

Institution: Durham University
Unit of Assessment: 26 Modern Languages and Linguistics
<p>1. Unit context and structure, research and impact strategy</p> <p>The School of Modern Languages and Cultures (MLAC) has sought to establish itself as a leading international centre for the integrated study of modern languages and cultures. The School's name expresses our reach from the long-established domains of modern languages research in textual and literary scholarship to the more recently developing areas of visual culture, performance, ethnography, ecologies and science studies. We believe that this breadth of engagement is crucial if modern languages is to challenge the cultural hegemony of Anglophone ideas and practices, and our integrated structure, already in place in the last REF cycle, supports this strategy. The School functions as one research culture encompassing eight language areas – Arabic, Chinese, French, German, Hispanic Studies, Italian, Japanese and Russian – as well as Translation Studies. Our size enables us to embrace the pluricentric nature of the languages we study, and the integration of Arabic, Chinese and Japanese facilitates our move beyond modern languages departments' conventional concentration on Europe.</p> <p>We seek to give our research unity by means of the School's four key areas of research concentration (a-d below), each of which contributes distinctively to the redefinition of modern languages. These constitute strategic, long-term commitments and federate our interests into a global, transhistorical and interdisciplinary research community. They act as pivots linking interdisciplinary research centres and institutes beyond the School, in the Faculty of Arts and Humanities and the wider University, to research groups within the School (research groups being short- to medium-term programmes of activity, described further below). The majority of colleagues participate in at least one of these areas, which represent key foci for the recruitment of postgraduates, areas of grant capture and public engagement, and act as conduits for our contributions to the disciplinary field.</p> <p>a) Visual and Performance Studies: The School played an essential role in founding the Centre for Visual Arts and Culture (CVAC), together with colleagues in History; its inaugural Director (Stewart), one of its two deputy directors (Roth), and several steering group members are MLAC staff (Beresford, Cracolici, Long, Schaefer). CVAC makes use of the University's collections in visual culture, including the Oriental Museum, which houses two Arts Council Designated Collections (Egyptian and Chinese collections); and the holdings in Durham Castle and Ushaw College, the former Catholic seminary. In the absence of a department of Art History or of Film and Television Studies, MLAC provides university leadership in visual culture, drawing on expertise in visual artefacts, from medieval painting to contemporary digital media (MLAC also runs an MA programme in Visual Culture and has launched a BA). During this REF cycle, Long and Stewart were co-authors (with Jordanova in History) of a successful bid to the Leverhulme Trust for a Doctoral Training Centre in Visual Culture. The School was key to developing the Zurbarán Centre for Spanish and Latin American Art in Bishop Auckland (see our impact case study (ICS) 'Spanish Art in County Durham'). County Durham contains the UK's largest collection of Spanish art outside London, mainly housed in Auckland Castle and the Bowes Museum, with which the School also collaborates. Developing these relationships, we have made visual culture our principal route to public engagement and impact, with three of our ICS emerging from visual culture and the other two relating to performance. Performance is also the focus of a new research group.</p> <p>b) Medieval and Early Modern Studies: The School has been central to the success of the Institute for Medieval and Early Modern Studies (IMEMS). Several recent directors and co-directors have been MLAC members (Cowling, O'Brien, Sunderland, Tessicini). This is a long-established disciplinary strength at Durham, and we are now contributing to its expansion via recent appointments who have broadened the focus of this area beyond Europe. Staff draw upon Durham's collections in manuscripts and early printed books housed at Palace Green Library, Durham Cathedral and the World Heritage Site (for example O'Brien and Schachter's work on early modern libraries), and at Ushaw College (whose collections were drawn on by</p>

Cracolici for our ICS 'Rome in the World'). This area has seen several externally funded fellowship successes (see (3) below).

c) Science and Humanities: development of this area, through recruitment and strategic investment, allows us to make the best of Durham's interdisciplinary research structures and external funding opportunities that favour new modes of interdisciplinarity. The School has won funding from the AHRC, the EU RISE fund and the Global Challenges Research Fund (GCRF), amongst others, for work in this area (see (3) below). MLAC staff (Oloff and Moore) lead the Centre for Culture and Ecology (CCE), which gathers researchers in the areas of emergence, cosmologies, cognitive literary studies, and the histories of science, medicine and technology. CCE grew out of our research groups in digital studies and ecologies. Colleagues frequently use and contribute to the interdisciplinary research opportunities afforded by Durham's Institute of Advanced Study (IAS), where Saul is Director (Arts and Humanities).

d) Translation and the Transnational: Translation in the expanded sense of intercultural mediation underpins our work across a broad geographical and historical span. The School runs the Centre for Intercultural Mediation (directed by Zheng) and co-hosts the AHRC-funded Open World Research Initiative (OWRI) project on 'Cross-Language Dynamics' (joint with Manchester, and led by Byford for the Durham-based 'Transnational Communities' strand). The Bodies/Texts/Nations and Transnational Cinemas research groups formed important sets of activity in this area. Recent appointments have expanded our capacity in this area significantly as part of our commitment to developing Translation Studies and to appointing leaders in transnationalising the discipline (see further (2, Recruitment) below).

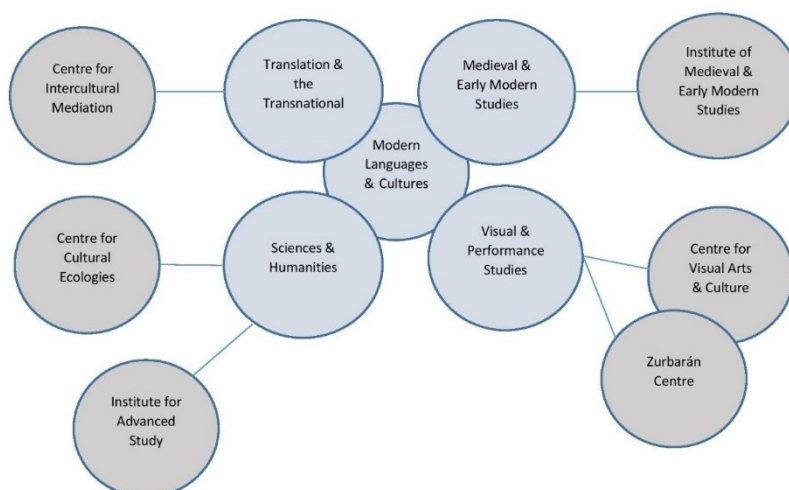


Figure one: Relationship of MLAC area of research concentration to University research institutes and centres

Within our areas of research concentration, the School supports smaller interdisciplinary research groups, which are incubators for emergent areas of intellectual exchange leading to publications, grant applications and impact-generating activity, and which function as hubs for the integration of staff and postgraduates. Groups cut across language boundaries, addressing research problems in experimental ways, developing new methodologies or creating interdisciplinary dialogue. They are short- to medium-term commitments, running from one to several years. Each group has an annual budget of £750; the School annually reviews the groups and seeks proposals for new groups in response to emerging fields of collective interest or urgent new research questions.

In this cycle, the **Bodies/Texts/Nations** and **Transnational Cinemas** research groups helped colleagues to formulate projects that became part of OWRI and subsequently provided venues for its research activity. Transnational Cinemas also contributed to public engagement related to global cinemas and to Hernández Adrián's and Radunović's successful bids to the GCRF.

Digital Studies was the basis for Senatore's British Academy (BA) postdoctoral fellowship, and for successful bids to the Marie Skłodowska-Curie RISE scheme and the Northern Bridge Student Innovation Fund. It has also stimulated public engagement and postgraduate recruitment. **Ecologies & the Arts** provided the intellectual home for Allan during her Leverhulme Early-Career Fellowship as well as generating external partnerships (on all these activities, see further 2, 3 and 4 below). The **Living Texts** research group, which explores the role of creativity in critical thinking, has helped develop Cipollone's Dante exhibition, as well as hosting book launches, a 'meet the authors' workshop, readings by novelists and writing colloquia. **Performance and Performativity**, a new group, provides research leadership development opportunities for Innami and Wehling-Giorgi.

In line with the strategic aims outlined above, **research is managed at School level**. The Director of Research, assisted by deputies for impact and grants, chairs the Research Committee, which gathers colleagues at varied career stages, chosen to represent the intellectual diversity of the School's research. Research Committee develops the School's research strategy and policies, research groups and events, and seeks to maximise income generation and external engagement. The committee also promotes participation in University-level initiatives, including research centres and institutes, and grant and impact seedcorn funds, by offering individualised advice to colleagues. The Director of Research reports to the School's Strategy Group (comprising its chief officers) and to its Board of Studies (comprising all teaching and research staff).

Research objectives

In REF2014, we expressed the follow aims:

- to enhance the diversity of research across our language areas, addressing the developing ethical and political commitments of modern languages research (for example, in ecologies)
- to strengthen individual research through improved mentoring
- to increase external funding and to diversify our funding sources
- to extend connections with external academic partners
- to increase the number of doctoral students and to improve supervisory processes
- to identify further opportunities for public engagement and impact, building on emerging partnerships
- to extend interdisciplinary research by engaging with Durham's research centres and institutes

The following provides a snapshot of key indicators of progress:

	REF2014	REF2021
Language areas submitted	7	8
Research-active staff submitted	34	55 (54.3 FTE)
Research grant income	£924,000	£1,971,401
Doctoral completions	29.1	59.68

Table one: Key indicators of progress

Movement towards our other aims has taken the following forms: increased diversity of research has been the key aim of our recruitment policy (see (2) below), as well as driving our research groups; our new mentoring and postgraduate supervisory systems are described in (2) below; and we have developed new external non-academic partnerships, notably via the Zurbarán Centre and activities related to our OWRI project (see 'Impact' below and (4)). Publications, internal and external partnerships have also emerged from our areas of research concentration, with their links to University research institutes and centres, which have provided our principal conduits for developing interdisciplinary research. In Translation and the Transnational, the Centre for Intercultural Mediation's regular postgraduate conferences in translation studies have helped integrate an important postgraduate cohort. Medieval and Early Modern Studies has

seen several successes in externally funded fellowships (see (3) below). In Visual and Performance Studies, CVAC has enabled the development of external partnerships, especially with the Bowes Museum and the Auckland Project (see further (4) below), and its Leverhulme Trust-funded Doctoral Training Centre has provided stimulus for postgraduate recruitment and new modes of training (see further (2) below). In Sciences and the Humanities, CCE has developed partnerships with the Real Junk Food Project and other initiatives challenging mainstream consumption paradigms.

Our overarching aim is recognition as a leading centre for the study of European and non-European modern languages and cultures. Given the University's recent reforms of recruitment, mentoring and promotion policies, and the School's significant recent growth in terms of staff, research students and funding, the next REF cycle will involve building on our established strengths and mobilising our existing structures to foster intellectual renewal. We will pursue:

- maintaining our staff complement in all our language areas, expanding where possible, and rebalancing where necessary to ensure sustainable research capacity in all areas
- diversification of our routes to public engagement and impact, deploying the talents of recent recruits
- increased interdisciplinary engagement via University research centres and institutes, showing the centrality of modern languages research and of non-Anglophone ideas, creations and perspectives to research in other disciplines
- making best use of our flexible research groups structure to respond nimbly to new ethical and political commitments of the field and to facilitate the coalescence of staff interests around emerging research areas
- the organisation of further online research events to increase our reach, as exemplified by the CCE series of Zoom talks, and by our colleagues' involvement in the online Durham Book Festival
- further diversification and renewal of the School's research leadership capacity

Engagement and Impact

A key aim of MLAC is recognition of the value of modern languages research outside the academy. Since impact can arise in diverse and unforeseeable ways, all staff are encouraged to undertake varied types of public engagement activities with impact potential. Engagement is incentivised by dedicated funds and the flexibility to be absent from Durham during term time when required. In the Personal Research Plan process, staff develop a long-term programme of appropriate engagement activities. Potential for impact has informed our recruitment strategy, as reflected in recent appointments: Damlé, Innami and Talib have been recognised by the N8 group of universities as 'New Pioneers', early-career researchers with high impact potential; at the professorial level, Burdett's work on multilingualism and multilingual education, Scholar's interest in outreach involving theatre and models of utopia, and Song's research on culinary culture, all bring great potential for impact work.

We have prioritised visual culture and performance as our key route to impact on cultural institutions and festivals, schools, and medical institutions and sufferers, because of our partnerships with the cultural sector, which provided key opportunities. Two of our case studies involve theatre (Hamdar, Thompson); two art (Beresford, Cracolici); and one cinema (Fouz Hernández). Hamdar wrote a play that has been vital to changing attitudes towards, and the experiences of, cancer patients in the Arab World; her work thus also draws on our cluster of expertise in Sciences and the Humanities. Thompson's research on theatre censorship, which relates to our Translation and the Transnational cluster, led him to help shape the teaching and staging of Spanish-language plays in schools regionally and nationally. Cracolici and Beresford's work grows out of Medieval and Early Modern Studies, and they, along with Fouz Hernández, all developed partnerships with the regional cultural sector, including Ushaw College, the Bowes Museum, the Auckland Project and the Tyneside Cinema, which subsequently provided a springboard for impact on cultural institutions and events internationally. Our public engagement in visual culture and performance extends beyond our case studies (see further (4) below).

Open research environment

The University mandates deposit in Durham's open access repository (Durham Research Online; DRO) for all publications as far as possible, beyond the requirements for REF, to allow wider engagement with our research (see further our REF5a/2.3). We expect that for promotion cases, external readers will access the colleague's publications on DRO. Researchers on our OWRI project have consistently published in open access fora, such as blogs, including Yusupova and Zamyatin's posts on minority language education policies in Russia. Researchers benefiting from UKRI funds (for example, Byford's research on child science) have also received additional funding to make their publications full (Gold) open access. Several colleagues hold or held leading positions within learned societies including the MHRA and the Societies for French and Italian Studies, contributing to open access debates at the national level.

Ethics and research integrity

Research Committee ensures accordance with Equality, Diversity and Inclusion (EDI) (see further (2) below) and ethical policies. Ethical approval is required for research activities involving human participants and their data (such as interviews), including those by postgraduates. Staff and postgraduates have access to research ethics training, and the University's online ethical toolkit guides colleagues through the process, which includes review of relevant questionnaires, consent forms and information sheets. For example, ethical review shaped the ethnographic research element of Kliuchnikova's OWRI funded project on migrants' experiences of and views on Russian. The School's ethics procedure is monitored by the Faculty Ethics Sub-Committee, which meets termly.

2. People**Recruitment**

Our recruitment strategy is shaped by three priorities: to maintain and build capacity to ensure the sustainability of our language units; to strengthen our four areas of research concentration; and to ensure an effective balance between research leadership and intellectual renewal by recruiting both senior and early-career academics. During the census period, we made 3 appointments at Professorial level, 2 as Associate Professor and 9 as Assistant Professor. We:

- launched Japanese and Translation Studies with 2 new FTE each, as strategic growth in critical developmental areas
- increased the staff complement in Arabic (+2 FTE), Chinese (+2 FTE), French (+3 FTE), German (+2 FTE) and Hispanic Studies (+1 FTE)
- sustained our concentrations in Russian (4 FTE) and Italian (5 FTE)

All colleagues who have left our language areas have been replaced, and we have converted several teaching-only posts into research-active posts. All our appointments in this cycle have significantly strengthened our areas of research concentration:

- Schachter, Scholar (both French), Leon Llerena (Hispanic Studies) and Talib (Arabic) specialise in medieval and early modern studies
- Schaefer (Chinese), Damlé, Roth (both French), Wehling-Giorgi (Italian), Innami (Japanese), Song (Hispanic Studies), Stewart, Almog, and Ward (all German) work in visual and performance studies
- Bootle (French), Burdett (Italian), Radisoglou (German), and Mac Carthy and Tyulenev (Translation Studies) have interests in translation and the transnational
- Hickmott (French), Hsiung (Japanese) and Pérez Trujillo (Hispanic Studies) work at the sciences and humanities interface

The University launched its **new recruitment process** in 2017 (see our REF5a/3.1.2). Embedding this process, we have made recruitment the work of the whole School. Our EDI champion for recruitment promotes EDI issues, both in terms of who does the recruiting and who is recruited, before scrutiny of longlists and shortlists at University (Provost) level. The School's Search Committee Chair works with subject specialists, contacting field leaders for advice, before bringing the opportunity to the attention of as many candidates as possible. Colleagues also help identify high-quality candidates via their own contacts.

Our long- and shortlisting committees are selected for expertise rather than seniority. All longlisted candidates (c. 10) undergo a Skype interview with members of the shortlisting committee, with questions in English and the target language. The shortlisting committee reads the work of longlisted candidates, and all colleagues can feed into this process, producing reports on writing samples. Typically, 4 shortlisted candidates come to Durham to give a presentation to which all colleagues in the School are invited. Feedback, sought from all colleagues, is considered by a gender-balanced appointing panel.

All research-active appointments, whether new or replacement posts, are made on a non-fixed-term basis. Fixed-term posts only provide cover teaching where a permanent academic hire cannot be made, or where research posts are funded externally (such as Leverhulme Early-Career Fellowships). A minimum term of 12 months is used for fixed-term posts, allowing temporary staff research time. Since many teaching fellows are developing research careers, we offer them research mentorship alongside teaching mentorship. For permanent appointments, we cover visa costs and offer extensive relocation assistance, including to dual-career families. Job share opportunities are promoted, and several colleagues have formally approved flexible working arrangements in place.

Staff development

The University operates a reduced probation period (of 1 year, rather than 3) in recognition of the robust nature of the staff recruitment process. During probation, colleagues have a 'buddy' mentor, an experienced member of staff who explains the School's day-to-day practices. Once colleagues have passed probation, they continue to benefit from the University's **academic mentoring** scheme. All research-active members of staff (including mentors themselves) select a mentor from a pool of trained School staff. Mentoring is responsive to individual needs. Mentors advise colleagues on citizenship and help to translate skills from the Postgraduate Certificate in Learning and Teaching in Higher Education into pedagogical application. They offer advice on the completion of Personal Research Plans and the Durham CV used for promotion and progression. Mentors read book proposals, draft publications and grant applications, and help identify possibilities for public engagement and postgraduate supervision. They may offer general guidance on intellectual development, or more specific advice in the context of promotion criteria, including research quality and leadership.

Colleagues are encouraged to develop **leadership skills** at all levels. There is training at university level, covering EDI, coaching and mentoring, and practical matters such as data protection and grant management. The School has engaged with Durham's Organisation Development and Research and Innovation Services to offer bespoke training in grant writing, EDI and 'making your voice heard'. The School seeks to give colleagues research leadership experience, such as research group convenorship or deputy director roles, at the earliest opportunity, and we have supported colleagues taking on research centre or institute leadership roles at a relatively early career stage (such as Sunderland with IMEMS and Roth with CVAC). To enable colleagues to develop as research leaders, the School has nominated colleagues at Assistant Professor level for university training in Research Project Management (Roth, Innami), and at higher levels for the Aurora programme for women in academia (Nitschke, Barnet, Wehling-Giorgi) or the Academic Leaders Programme, developed for Durham and Newcastle Universities by Advance HE (Cowling, Long, Stewart, Sunderland).

The University introduced a **new progression and promotions process** in 2017 (see our REF5a/3.1.2), reducing the number of ranks to three (Assistant, Associate and full Professor) and embedding promotions within a wider development framework. Rather than colleagues self-nominating, as previously, a panel at School level (the Departmental Progression and Promotion Committee, or DPPC) considers a standard CV from all colleagues annually. This process was established partly to correct the gender imbalance where male colleagues self-nominated and achieved promotion more rapidly than female colleagues. The CV enables DPPC to assess colleagues' broad profile and to identify areas for development. Impact is fully recognised and rewarded in this process. Contextual factors such as parental leave are given consideration.

Where promotion criteria are met, colleagues are nominated for consideration at Faculty (Arts and Humanities) level; colleagues can also self-nominate. All colleagues receive personalised DPPC feedback, which includes comments on their strongest research outputs, and can discuss their DPPC feedback with their mentor, the Head of School or other School officers.

Early-career researchers

Early-career researchers on the academic track have a mentor and a reduced teaching and administration load to allow them to develop their research while they settle into teaching. They frequently present work-in-progress in the School forum, and they have access to Durham's Centre for Academic Development training programme (which offers courses on, for example, inclusive teaching and doctoral supervision). Postdoctoral researchers in MLAC have frequently organised supportive events, such as mock interview presentations, and they are normally offered the opportunity to undertake teaching relevant to their research. Postdoctoral researchers have developed their research leadership through event organisation in collaboration with research groups, centres or institutes. In this cycle, Senatore (BA Postdoctoral Fellow) has led workshops and conferences as part of the Digital Studies research group; Kliuchnikova, Yusupova and Zamyatin (postdoctoral scholars on our OWRI project) have led events on 'Language and Identity in the Post-Soviet Space', 'Nationalism, Ethnicity and Cultural Diversity in the Digital Age' and 'National Minorities on the EU-Russia Border'. COFUND fellows Skelton and Venturi had IMEMS funding to host conferences on 'Perceptions of Architecture in Early Modern Europe' and 'Self-Commentary in Early Modern European Literature', respectively. Payne (Zurbarán Fellow) organised a conference on 'Canons and Repertoires: Constructing the Visual Arts in the Hispanic World', with CVAC funding.

Research support

Research-active staff have one day a week without teaching for research, and we seek to ensure that they are engaged in research-led education, notably through specialist final-year undergraduate modules. During the census period, the University increased its financial assistance for research, creating individual research funds for travel or preliminary work for grant applications or engagement activities. Staff receive £1,000 annually and unspent funds are rolled over. In addition, the University's grant incentivisation scheme provides successful applicants to external funding schemes with 10% of the net contribution to overheads to augment their individual research fund. A further 10% of overheads comes to the School, and may be used for research events or replacement teaching. Consequently, both the individual researcher and the School benefit.

The School also made a major investment in research by introducing a **new research leave scheme**. Colleagues now have 1 year's leave in 5, which provides longer periods of leave conducive to the production of larger-scale works and significant engagement activity. This goes beyond the University's provision of 1 term in 7, and brings the benefit of greater stability in teaching provision. (Colleagues can remain on the University rhythm if that better suits their research.) Additional leaves of 1 term were granted to allow colleagues affected by career breaks or major administrative roles to complete outputs for REF. As a University-level EDI initiative, colleagues may apply for additional research leave after a period of 26 weeks or more maternity, adoption or shared parental leave. Colleagues preparing impact case studies are granted workload relief from some teaching and administrative duties, and they can also apply for an impact research assistant.

Research students

We have had a substantial increase in doctoral completions, from 29.1 in REF2014 to 59.68 in this cycle. This improvement is attributable to more effective recruitment, allied to greater success in funding competitions; to enhanced support arrangements, including the agreement of milestones with supervisors and more effective annual reviews; and to improved integration of PGRs into our research environment, via our research groups, Faculty PG reading groups and a School PG forum.

Recruitment of PGRs has benefited from the availability of funding from the Northern Bridge Consortium (our AHRC Doctoral Training Partnership with Newcastle University, Northumbria University, Queen's University Belfast, Sunderland University, Teesside University and Ulster University). While the national trend shows that modern languages have not fared well under the AHRC's DTP model, MLAC has performed strongly, indicating the quality of our applicants and research environment. Two Northern Bridge students completed in this REF cycle and a further 16 were recruited (6 other students, funded by the AHRC's previous PG funding schemes, completed). In 2014, CVAC was awarded £1 million funding from the Leverhulme Trust to establish a Doctoral Training Centre with funding for 18 PhDs. The School was also awarded studentships from the University's internal doctoral funding scheme (10 completions, 3 further recruitments), and from a wide range of international sources (including the Algerian, Norwegian, Saudi and Iraqi governments) and from philanthropic donations. Our areas of research concentration have been key conduits for recruitment:

	Doctoral students completed this cycle	Further doctoral students recruited this cycle
Medieval and early modern studies	12	5
Sciences and humanities	-	6
Translation and the transnational	24	15
Visual and performance studies	10	9

Table two: Doctoral completions by area

The School's own MAs in Visual Culture, Translation Studies, and Languages, Literatures and Cultures provide PGR recruitment pathways (the latter has a focus on world literatures and the digital and environmental humanities). The School also plays a leading role in the IMEMS MA in Medieval and Early Modern Studies.

All PGR students have at least two supervisors, and **interdisciplinary supervision** is encouraged. The Leverhulme Doctoral Training Centre was particularly important in developing teams of supervisors from more than one department. The School offers workload compensation to supervisors and monitors PhD student numbers to prevent excessive supervisory loads. Secondary supervisors now take more active roles in supervision, to spread the workload and to increase intellectual diversity and resilience.

Students have a compulsory **annual review** meeting, involving two reviewers outside the student's supervisory team: an experienced review chair, and a second reviewer who, where practical, has expertise in the student's research area. Reviews focus on disciplinary, theoretical or critical frames, the corpus, research questions and (where applicable) research ethics, as well as on the completion timetable. Reviewers make recommendations about the student's research and about participation in the School's research culture and training opportunities. Through this annual review process, as well as the Education Committee (Postgraduate) and the postgraduate staff-student committee, the School monitors its supervisory procedures.

Training for PGRs is initially provided by supervisors, who help students complete an annual Training Needs Analysis questionnaire identifying specific requirements. The results are reviewed by the Deputy Director for Postgraduate Training. Subjects for bespoke training sessions have included the US academic job market and the final stages of thesis writing. PGRs can apply to the School's Research Fund for funding for research events, such as conferences: for example, Tanzi Imbri, Crespi and Vignieri hosted a conference on textual editing in 2017, and Burin and Budasz hosted 'The Return of the Author' in 2019 with the support of the Society for French Studies.

Students make use of postgraduate training provision at the University's Centre for Academic Development. In addition, Northern Bridge offers annual cohort development events (an autumn conference, a summer school on palaeography and a leadership workshop for students beginning the final year of their PhD), as well as organising placements (Ellis, for example, worked at the Erotic Review). Zheng led a cohort development event on corpus linguistics for the consortium. The CVAC DTC developed specialised training in visual arts and cultures, including a three-month placement with a non-HEI partner (Longden worked at the Beamish Museum, for example), and an annual conference. Students can also participate in Behind the Scenes at the Museum, a series of public lectures and PG masterclasses with leading museum professionals. IMEMS has a very active student group (the Medieval and Early Modern Student Association, MEMSA), to which postgraduates can give presentations; MEMSA also allows them to gain experience in committee work, community outreach and research event organisation. Faculty-wide PGR feedback sessions were hosted by the IAS, with MLAC staff, IAS fellows and other PGRs reading work circulated by students. Dickson (Leverhulme Early-Career Fellow) organised a training session for PGRs on converting the PhD thesis to a book.

We recognise the importance of **international collaboration in postgraduate training structures**. The School's Digital Studies research group functions as a PhD student seminar and as a node within the international Digital Studies Network. PGRs lead a reading group session in preparation for teaching responsibilities, and the group has offered funding for student-led events, organised several conferences pitched largely at PG student participation and run a doctoral training school for 30 students from Durham, Dublin and Paris. The Centre for Culture and Ecology reading group has an attendance composed primarily of PhD students, allowing concerted engagement with ecocritical and environmental humanities research. The Centre for Intercultural Mediation runs an annual PG conference in translation studies, with PGRs serving on the organising committee. The School has also put on training events on material culture in collaboration with Matariki Network partners: Long organised the 'Discomforting Objects' postgraduate summer school with colleagues from Tübingen, and with IMEMS funding, Tessicini developed a summer school on 'Things That Matter', with colleagues from the Universities of Uppsala and Groningen. Funded by the Matariki and U4 networks, the Summer School includes an online module under Groningen's Enabling Virtual Online International Exchange scheme.

Equality and diversity

The School is committed to creating an inclusive research environment that allows all members of staff to reach their potential. Mentors help all individuals make use of opportunities for career development. One member of each School committee is designated responsible for EDI, and that individual ensures that the EDI implications of any decisions are considered, working with the Deputy Heads of School, with whom overall EDI responsibility sits, to share best practice. The School monitors the diversity of representation on Research Committee and other bodies (such as the REF reading group), as well as championing the transparency of committee work. The School distributes its research resources, such as leave and funding, in a fair and transparent manner. In all its processes, especially those involving recruitment and progression, the School undertakes to recognise diverse types of research success. To do so, the School draws on University-level EDI initiatives, such as the provision of training in leadership and unconscious bias. The latter is mandatory for all staff involved in recruitment, progression and promotion committees. As outlined above, DPPC considers contextual factors and additional research leave is available after parental leave.

We have also adjusted working hours to assist staff with health issues and rescheduled research leaves interrupted due to conditions that would be recognised as constituting a disability, and extended leaves for time lost due to sickness. We assist staff with protected characteristics on a case-by-case basis to enable them to research productively, drawing on the guidance of colleagues in the University's Occupational Health department where appropriate. We have a 'buddy mentor' system that provides additional mentoring outside the University's principal scheme. Enhanced support post-recruitment helps the integration of international colleagues, and there is a dedicated network for BAME staff. It is recognised that research is often carried

out away from Durham. Off-site working is facilitated through the remote desktop system, a staff intranet that allows worldwide access to School documents, and, where appropriate, video conferencing facilitates remote committee work. The Covid-19 pandemic has caused us to test and refine these mechanisms and to confirm their effectiveness.

There is equality of opportunity for full and reduced FTE staff on the academic track: all have the same opportunities for progression and access to the same forms of research support. The School appoints all fixed-term staff on the teaching track to 12-month contracts and provides them with research mentors, recognising that many are developing research careers. Travel for research purposes is facilitated for staff and research students with caring responsibilities through extra funding for childcare, and the inability to travel is taken into account at DPPC when considering outputs and engagement.

EDI considerations have also been central to how we have prepared for REF2021. All REF-eligible staff have had equal access to funding, leave and mentoring to enable them to develop publications, and all have been encouraged to suggest up to seven outputs for consideration for REF. In line with Durham's Code of Practice, all REF-suggested pieces have been graded anonymously by at least two internal readers, and all research-active MLAC colleagues have been invited to participate in grading. All outputs were read critically, with no presumption that any particular group (e.g. senior professors) would produce the best outputs. Relative distribution of outputs between staff is not a metric that impacts on progression, contractual status, or performance management. We have aimed to correct for unconscious bias by using the widest possible range of reviewers, including extensive use of external reviewers. The University provided REF-specific EDI training, taken by the Head of School, the Director of Research and the Deputy Director for Impact. When deciding on the inclusion / exclusion of outputs of comparable quality, representativeness was considered as a criterion for selection. Our output pool matches well the diversity of the School in terms of gender, ethnicity and career stage, suggesting that all colleagues have been enabled to produce and submit outputs.

We have collected data and feedback in preparation for an application for Athena Swan, drawing on colleagues' research on gender, race and ethnicity, and disability studies to develop our vision of equality, diversity and inclusion. In summer 2020, we set up a focus group to look at 'decolonising' the School; the group will feed recommendations for reform into the School's committees. We recognise that EDI is a continuing process, and monitor our systems and consult colleagues in a spirit of continuous improvement.

Wellbeing

The University is committed to promoting positive mental wellbeing for its staff. We seek proactively to promote work-life balance by various means, for example, a transparent workload model and by restricting research events to core timetabled hours. The School's email policy, which asks colleagues to restrict email correspondence to 7am-8pm and to use the 'delay send' function if they write emails outwith those times, helps protect non-work time. Flexible working is facilitated: some staff have worked part-time for specific periods, often allowing for caring responsibilities. Reductions of 20-50% in workload have been approved in the framework of the University's flexible working policy. The Head of School actively encourages colleagues to make use of their full entitlement to annual leave. During the Covid-19 lockdown, virtual coffee mornings helped provide a sense of community. Colleagues are invited to use the services for wellbeing, managing stress and mental health conditions available via Occupational Health, and/or to speak to their Head or Deputy Head of School regarding matters of mental wellbeing or stress. The University also provides a complete support network that offers expert advice and compassionate guidance 24/7, covering issues relating to personal and professional problems that could affect colleagues' home or work life, health or general wellbeing.

3. Income, infrastructure and facilities

MLAC has more than doubled its research income since 2014: we reported £924k of research income for REF2014, and have spend of over £1.9M for REF2021. We have also increased our engagement activity (see further Section (4)). These increases are attributable to:

- enhanced School procedures and assistance (peer review, sharing of expertise, workload relief for impact work and grant writing)
- enhanced support for grant applications and impact at Faculty and University level
- diversification of our funding streams and involvement of more colleagues in grant applications and public engagement activity
- response to strategic funding initiatives, such as OWRI and the GCRF
- engagement with and development of university research institutes and centres

School procedures and support

All staff receive advice on funding applications from the Director of Research and the Deputy Director of Research (Grants). The School has initiated regular 'Research Laboratories', problem-based sessions which enable colleagues to test ideas and formulate research questions in the early stages of project development. The School hosts group workshops for colleagues applying for similar schemes, where colleagues share best practice and the sense of the benefits of funding. In the annual Personal Research Plan, staff detail their funding plans. The School then assists PIs on large grant applications through appropriate administrative assistance and workload relief that reduces their teaching and administrative load. All research-funding applications are peer-reviewed within the School; reviewers with shared interests (of period, theme or methodology) are chosen, as well as reviewers whose expertise lies outside the proposal's focus. All colleagues have time for engagement activities as part of their 50% workload devoted to research, and the School offers further workload relief to colleagues working on an ICS. The School has a Deputy Director of Research (Impact), who oversees the development of case studies and connects colleagues to Faculty-level impact support.

Faculty of Arts and Humanities support

The School's administrative assistance for research is located within the Faculty's research hub, where a 0.5FTE senior research administrator has responsibility for MLAC. The hub provides organisational assistance for research events, impact, REF preparation, research leave and research ethics. Research centres including CCE and CVAC constitute strategic Faculty investments and benefit from administrative provision at Faculty level. The Faculty also offers strategic funding for attendance at major international conferences, such as the MLA, hosting major conferences in Durham, such as our modern languages conference of 2018, for project development, library and archive visits, and for research events likely to lead to significant outcomes (grant applications, impact, publications). In 2014-20 Faculty allocated just over £1.1M to support individual research and strategic research initiatives. Applications for external research grants above £30k are peer-reviewed at Faculty level; peer-review by colleagues in other arts and humanities disciplines has been key, for example, to our successes in Leverhulme Early-Career and Research Fellowships.

Over this REF cycle, Faculty resources for impact have developed significantly, with the appointment of a Senior Impact and Engagement Manager with responsibility for arts and culture. There have been Faculty impact workshops (for example, on gathering evidence). The Faculty offers start-up funding for impact activities that may lead to an ICS (the Impact Development Fund), and colleagues working on a REF ICS can apply to the Faculty for funding for an Impact Assistant. Impact assistants are usually postgraduate researchers, who thereby acquire impact training in practices such as recording and storing evidence, helping to spread good practice to the new generation of researchers.

University-level support

The support available via Research and Innovation Services (RIS) has increased greatly since 2014, with the School now benefiting from horizon scanning for new funding opportunities,

tailored guidance on preparing and costing applications, and dedicated post-award administration. The School works with the RIS development managers for the arts and humanities and for international (including GCRF) funding. In the case of research council applications, the University now has dedicated liaison groups gathering colleagues who have held significant funding from the council or served as peer reviewers. To generate more ambitious collaborative grant applications, colleagues can apply to the University's grant seedcorn fund for preliminary workshops, archival visits and scoping discussions: funding was awarded to Burdett to develop a new project with the Italian curators of the exhibitions that formed part of the AHRC-funded 'Transnationalizing Modern Languages' project, with the aim of questioning the legacies of Italian colonialism, and to Radisoglou, Nitschke and Oloff to develop an application to the AHRC-DFG (German research council) scheme for a project on narrating planetary crisis. Colleagues have also made use of the University's international engagement fund: Innami, for example, has developed partnerships in Japan with performance practitioners, which will potentially lead to impact work and grant applications. All our ICS have benefited from University research impact funding for the organisation of activities. University research equipment funding enabled the purchase of eye-tracking equipment and the provision of a dedicated room that has facilitated Beresford's research into viewer engagement with art and Zheng's work on translation and cognitive load. Both are expected to lead to new collaborations, with Zheng's work opening up possibilities for work with scientists and Beresford's with museum and gallery professionals (see ICS).

Our participation in University research institutes and centres

The School has contributed to the development of University research institutes and centres to create fora for interdisciplinary research that enables broader, overarching research questions to be tackled, to build capacity for grant applications (notably for interdisciplinary research funding), to attract applicants for fellowships, especially postdoctoral fellowships, to create postgraduate training initiatives, and to enable public engagement work. MLAC has a long-established relationship to the Institute of Medieval and Early Modern Studies (IMEMS), which has supported the Durham/Northumbria Colloquium on Medieval and Golden Age Studies, and provided administrative support for Sunderland's launch of a biennial Durham conference on the History of the Book. The School has also jointly led the development of the Centre for Visual Arts and Culture (CVAC), which has been central to external partnerships (see further (4) and ICS). Colleagues from the School (Oloff and Moore) lead the Centre for Culture and Ecology (CCE), which continues lines of reflection developed in two School research groups – Digital Studies and Ecologies and the Arts – providing a forum for research at the interface between the sciences and the humanities. The Centre gathers colleagues with interests in biology, niche construction and technological milieus (Moore, Saul); ecocriticism, environmental humanities and the 'Anthropocene' (Oloff, Pérez Trujillo, Hernández Adrián); cultural aspects of energy transition (Oloff, Stewart); and evolution in philosophy and literature (Saul, Moore). It has developed links to non-academic organisations such as Transition Durham, Ars Industrialis and Plaine Commune, and other citizen initiatives and NGOs dedicated to troubling mainstream consumption paradigms, and aims to provide opportunities for activism at the intellectual, academic, theoretical and institutional levels, which positions the group well for future engagement work.

Durham's Institute of Advanced Study (IAS), which connects every subject area at Durham University, has Saul as its Director (Arts and Humanities). Saul's Christopherson-Knott fellowship with the IAS led to workshops on emergence and to the interdisciplinary 'Cultures of Contagionism' project. Saul also organised lecture series on Scale and on the Future of the University, which led to his 6-month Morphomata Institute Fellowship at the Käte Hamburger Kolleg, University of Cologne. The IAS also hosts Marie Curie COFUND fellows and senior visiting fellows working with MLAC, bringing EU research funding into the School. The presence of COFUND fellows has, notably, enabled collaborative work on our OWRI project. In addition, Furci held a COFUND fellowship for work on literature and multisensory experiences, and Skelton, Venturi and Wood were COFUND fellows working on medieval and early modern topics in the School.

Our funding successes

Our largest funding success came through participation in the OWRI 'Cross-Language Dynamics: Reshaping Community' project, which grew out of our commitment to translation and the transnational. Our research groups on Transnational Cinemas and Bodies/Texts/Nations permitted the development of subprojects and thus our participation in the bid. The project incorporates the subprojects:

- Kliuchnikova and Byford work on 'Russian' as a language of transnational inter-ethnic communication in the context of migration from the former USSR to the Russian Federation
 - Yusupova and Zamyatin work on minority languages revival and policies in the Russian Federation and on the Russia-EU border
 - Radunović investigates transnationalism in the cinemas of the Russian Federation and of Georgia, Armenia and Azerbaijan
 - Hernández Adrián examines 'ultra-peripheral' insularity in the contemporary transnational, diasporic and postcolonial Atlantic, including the Canary Islands and the Hispanic Caribbean
 - Hamdar studies cancer discourses across different cultural forms in Arab transnational contexts (see her ICS)
 - Cao examines translations of Western political ideas in China at the turn of the twentieth century

Many of our funding successes have been assisted by various forms of seedcorn funding and interdisciplinary research development opportunities offered by centres and institutes. In **medieval and early modern studies**, institute funding helped projects reach beyond their disciplinary parameters. Caruso's Leverhulme Major Research Fellowship for a project on Italian vernacular classics was enabled by IAS and IMEMS funding for a lecture series on 'The Life of Texts', involving specialists in ancient, medieval and modern works across several language traditions, and setting up an area of reflection that continues within our research group Living Texts. Clarke's IAS fellowship on the interdisciplinary theme of light laid the intellectual groundwork for her Visiting Fellowship at the Université de Nantes. There, she became involved in VESPACE, a National Endowment for the Humanities-funded collaboration between Louisiana State University and Nantes using virtual reality-based video game technology to test hypotheses about performance and sociability in the eighteenth- and twenty-first- centuries and to reconceive the dissemination of research on cultural history, performance and philology in the digital age.

An IAS fellowship allowed Banks to lead a seminar series on 'Apocalypse', preparing her successful application for a Leverhulme Research Fellowship for research into prophecy, literature and apocalypse in the Reformation. Banks subsequently drew on University seedcorn and IMEMS funding to develop work at the sciences and humanities interface, in the shape of a workshop on minds, bodies and intentions that helped prepare her successful application for a Philip Leverhulme Prize for cognitive science work on early modern literature. In the case of Beresford, University research impact, IAS, and CVAC funding helped with preparatory work for a Leverhulme Research Fellowship on Spanish hagiography, as well as supporting an interdisciplinary symposium on 'Skin' and a range of public-facing initiatives, including lectures at Auckland Castle and the Bowes Museum, which became part of his impact case study. Engagement with University institutes as modes of developing research also helped Sunderland shape his work on rebel barons, with IMEMS funding his attendance at major disciplinary conferences such as the Medieval Academy of America and the Kalamazoo International Congress on Medieval Studies, leading to his winning an External Faculty Fellowship at the Stanford Humanities Center for the project.

In the **sciences and humanities**, Byford held a BA Mid-Career Fellowship for work on Russian child science, which resulted from University seedcorn funding, BA Small Grant funding and an AHRC Early-Career Fellowship, as well as Byford's ICS project for REF2014. The Mid-Career Fellowship allowed Byford to work with the Institute for Historical and Theoretical Research into the Humanities at the Higher School of Economics in Moscow, the Institute of International

Relations, History and Oriental Studies of Kazan Federal University and the Faculty of Anthropology of the European University at St Petersburg. Byford also won a Visiting Professorship at the Université de Grenoble for work on post-Soviet diaspora and migration, which positioned him to mentor a new generation of researchers, including the OWRI postdoctoral fellows (Kliuchnikova, Yusupova and Zamyatin), and Hearne, who joined the School as a Leverhulme Early-Career Fellow working on masculinities in the Russian military.

University seedcorn funding, combined with School initiatives, opened doors for several other researchers in this field. It enabled Moore's successful bid for European Regional Development Funding for his Real Smart Cities project, and Moore's leadership of the Digital Studies research group positioned him to host Senatore, a BA Postdoctoral Fellow working on the postgenetic work of Henri Atlan, whereas Oloff's leadership of the Ecologies research group helped attract Leverhulme funding to host Allan as a Leverhulme Early-Career Fellow working on energy conflict and resistance. University seedcorn funding also allowed Stewart to lead a workshop attended by Graeme MacDonald from Warwick, with whom she has since delivered a range of externally funded activities, including the RSE Low Carbon Scotland project. MacDonald is Stewart's co-collaborator, along with scholars from Lund and Utrecht, in the Climagories project, funded by the Swedish Research Council (FORMAS), which explores ways in which cultural imaginaries help develop political, economic and social movements towards a post-fossil society.

Noble's Marie Curie International Fellowship for a project on tears in Mexico represented an early success of the School's visual cultural research. The fellowship culminated in a symposium with academics and practitioners from Chile, Mexico and the US and a photographic exhibition at the Centro de la Imagen in Mexico City. The exhibition showcased specially commissioned photographic work alongside a project on movements of resistance against Latin American dictatorships. Our collective research in visual culture was then cemented by our participation in Durham's successful application for a Leverhulme Trust Doctoral Training Centre in Visual Culture and in OWRI.

Fruits of this research have included Dickson's Leverhulme Early-Career Fellowship for work on doodles in the margins of nineteenth-century literary works, and there is further potential in the work of Innami, who held an AHRC International Placement as a research fellow at the International Research Center for Japanese Studies in Kyoto in 2016, along with PhD student Dellacasa, forming a collaboration that enabled Japanese Studies to attract funding from the Getty Foundation, before Innami (in concert with Durham History department's Bronson) gained further funding from the Sasakawa Foundation and the Daiwa Anglo-Japanese Foundation. Innami also secured a BA Small Research Grant for archival research at the Ashiya City Museum of Art and History and the Kyoto Art Center, focussing on post-war avant-garde art movements. The partnerships with performance practitioners and museums thus established will position Innami strongly for collaborative project or fellowship applications, especially those involving forms of work with non-academic partners.

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

We facilitate collaborations and contributions to the wider discipline and society through diverse streams of research funding (including research centre and institute assistance), research leave which includes time for public engagement and impact, and administrative assistance. Research with engagement potential is identified in personal research plans and assisted in terms of workload relief. The following examples indicate the range of engagements in the School. Many of these partnerships belong to the School and involve several of our researchers; other partnerships are more individual, but spread across the School's language areas and across levels of staff seniority, demonstrating the sustainability and resilience of our contributions.

Global Challenges

This area of work gathers our colleagues with interests in the sciences and humanities interface, and in translation and the transnational, and positions us to develop the social impact of modern languages research.

Energy and Environment

School research funding has allowed Stewart to participate in the Petrocultures Research Group, which includes academic and non-academic members from Canada, the US, the UK and the Netherlands. As visual culture lead, she shifted the group's focus from fossil-fuel cultures to energy transitions and post-fossil futures, and from Europe to the Middle East, East Asia and Latin America. She co-organised the group's 2018 conference in Glasgow, including a town hall-style meeting bringing together politicians, representatives of the renewables industry and third-sector groups. Stewart also participates in the Climaginaires project (see (3) above), leading to an exhibition on 'Carbon Ruins', currently touring Sweden, which transports the visitor into a future post-fossil society, and a climate fiction competition, 'Anthropo-Scenes', which will produce a collection of stories imagining a climate-changed world.

Stewart's work provides a model of ecologically-engaged modern languages research that links academia to campaigners, government bodies, industry and other stakeholders. Other colleagues have followed this lead, becoming involved in networks such as the World Ecologies project, a global community of scholars and activists analysing the role of organisations as producers and products of the web of life. Oloff hosted the group's second annual conference, 'World-Ecology, World-Culture, World-Economy', as part of her work on the world-food-system. Hernández Adrián co-organised a conference on 'Risking the Future: Vulnerability, Resistance' as part of the Matariki Network of Universities's Risk Humanities network, and now brings his expertise in islands and archipelagos, post-creolising processes, and Global South environmental politics to the GCRF-funded Living Deltas Hub, a research project on river deltas. The hub aims to develop transdisciplinary socio-ecological frameworks to capture changing delta trajectories, quantify threats and derive co-produced solutions via a network of stakeholder partnerships with delta dwellers, NGOs, government departments, academics and businesses.

Medicine

Our ICS on 'Performing Arab Cancer' demonstrates the potential for the School to develop socially-engaged work in the field of medical humanities. Its lead, Hamdar, was invited to present on her work on theatrical explorations of cancer at DIPEX International, an association of health practitioners and charity organisations, and a documentary of her play 'I Am Waiting for You', based on ethnographic research, was screened at the Estonia World Film Festival in Tartu, the Pakistan International Film Festival, and the Film Festival of Zadar in Croatia. The project was shortlisted for an AHRC/Wellcome Medical Humanities Award, in the Best International Research Award category. Contributions by other MLAC colleagues marks this as a developing area for our collaboration and influence. Newman collaborates with Iolanda Ventura (Bologna) on 'The Arrival of Arab Dietetics and Cooking in Europe: Translations of the Work of Ibn Jazla'. Moore is discussing a project on new approaches to addiction therapy with the Hôpital Marmottan, Paris, and was commissioned to write on addiction for *Dépendances*, the journal of the Swiss Groupe Romande d'Étude des Addictions. He also gave an interview to the Turkish popular science website, e-psykiatri.com, whereas Fouz Hernández is associate director of CinemAGender, an international research network for colleagues working on ageing in Spanish cinema. The medical humanities represent an emerging area of strength with potential for significant further development, drawing on these partnerships and working with Durham's Institute for Medical Humanities.

Digital Futures

Moore is Co-I (with Noel Fitzpatrick, Dublin Institute of Technology, as P-I) on 'Real Smart Cities', a 3-year Marie Skłodowska-Curie Action funded research project, exploring how the digital technologies of the data city influence the epistemological construction and aesthetics of the built environment. The School's Digital Studies research group, led by Moore, sits within the

international Digital Studies Network, which originated in Bernard Stiegler's Institut de Recherche et d'Innovation, with outposts in Berkeley, Nijmegen, Nanjing, Dublin, Quito and Kerala. Moore's research on digital culture was discussed in several episodes of Radio-Télévision Suisse's 'Histoire vivante' documentary series, and he has presented to the technology and policy-making sectors at the Centre Pompidou's Entretiens du Nouveau Monde Industriel.

Migrations, Minorities and Human Rights

Migrations, minorities and human rights constitute an area where modern languages research at Durham can make a vital and distinctive contribution to political debate and social equality. The various strands of our OWRI work provide a model for politically-committed modern languages research. Kliuchnikova, Yusupova and Zamyatin have led a series of events on 'Language and Identity in the Post-Soviet Space' and 'Nationalism, Ethnicity and Cultural Diversity in the Digital Age' and 'National Minorities on the EU-Russia Border', whereas Bellem works with Janet Watson (Leeds) on the phonetics and phonology of Mehri, a language of Oman and Yemen, and is co-investigator on a Leverhulme-funded project documenting modern South Arabian languages. Bellem was also a Senior Visiting Fellow working on rural dialects at the British Institute, Amman, funded by the Council for British Research in the Levant. Nitschke worked with the Human Rights Centre Essex, contributing to a roundtable on justice which was rewritten and performed as a play at the Lakeside Theatre, Essex.

There is new strength in the following networks. Roth, who held a BA Small Research Grant for work on transnational Jewish modernisms, has collaborated with Jonathan Freedman (Michigan) on the conference 'The New Totalitarianism' and with Cécile Bishop (NYU) on 'Race and the Aesthetic in French and Francophone Culture', a conference, publication and ongoing research network. Damlé was Research Associate at the Centre for Contemporary Women's Writing at the IMLR, where she organised a symposium bringing together academics, activists and artists to discuss the putative 'fourth wave' and the future of feminism in the academy, media, online and on the street. Damlé's recent work on philosophies of embodiment has led to collaboration with KAI 10 Arthana Foundation in Düsseldorf, including participation in catalogues and public-facing publications for the 'The Body in Pieces' exhibition.

Local Cultures and the Global

Visual Culture and Performance

All of our impact case studies involve visual culture or performance. The Bigas Luna tribute (see ICS) represented our first collaboration with the Tyneside Cinema in Newcastle, a charitable trust that aims to broaden the historical and geographical range of cinema accessible to the public. This partnership allowed Byford, Hamdar, Hernández Adrián and Radunović to develop events at the Tyneside using visual culture about 'revolution' as a way to discuss major political turbulences. Two festivals, 'What's Left? A Century in Revolution' and 'Screening the Nation: Georgia 1918-2018', composed of daily screenings, and audience discussions, enhanced programming at the Tyneside. Radunović also organised an international symposium at Durham on national cinemas, involving film historians, critics and film preservationists from Georgia and Hungary. Barnet has worked with the Tyneside to screen Agnès Varda films with public discussions, and Ward is co-supervising a PhD student working on a collaborative doctoral award with the Tyneside. Fouz Hernández organised exhibitions on the Bigas Luna 'Barbaric Comedies' at Vane Gallery in Newcastle and at Instituto Cervantes in Manchester, as part of the international series of events described in his ICS. In all these cases, our colleagues have shaped new public programming at major cultural venues.

The School has been actively involved in designing and founding the Zurbarán Centre for Spanish and Latin American Art, as well as in securing Santander funding for the Centre (see ICS). The centre emerges from a University partnership with the Auckland Project, which aims to turn Auckland Castle into an internationally-significant destination and to reinvigorate the economy of Bishop Auckland through tourism, cultural events and income for local businesses. The Project has secured significant Heritage Lottery funding, and with the advice of Durham researchers, is building a Spanish Gallery to exhibit County Durham's collections in Spanish art

dating from the fifteenth to the twentieth centuries. MLAC and the Zurbarán Centre already run fellowship and doctoral scholarship programmes: MLAC hosted a Zurbarán Research Fellow (Payne); and visiting Zurbarán Fellows including Luis Vives-Ferrándiz Sánchez, working on Baroque and Neo-Baroque art and theory, and Santiago Garrido Rúa, an activist filmmaker who uses new visual technologies to empower local communities. The ability of our local initiatives to expand to the national and international arenas is demonstrated by the Centre's facilitation of exhibitions on 'Ribera's Art of Violence' at the Dulwich Picture Gallery and on 'Roma en Mexico / Mexico en Roma' at the Museo nacional de San Carlos, Mexico City. Beresford and Payne were awarded University seedcorn funding to develop research on the visual culture of pain, martyrdom and asceticism, and to build an external funding application for exhibitions in London, Naples, Madrid and Dallas (building on the links to Dallas's Meadows Museum featured in Beresford's ICS).

MLAC staff also regularly work with the Bowes Museum, which is recognised by the National Trust as one of the most important museums outside London and which houses significant collections, including paintings by El Greco and Goya, and ceramics, furniture and textiles. Beresford has provided consultancy on acquisition, funding and public engagement strategy at the Bowes (see ICS) and Cracolici sits on its Board of Trustees. A CVAC 'Behind the Scenes' event at the Bowes allowed Durham postgraduates to learn about curatorial work, and Long organised a lecture series to accompany the Martin Parr/ Tony Ray-Jones exhibition 'Only in England', opening up a transnational perspective on ostensibly 'parochial' bodies of work.

Elsewhere, Ivleva organised a conference on dress culture in Imperial Russia, involving scholars from Russia, the UK, and the USA, as well as art, dress and textile historians, leading to a special issue *Dress Culture in Imperial Russia*. Hernandez Adrián has developed a relationship with the Tenerife Espacio de las Artes contemporary art museum, participating in exhibition catalogues, film programming and public-facing activities, and with the Cinemateca Distrital de Bogotá (Colombia) on the organisation of seminars and workshops. These partnerships will have potential for further public engagement.

Clarke's work shows how academic leadership in performance studies can lead to public engagement at the international level. Clarke was secretary general of the International Federation for Theatre research, before becoming co-investigator on a project editing legislative documents relating to the Comédie-Française and on the Agence Nationale de Recherche-funded project 'Contrainte et Intégration: pour une réévaluation des spectacles forains et italiens sous l'Ancien Régime'. Innami contributed to the Glyndebourne opera *Madame Butterfly* in 2016 through a podcast and an article in the programme. Innami's work on the body in post-war Japan has led to partnerships with film scholars and visual artists from the former avant-garde Gutai group, and with the Ashiya City Museum of Art and History, the Hyogo Prefectural Museum of Art and the preparation office of the Osaka City Museum of Modern Art (due to open in 2021), as well as with galleries such as Fergus McCaffrey (New York and Tokyo) and Hauser and Wirth (Somerset). Drawing on these various partnerships, the School will continue to prioritise visual arts and performance as our key path to engaging with civil society.

Creative Writing and Translation

Our work as practitioners of, and experts on, creative writing and translation, provides another path for bringing modern languages research to a broader audience and for our colleagues to help develop cultural programming. We have had several prize successes in this field. Dousteyssier-Khoze's novel, *La Logique de l'amanite*, was published by the French publisher Grasset and in English translation by Snuggly Books. The novel won two literary prizes: the André Dubreuil prize (Société des Gens de Lettres) for a début novel and the Prix Fondation Prince de Monaco 'coup de cœur des lycéens'. Wynn's translation of Sade's *120 Days of Sodom* was published with Penguin and awarded the Scott Moncrieff Prize for French to English translation. Talib won the Arabic-to-English Sheikh Hamad Award for Translation and International Understanding, shared with Katharine Halls for their translation of Raja Alem's *The Dove's Necklace*, which was also shortlisted for the Saif Ghobash Banipal Prize for Arabic Literary Translation.

The fact that our academics have had recognition for their work as translators and creative writers shows that there is potential to further develop creative writing and translation as paths to public engagement, along the lines of the following events: Wehling-Giorgi gave an invited public lecture on Elena Ferrante for the Dante Alighieri Society in Bonn and co-organised the first international conference on Ferrante at Durham in 2019. Furci organised a series of research events commemorating the centenary of the birth of Primo Levi with funding from our Living Texts and Performance and Performativity research groups. Roberts organised a symposium on heteronymy with colleagues at the University of the Andes, Bogotá, bringing together scholars, poets and playwrights, and Harrington spoke on BBC Radio 4's 'In Our Time' about the Russian poet Anna Akhmatova, addressing issues of censorship, resistance to political tyranny and the preservation of liberal values.

Medieval and Early Modern Studies

Durham is a UNESCO World Heritage site for medieval and early modern culture, and we wish to build on that status to create public engagement with our research. Beresford's ICS is the most highly-developed example of such engagement. Beyond that, Cipollone organised 'Hell, Heaven and Hope', an exhibition on Dante, held at Durham's Palace Green Library, which explored how Dante's writings have shaped concepts of morality, politics, life, death and the afterlife and influenced beliefs today. Beresford, Schachter and Sunderland gave outreach talks in regional secondary schools, and Newman spoke on medieval Arabic science, medicine, food and sexuality at Durham's Oriental Museum, Blackfriars Restaurant (Newcastle), King William's College (Isle of Man) and the Bradford Literature Festival. Talib led Arabic-language workshops on masculinity and homosexuality in classical Arabic literature at Cairo Institute of Liberal Arts and Sciences and on gender and sexuality in classical Arabic literature at Ikhtiyār, Gender and Sexuality Knowledge Collective, Cairo.

Medieval and early modern studies will continue to be a key area for our collaborations and broader social engagement. Mac Carthy and Scholar co-direct an international research project entitled 'Early Modern Keywords', involving a network of some twenty-five researchers from varied disciplinary backgrounds. Maintaining links with Oxford, Venice and other European centres, the project is now based in Durham, positioning us for a related funding application. Mac Carthy and Scholar have also established a collaboration with the Fondazione Giorgio Cini, a residential research library in Venice, which possesses important holdings literary and visual culture, medieval and early modern studies, and the history of science. They have involved the Cini in 'Early Modern Keywords' and are encouraging collaborative research projects in and beyond MLAC (including CVAC, IMEMS and the IAS), notably by launching a programme of Cini visiting fellowships that will benefit Durham scholars across the humanities.

Modern Languages in/and the UK

To help create a venue for a regular UK-based gathering of the Modern Languages and Cultures community, MLAC organised a major conference in 2018, bringing members of the UK modern languages community together to reflect on the discipline. 'Our Uncommon Ground: Modern Languages and Cultures for the Twenty-First Century' focussed on the shared territory between the many (sub-) disciplines that comprise modern languages, and featured a BA-sponsored roundtable on the question of disciplinary identity. A second conference, 'Where Are We Now? The Location of Modern Languages and Cultures', was planned for 2020, but postponed due to the outbreak of Covid-19. We will reorganise it as soon as possible. It will focus on questions of space, access and mobility; institutional factors determining perceptions of cultural difference and the visibility of modern languages research; social factors determining access to language learning; and a politically-sensitive perception of mobility. We intend to organise further conferences in future, to help address, collectively, issues facing the discipline.

Burdett's AHRC-funded 'Transnationalizing Modern Languages' project culminated in a policy report, 'Transnationalizing Modern Languages: Reframing Language Education for a Global Future', presented at the BA. The report attacked the excessive identification of languages with individual nation states and the linguistic indifference of Anglophone societies in particular, which

has led to the misperception that society can remain linguistically neutral and that public policy can ignore questions of language. The OWRI programme 'Cross-Language Dynamics', in which Durham participates, draws on a taxonomy of the 'transnational' versus the 'translingual' and 'multilingual', which grew out of 'Transnationalizing Modern Languages', and which also informed the BA's 'Languages and the UK' policy framework.

A further MLAC initiative was led by Stewart, who co-founded the UK Network of Heads of School of Modern Languages in 2017 as a forum for collaboration on matters of common concern, such as student mobility after Brexit. The network's first meeting was attended by representatives from Universities UK International, and it amalgamated with UCML in 2019. As one of the largest bodies of its kind in the UK, with an ethos that targets greater integration of the modern languages community, the School aims to help provide disciplinary leadership by means of its conferences and by enabling its staff to take on national leadership roles.