since 2018, PhD students in Humanities have also greatly benefitted from the support of our Royal Literary Fund Fellow who is able to work on a one-to-one basis with students to enhance their writing and editing skills.

Our PhD students benefit from being part of the Graduate School in Humanities & Social Sciences, sharing a bespoke study space with other students from across the Faculty. All students have access to hot-desking space as well as other bookable rooms, and a Faculty-wide seminar programme provides opportunities for enhancing interdisciplinary connections. Social events and networking specifically targeting international students are organised at Faculty level. Staff and students collaborate on the Animal Studies Reading Group and the Feminist Reading Group, and have secured funding from the Alumni Fund for a student-led Writing Retreat. Our students have also received external recognition including: the St Andrew's Society of Washington DC, Founder's Prize for outstanding Scottish student (*Ailes*, 2017-18); the VanArsdel Price for the best graduate student essay investigating Victorian periodicals and newspapers (*Logan*, 2019); the Ross Roy Medal for Best Thesis on Scottish Literature at the Saltire Society Awards (*Weiss*, 2018; *R. Murphy*, 2019); G. P. Johnston Prize of the Edinburgh Bibliographical Society (*Daskalova*, 2019); the Animals and Society Institute scholarship for the summer school in Urbana Illinois (*Logan*, 2018; *Ryland*, 2020 – delayed until 2021 due to COVID); a Royal History Society grant for overseas research and Royal Society for Victorian Periodicals early career conference bursary

(Daskalova, 2019) and a European Summer School in Human/Animal Studies scholarship (Ryland).

3. Income, infrastructure and facilities

The data in REF4b shows external funding for the Unit within the census period stands at £1,099,182 (REF2014 total was £615,373) with one of our largest grants (*Blair's Piston, Pen and Press* AHRC grant) spanning this census period and next. A key component of our research strategy has been to ensure that all research staff are encouraged to apply for external funding as appropriate to their project. ADRs and annual research meetings are used to identify development needs and target relevant CPD workshops to support grant writing. Support is provided in the development of all grants, large and small, by the Faculty's Research and Knowledge Exchange Team (RaKET) and the Faculty Editor who runs regular grant-writing retreats. Additional support for ECRs is provided through the New Leaders' Academy and for large grant development, colleagues are encouraged to apply for additional sabbatical support (outside of the normal 1-in-7 semesters rotation) through the Faculty Sabbatical Scheme. The School Research Directors arrange for peer review for all grant proposals. For small grants (under £25,000) this will typically be conducted by the Research Director or a nominated subject-specialist. For large grants, we are able to draw on expertise from across the Faculty and wider University. Where possible, the Faculty will also identify internal funding to support large grants: for instance, *Blair* secured a Faculty-funded PhD as part of her *Piston, Pen and Press* project.

Our approach to funding recognises that projects within our fields require different kinds of resource and that a sustainable research culture requires diverse funding streams. In the census period, we have had notable successes with the AHRC, with colleagues taking on both Principal Investigator and Co-Investigator roles. These include: *Blair* (PI), *Piston, Pen and Press*, 2018-2022 (£277,232); *Mahn* (PI) *Connecting States of Desire*, 2015-16, (£32,817); *Mahn* (CI) *Creative Interruptions*, 2016-2020 (£151,415); and an AHRC Fellowship for *Fudge* (2015-16). *Fabb* and *Furniss* both held Leverhulme Fellowships in the period (£142,777 and £41,774 respectively), and *Hammill* won a British Academy Mid-Career Fellowship (£57,616). *Hope's Visualising English Print 1470-1800* project, which we reported on in 2014, received additional funding from the Mellon Foundation (2013-17, £123,567). All figures included here relate to the monies spent at Strathclyde within the census period rather than the total award value.

The success of our approach in encouraging all colleagues to apply for funding where relevant is demonstrated by the range of colleagues securing smaller grants. We have had particular success with Research Workshop, Network and Collaborative schemes, including Royal Society of Edinburgh (*Jajdelska*; *Boyle & Duncan*; *Mitchell*; *Deane-Cox*); Wellcome (*Verdier & Rodriguez*); and British Council Newton Fund (*Eckler*, for a project with colleagues at Anadolu University in Turkey). As these schemes support knowledge-exchange activities, they are not included in the data presented in REF4b but have a combined value of £101,174. This total excludes workshop grants held in other departments or institutions on which *Eckler* (Scottish Universities Insight Institute, led by Social Work & Policy) and *Verdier* (RSE, led by History at Stirling) were Co-Is. These schemes are particularly valuable for building external networks, recognising that the size of our Unit does not always allow for research clusters to cohere round all areas of our scholarship (Section 1): moreover, in both cases where colleagues were Co-Is on workshop grants, they went on to lead their own grants in this cycle. These grants provide other pathways for progression: *Jajdelska*, for instance, built on her success with the RSE Workshop scheme for her project *Stories in Scotland by Word and Screen: The Neuroscience of Narrative* (£9659.40), with an RSE Network grant (£19,904.60) and is now developing a proposal for a large AHRC grant from this work. The School has invested in the development of this large grant through funding an open-access publication arising from the Network (*Jajdelska* lead author, with 9 co-authors). We have also

successfully targeted other small-grant schemes in the development of new projects, including the Carnegie Research Incentive Grant (*Hammill; Andrews; Edwards; Verdier; Rodriguez; Deane-Cox; Rathnayake*); Modern Humanities Research Association (*Andrews*); RSE Small grants (*Hammill; Bell; Niland; Fudge*); Association for Journalism Education (*Duncan*); Research Society for Victorian periodicals (*Blair*); Foundation for Canadian Studies in the UK (*Lang*); Abbotsford Trust (*Jajdelska*); and Royal Philosophical Society of Glasgow (*Blair*). In 2020, *Meehan* secured seed funding (£3020) from the Global Challenges Research Funding for Open Sesame, to develop a project focused on building collaborations with Arab filmmakers.

Internally, funding for international conferences and networking activities is available through the Faculty Strategic Fund: since this was initiated in Autumn 2019 three colleagues within the Unit have received funding. This is in addition to the longstanding School Strategic Research Fund (SSRF), which is utilised to support conference participation and small-scale research trips, including archival visits. All staff on research and scholarship contracts can apply to the SSRF and typically receive around £500 annually, though larger applications have also been successful where these are tied to the development of impact activities or major outputs. In 2020, SSRF was further revised to ensure staff returning from parental leave were eligible to apply for up to £1000 in the year of return.

The University Library supports our research through a dedicated Subject Librarian and a series of training events on new and updated resources which are attended by staff and graduate students. Working with the University Archives, *Bell* brought the Colin and Gerri Kirkwood Archives to Strathclyde, strengthening the University's collections relating to adult and community education. This also attracted a funded-PhD student, *Wilson* (jointly supervised with University of Edinburgh) working on community literature and cultural activism. Our links with other local libraries, archives and collections are detailed elsewhere in this document.

The Faculty has invested in IT support to enhance the dissemination of research and partnership-working through Massive Open Online Courses and multi-media resources, including *Duncan's* toolkit for teaching the Responsible Suicide Reporting Model (see Impact Case Studies). Having previously gained experience in developing introductory MOOCs in Journalism (with more than 30,000 learners), the Unit has more recently led the way within the University in developing and delivering research-led MOOCs with a range of external partners. These have included three Industrial Heritage MOOCs, led by *Blair* in collaboration with industrial heritage museums and colleagues in History (*Betts, McIvor*) as part of the *Piston, Pen & Press* AHRC-funded project. *Boyle* contributed to the Understanding Violence Against Women MOOC developed by Social Policy, and, together with *Eckler* and Research Associate *Rachael Alexander*, developed and delivered a MOOC on Gender Representation & the Media as part of her work with Gender Equal Media Scotland. This involved working with a range of external partners (including Engender, Glitch, the Parliament Project, Rape Crisis Scotland, Scottish Women in Sport, and LEAP Sports) as well as with individual sports clubs, journalists and content-producers.

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

As stressed throughout this statement, a key element of our research strategy is to support researcher independence whilst building "critical mass" around our researchers with support for both internal and external networking and partnership working. One indicator of the success of this strategy is the extent to which our colleagues retain international profiles both in their specialist areas and, more broadly, as research leaders within their disciplines. The Unit is strongly aligned with the University's Vision2025 in relation to its local communities.

The significant expansion of the range and quality of activities undertaken since REF2014 demonstrates the Unit's enhanced inter/national reputation and the priority accorded collaboration in the University's research strategy. In our REF2014 impact statement, we detailed three main types of beneficiaries of our research: the creative industries; educationalists and schools; professional bodies and policy makers. Since 2014, reflecting our stronger collaborations across the School, we have expanded this to include museums and heritage, as detailed in the Impact Case Studies and reflected in new appointments in the period (*Deane-Cox, Li, Kistler, Mahn, Blair*).

Engage with Strathclyde (see Section 1) has been particularly productive in allowing colleagues to engage with external partners as well as building internal links. For instance, the Heritage & Culture subtheme ran Engage-with-Strathclyde events in 2019 & 2018, organised by *Edwards* and *Mahn*. *Edwards'* event on 'Cultural Heritage: Building Partnerships with Strathclyde' brought together a range of academics (from Law, Chemistry, Computer & Information Science, Marketing as well as Humanities) and external partners (including major Scottish museums and libraries) who work in the cultural heritage sector in Scotland. This led to a successful bid to the Leverhulme Trust in 2019 with Glasgow Women's Library as external partners on which *Edwards* was Co-I. This grant, Transformative Servicescapes and Consumer Vulnerability, was led by Strathclyde Business School and so does not appear in the data presented in Section 3, but was worth £78,762. *Mahn's* 2019 event was attended by organisations including Historic Environment Scotland, the Coalition for Racial Equality and Rights (Scotland) and Glasgow Life. Following this event, *Mahn* was invited to deliver a public lecture for Black History Month (run by the Coalition for Racial Equality and Rights), and is in the early-stages of a new collaboration with Historic Environment Scotland, focusing on neglected colonial collections in Scotland and the difficulty in displaying them sensitively. This in turn links with *Murphy's* work on the legacies of colonialism in museums and public spaces, and reflects our growing research expertise in this area.

Through targeting external workshop and network funding we have been able to bring a wide range of collaborators to Strathclyde for events. Recent highlights include: a workshop on dementia and bilingualism at the University of Strathclyde, which brought together academics, arts practitioners and health professionals to discuss the performance of a play about dementia and language loss (*Murphy*); and a public lecture on tourism translation from Prof David Katan for University of Salento attended by academics, students, translators and heritage professionals (*Deane-Cox*). Internal funding available through the Keith Wright bequest has allowed us to offer Literary Fellowships (Alan McKendrick, Chris Agee) and organise a range of visits from contemporary writers, literary agents, publishers and festival organisers. The Ross Priory Broadcast Talk Group (hosted by Strathclyde and co-convened by *Higgins* & visiting professor *Montgomery*) has provided an interdisciplinary annual seminar on media discourse since 1992 which consistently attracts the world's leading scholars in this field.

Colleagues have also secured a range of prestigious external appointments in their disciplines. For example: *Goldie* is the President of the Association of Scottish Literary Studies (2019-); *Boyle* is an elected member of the Executive of Media, Communications & Cultural Studies Association (2015-21); *Blair* is on the Board of the Research Society for Victorian Periodicals (2018-21); *Mahn* is an elected member of the Royal Society of Edinburgh Young Academy (2019-); *Jajdelska* was on the Executive of University English (2015-17); *Bell* represents Strathclyde on the Universities' Committee for Scottish Literature (2011-) and *Goldie* is a member of both the SQA National Qualifications Support Team for English and Literacy and the Association for Scottish Literary Studies' Education Committee. Colleagues have held both national and international visiting research positions, including: the Lynette S. Autrey Visiting Fellowship at Rice University, Houston, Texas and the McGeorge Fellowship at University of Melbourne (both *Fudge*); Oxford University Visiting Fellowships at both St Catherine's College and Harris Manchester College,

Charles and Joan Alberto Italian Studies Institute Visiting Fellowship, California State University Long Beach Visiting Scholar, and RSE European Visiting Research Fellowship (all *Mitchell*); and Armstrong Browning Library Visiting Scholarship (*Blair*). Colleagues have also held visiting roles at institutions including: University of Saint-Etienne (*Murphy*); Australian National University (*Fabb*); LUISS Rome (*Higgins*); University of Sunderland (*Boyle*); Consejo Superior de Investigaciones Científicas (The Spanish National Research Council)(*Caballero Rodriguez*) and University of La Sapienza in Rome (*Caballero Rodriguez*; *Hope*).

Since 2014, we have given invited lectures and seminars at universities across the UK as well as keynote talks at conferences and symposia in Italy, Germany, Greece, Ireland, Finland, Sweden, Norway, Czech Republic, Slovakia, Poland, South Africa, USA, Canada, Australia, India, China. Major editorial works include *Blair's* work as Associate Editor of *Year's Work in English Studies* (until 2017), *Fabb's* editorship of *Journal of Linguistics* (until end 2014) and *Deane-Cox's* editorship of *Translation Studies* (2019-) and the *Routledge Handbook of Translation and Memory* (commissioned, but delayed to 2021 as a result of COVID). Consistent with the interdisciplinary breadth of our research expertise, colleagues have served on the editorial boards of at least 15 different journals, and undertaken peer review for more than 80. We have reviewed proposals and manuscripts for publishers including Oxford, Edinburgh, Manchester, Princeton, and Cambridge University Presses, IB Tauris, Palgrave, Anthem, Rowman Littlefield, Duke and Routledge.

In addition to extensive experience in external examining at taught postgraduate and undergraduate level in the UK and internationally, since August 2013, colleagues have served as External Examiners for PhDs at 18 UK institutions (Birkbeck, Birmingham, Brighton, Cambridge, Canterbury Christ Church, City, Courthauld Institute, Durham, Edinburgh Napier, Glasgow, Highlands & Islands, Hull, Liverpool John Moores, Nottingham Trent, Oxford, St Andrews, West of Scotland, Westminster) as well as for Universities of Leiden, Melbourne, Mainz, Stockholm and Verona.

Boyle was a Joint Output Assessor for D35 & D36 in REF2014 and is Deputy Chair of sub-panel 34 in REF2021. *Edwards*, *Kinloch* and *Higgins* have served as Panel Members for the AHRC Doctoral Training Partnership for Scotland, *Boyle* has served on the Collaborative Doctoral Awards panel (2020), and *Edwards*, *Boyle*, *Colin*, *Rathnayake* and *Mahn* have additionally contributed to the SGSAH doctoral training programme for PhD students across Scotland. Colleagues from across the Unit have chaired AHRC panels (*Fabb*, *Goldie*) and many more colleagues have been involved in peer review for funding bodies nationally (e.g. AHRC, British Academy, Carnegie, Royal Society of Edinburgh, Wellcome Trust) and on an international stage (e.g. European Research Council; Comisión Nacional de Investigación Científica y Tecnológica de Chile; National Science Centre Poland; Netherlands Economic and Social Research Council; Social Sciences & Humanities Research Council, Canada; Flanders Research Council; Belgian National Fund for Scientific Research).

Embodying Strathclyde's ethos as a city-centre University with a strong tradition of public engagement, our colleagues play a central role in the literary, cultural and civic life of Glasgow and the UK. This extends far beyond the impact case studies, involving all colleagues. Since 2014, we have played active roles in: Aye Write! Book Festival; International Edinburgh Book Festival; Book Week Scotland; Glasgow Film Festival; Celtic Connections; Scottish South Asian Film Festival; Dundee Women's Festival; WOW Perth; Dundee Literary Festival; Nairn Literary Festival; Crossways Scottish-Irish Literary Festival; Scottish Parliament's Festival of Politics; Hispanic Society of Scotland; Spanish Film Festival (Edinburgh & Glasgow), and the Africa in Motion Film Festival. Among the most high-profile of these, in 2020, *Glass* curated a major public event commemorating Alasdair Gray for AyeWrite. (The Festival was cancelled due to COVID-19, but the event later took place online, with 500 attendees.) In 2019, *Blair*, *Goldie* and PhD student

Lauder worked with DC Thomson on a portfolio of events to celebrate the 150th Anniversary of the *People's Friend*, the UK's longest running magazine. We also have a strong tradition of involvement in equalities work and have organised or participated in public events for LGBT History Month; International Women's Day; Black History Month; Bi-Visibility Day; Month of Action Against Child Sexual Abuse; 16 Days of Action Against Gender-Based Violence. Beyond Scotland, *Murphy* has collaborated with the Bordeaux Festival of Independent Cinema on a documentary film on the Senegalese anti-colonial militant Lamine Senghor, who is the focus of *Murphy's* latest research.

Colleagues have delivered a range of inputs in local schools: through the RSE Speaker in Schools programme (*Jajdelska*); and Explorathon, a Scotland-wide programme of public engagement events in which Strathclyde colleagues have played an active role (*Eckler; Fudge; Jajdelska; Mitchell; Caballero Rodriguez*). *Goldie's* work with schools through the Association of Scottish Literary Studies has included a jointly-authored book in the ASLS Scotnotes series (aimed at teachers and senior school students), and the delivery of papers on school curricular texts at the ASLS annual schools conferences (2017, 2018). *Goldie* also delivered the keynote Burns Scotland annual lecture at the *Burns and the World* annual conference in 2015 (an event largely attended by teachers).

Our leading role within the Scottish literary scene has been recognised by the Saltire Society. *Kinloch's* collection *In Search of Dustie-Fute* was shortlisted for the Saltire Poetry Price in 2017, and in 2019 *Blair's* monograph *Working Verse in Victorian Scotland* won the Research Book Award. *Blair* went on to win the overall Scottish Book of the Year award: only the second time in the history of the awards that the Research Book has won the top prize. *Kinloch* is the founder of the prestigious Edwin Morgan Poetry Competition, now the Edwin Morgan Award for young poets under the age of 30, administered by The Edwin Morgan Trust (of which *Kinloch* is a Trustee) and awarded biennially at the International Edinburgh Book Festival. In intervening years, the Trust organises translation workshops and has hosted events featuring poets from Slovakia and Portugal. *Kinloch* is also the founder of the Scottish Writers' Centre (now funded by Glasgow Life) which organises training events for aspiring writers who do not wish to or are unable to attend college/university writing courses. A recording of 20-years of *Kinloch's* own poetry is now archived in The Poetry Archive, London.

Other colleagues have also served on judging panels for academic and practice-based prizes, including the UCSL Ross Roy Medal Award (for best thesis on Scottish Literature) (*Goldie*, 2017-20); Hamilton Essay Prize for best article by an ECR, for publication in *Victorian Review* (*Blair*); Research Society for Victorian Periodicals Linda Peterson Prize (*Blair*, 2019, 2020) and the Scottish Press Awards (*Duncan*, 2017-). As part of our ongoing collaboration with Zero Tolerance, the School has sponsored the Write to End Violence Against Women Awards (2017, 2018, 2019). Colleagues have discussed their research on broadcasts for Australian Broadcasting Corporation's *Evening News*; Al-Jazeera America's *Listening Post*, BBC Radio 4's *Word of Mouth*, *In Our Time* and *Women's Hour*; BBC Radio 5's *Hitlist*; and on various BBC Alba, BBC Radio Scotland and BBC Scotland documentaries, features and discussion shows.