

Institution: University of Aberdeen

Unit of Assessment: 26 (Modern Languages)

1. Unit context and structure, research and impact strategy

Aberdeen's research in Modern Languages exemplifies its location at a nexus of disciplines and methodologies. Our work on literary, visual and material cultural forms places them in dialogue with each other, and embeds them in their historical and political contexts. In doing so, we intervene in fields including memory studies, postcolonial studies, science and technology studies, medical and environmental humanities, and intercultural competence. Through our strengths in visual culture, we engage different audiences and contribute to the cultural enrichment of our region. Our expertise in civil society and citizenship, as well as language acquisition and language planning, enables us to influence public policy nationally and internationally.

UOA26 comprises 18 FTE staff. We are part of Language, Literature, Music and Visual Culture (LLMVC), one of twelve academic Schools at Aberdeen (see **REF5a**). Modern Languages covers French & Francophone, Gaelic, German, Spanish & Latin American and Translation & Interpreting. LLMVC also includes Celtic & Anglo-Saxon, English, Film & Visual Culture, Linguistics and Music, providing a diverse yet cohesive interdisciplinary context for our work. There are strong synergies between Modern Languages and Film & Visual Culture (FVC), which is included in our return. The School's Research Centre in visual culture is co-directed by Modern Linguists; there is a joint FVC/German appointment; and research in visual culture includes expertise in Slavonic Studies.

The School's unitary **structure** facilitates our collaborative and interdisciplinary activity; enables strategic investment in our research; and provides administrative, policy and financial support, including match-funding contributions and PhD scholarships. The Head of School oversees research strategy and policy, working with Directors of Research (DoR), Postgraduate Studies (DPGS) and Postgraduate Research (DPGR), a Research Ethics Officer, and an Equality, Diversity & Inclusion lead. Research strategy is developed by the School Research Committee (chaired by DoR), constituted by discipline research leads, School impact lead, and School PGR Director. Postgraduate strategy is developed by the School Postgraduate Committee (chaired by DPGS). Interface with institutional strategy and policy is via the University Research Policy Committee (representation from DoR), Postgraduate Committee (representation from DPGR) and Committee for Research Ethics & Governance in Arts, Social Sciences & Business (representation from Research Ethics Officer). Internally, Research and PG Committees report to School Forum and EDI Committee (for Athena SWAN implementation).

The School Office provides administrative support for research, PGRs, and Athena SWAN. The University Postgraduate Research School (PGRS) manages doctoral training partnerships, and coordinates central provision of postgraduate training, monitoring and support. Research & Innovation (R&I) provides institutional support for funding applications, horizon scanning, grant management, impact activity and knowledge exchange (**REF5a**).

Since REF2014, our **research strategy** has been to sustain a supportive environment that capitalizes on our distinctive combination of disciplines and enables Modern Languages to thrive in its diversity. We have maintained the geographical and chronological range of our research, from Gaelic Scotland to Latin America, and from the seventeenth to the twenty-first centuries. Through major grants and new appointments, we have enhanced our profile in citizenship and civil society and visual culture, and built up translation and interpreting. Our Research Centres foster the collaborative and cross-cutting activity highlighted in our submission to REF2014. We recruit researchers whose comparative and interdisciplinary expertise embodies the University's commitment to interdisciplinarity, which is at the heart of its current strategic plan, Aberdeen 2040 (**REF5a**).

Aberdeen 2040 identifies social inclusion and cultural diversity as a priority theme. Our research advances this work through its position at the intersection of literature, language, culture, film, society, history and politics. We have long-standing interests in cultural and linguistic identity; the role of culture in mediating social, historical and political transformations; and questions of public culture and civil society. **Barker, Larkin and Welch** investigate how literature, film and

photography depict space, identity and modernization in C20 and C21 Hispanic and French culture. **Marcus** uses research films to articulate how different places evoke, elide and reconfigure memory and history. **Tribout** demonstrates the political functions of memorial writing in C17 and C18 France, and their contemporary relevance for practices of testimony. **O'Connor** examines intermediality, translation and bilingualism as ways of navigating identity in contemporary French poetry. **Watson** and **M. Macleod** draw out similar concerns in their studies of Gaelic fiction and drama, while **M. Macleod's** work on Gaelic language acquisition and revitalization informs policy frameworks on linguistic and cultural identity. Through **M. Macleod** (Co-Director until 2017), we have shaped the agenda of **Soillse**, the national research consortium for the maintenance of Gaelic language and culture. Work on civil society and public culture is pursued by **Kiwan**, on citizenship, identity and the role of Muslim intellectuals in France; **Stack**, on citizenship in Mexico and theories of the civil sphere; and **Schell**, on sociability and public culture through discourses of natural history and cultures of civility in C19 Latin America.

New appointments have enhanced our interests in comparative literature, visual culture, memory studies, environmental humanities, post-war cultural history, language planning and translation. **Beaney** adopts a comparative approach to German literature, investigating human identity in a context of environmental crisis. **Bryzgel** examines the contrasting manifestations and functions of performance art across Eastern Europe during the post-war period. **Casini** deploys visual culture, science and technology studies and critical theory to explore how images and perception work within systems of knowledge. **Krylova** intervenes in memory studies through her investigation of how post-war Austrian literary and visual culture confronts the problem of Austria's past. Drawing on a background in education and social sciences, **K. Macleod** works on Gaelic language planning policy and language acquisition. **Sanchez-Ortiz** publishes on audio-visual and textual translation practice, while **Zhu** is a practising translator with interests in literary and historical translation.

Prior to REF2014, the School developed Research Centres to harness shared interests across its disciplines, making GBP1,000/year available to each for their activities. Centres facilitate research methodologically by providing a context for comparative and interdisciplinary work, and adapting to reflect the interests of the staff and PGRs who populate them. Three are built on UOA26 strengths: **CISRUL** (Citizenship, Civil Society and the Rule of Law, supported by match-funding worth GBP1.6 million from a private donor and the University), directed by **Stack**, co-founded with **Kiwan** and involving Anthropology, Education, History, Philosophy, Law, Politics, Sociology and Theology; **GWW** (George Washington Wilson Centre for Visual Culture, named after a pioneering Aberdonian photographer), co-directed by **Casini**, **Krylova** and **Larkin**; and **CMLR** (Modern Languages Research), directed by **Kiwan**, formed in 2019 to build on an existing seminar series. Centres have catalysed research collaboration, PGR recruitment and impact activity, attracting external grants in the process.

Led by **Stack** and supported by **Kiwan**, **CISRUL** secured EU COFUND funding in 2017 for twelve studentships over six years as part of a doctoral training programme on the life of political concepts (POLITICO). It is one of only two COFUND projects in the UK. In 2018, **Bryzgel**, **Krylova** and **Larkin** won funding for **GWW** from Aberdeen City Council for a programme of collaborations on visual art and culture with regional practitioners. Meanwhile, School financial support enabled **GWW** to bid successfully for a Fulbright Visiting Fellowship, leading to collaboration with **Larkin** on the Washington Wilson photography archive and a British Academy/Leverhulme Trust grant in 2019. In 2015, with a grant from the Aberdeen Humanities Fund, **Welch** and photographer John Perivolaris staged *City of Ghosts*, an exhibition based on the Washington Wilson archive which attracted 4,500 people.

We contribute to Research Centres based in and beyond the School. As members of **CHPSTM** (History and Philosophy of Science, Technology and Medicine), **Casini** and **Schell** have collaborated with Anthropology, Medicine and University Museums and Collections, co-ordinating workshops on Picturing Science (**Casini**); and producing exhibitions on Aberdeen's pioneering MRI scanner (**Casini**), and nineteenth-century scientific/explorer networks in South America (**Schell**). Through her work on poetry and bilingualism, **O'Connor** collaborates with colleagues in Irish and Scottish Studies on the activities of **Grierson** (Comparative Literary History). Jointly with English and History, **Tribout** has co-organised the **CEMS** seminar series (Early Modern Studies).

Over the next five years, Research Centres will remain focal points for research, public

engagement, PGR recruitment, and external partnerships. Supported by **Watson** and **Zhu, Sanchez-Ortiz** is leading a new Centre for Translation & Interpreting, marking its expansion as one of our areas of expertise. The Centre will be a hub for a growing cohort of PhDs (currently three), and a framework for external collaborations. It will build on institutional investment in an Interpreting Suite to work with local authorities and agencies on public service translation and interpreting practice. Led by **Kiwan**, **CMLR** will build collaborations in Modern Languages across Scotland, positioning interdisciplinarity as fundamental to Modern Languages research. It is leading the development of a network to highlight the role of Modern Languages in decolonizing research and pedagogy. **CISRUL** will use its international expertise in civil society and governance to target challenge funding, particularly on human rights and pluralism. **GWW** will highlight medical humanities, memory culture, and the Washington Wilson archive. We will continue to lead research in Gaelic language and culture at national level. **M. Macleod** will pursue issues around adult language acquisition for **Soillse**. **Watson** is the inaugural Director of a new National Centre for Gaelic Translation, in collaboration with the Gaelic Books Council.

REF2014 helped us identify influence of public policy and cultural enrichment as key to our **impact strategy**. They have both been taken forward during the current census period. In relation to public policy, REF3 highlights how our research shapes policy nationally and internationally via Gaelic language education (**M. Macleod, Watson**), emerging out of **Soillse**; and civic activism in Mexico (**Stack**), reflecting the work of **CISRUL**.

Visual culture is central to our strategy of cultural enrichment, building on the *Director's Cut* series of film industry talks. *Director's Cut*, led by **Marcus**, with contributions from **Bryzgel** and **Krylova**, continued with nineteen events during the census period. Talks attract large local audiences and are archived online as webcasts. In 2018, **GWW** launched the VIEW programme with funding from Aberdeen City Council. Reflecting our contribution to the Aberdeen 2040 theme of social inclusion and cultural diversity, VIEW emphasises engagement with local audiences through talks, exhibitions and collaborations with regionally based artists. It has partnered with Aberdeen schools, especially from more deprived areas, to provide workshops on filmmaking. Some are PGR-led, providing training in communicating research to different audiences. Showcasing the intersection of visual culture and science, **Casini's** 2019 exhibition on Aberdeen's MRI scanner at Aberdeen Royal Infirmary had around 60,000 views.

Cultural enrichment also derives from our work on Gaelic language and culture. **M. Macleod** was a consultant on programmes for the BBC and MG Alba (Gaelic Media Scotland). **Watson** was commissioned by the Glossika online platform to create courses in Gaelic for a global audience, and will be MG Alba's consultant on a language learning television series using his CEFR framework, to be developed during the next census period.

Our impact strategy is coordinated by the School Impact Lead (**Schell**) and overseen by the School Research Committee. Research Centres submit impact plans as part of annual reporting to the Committee. Institutional support comes from PERU (Public Engagement with Research Unit) for public engagement events, and from Communications for media work (**REF 5a**). Internal applications for research leave and funding require reflection on impact plans, and individual annual research meetings include discussion of impact. The Impact Lead supports impact planning for grant applications, liaising with impact officers for humanities and public policy in R&I. These discussions enable sometimes unexpected opportunities for impact to emerge. For example, as part of his AHRC Fellowship on memories of the Fronde in 2015, **Tribout** organised a workshop on testimony, historiography and memory in the aftermath of intra-state conflicts, and the status of testimonies in methodological, historical, therapeutic and legal contexts. Professional stakeholders included psycho-trauma clinicians and peace practitioners.

Effective dissemination of our research is vital, and we seek to enable **open access** (OA) wherever possible, supported by the Scholarly Communications Service (**REF5a**). During the census period, journal articles that were OA from point of publication increased from 29.4% in 2014 to 66.6% in 2019. Since 2018, 41.2% of book chapters are OA. We recognise that the best place to publish, in terms of reach, audience or profile, is sometimes in international journals which are not OA compliant. In order to ensure the best academic impact for our work, we support publication in non-OA compliant journals where there is a strong rationale for doing so.

All staff have ORCID IDs. We circulate regular reminders about OA requirements and use of the institutional repository (AURA). In advance of Plan S, we are encouraging staff to go beyond minimum OA requirements and use the institutional repository for monographs and book chapters. Institutional support for OA is also provided by Aberdeen University Press (AUP), which publishes *Scottish Gaelic Studies*, founded in 1926 and the leading journal in its field (editors **M. Macleod** and **Watson**). Working with the University Library, AUP plans to become an entirely OA publisher during the next census period.

We adhere to **research ethics and governance** frameworks set out in the institutional Research Governance Handbook, which in turn is aligned with UKRI, UUK and EU concordats and policies on research integrity (**REF5a**). The importance of compliance is regularly stressed in School Forums. Biennial School 'Health Checks' on research ethics and governance are reviewed by the Research Policy Committee. The University makes research integrity training mandatory for all staff and PGRs. Research ethics and governance training is strongly encouraged for staff and mandatory for PGRs.

The Research Ethics Officer (**Kiwan** 2014-15) provides advice on ethics review to staff and students; signs off ethics approvals at School level; and sits on the Committee for Research Ethics & Governance in Arts, Social Sciences & Business. As committee co-Chair, the Dean for Cultural Strategy and Research Governance convenes management boards to oversee projects with complex governance, ethics and risk assessment requirements, such as **Stack's** project in Mexico.

2. People

We have made six appointments since REF2014 following moves, retirements and strategic investment. We have focused on earlier-career recruitment, with five appointments at Lecturer level and one at Senior Lecturer level. A further staff member moved from another School to take advantage of better research fit. All appointments are to open ended contracts, in common with existing staff. We have used appointments to consolidate existing research areas (FVC, Gaelic, German); open up new areas in Translation & Interpreting with Senior Lecturer (2014) and Lecturer (2020) positions; and support areas with strong potential for impact (FVC, Gaelic).

German has been strengthened with two appointments (**Beaney** 2014, **Krylova** 2018), one of whom (**Krylova**) is a joint appointment with FVC. **Krylova** joins our Modern Linguists specialising in visual culture (**Barker, Larkin, Welch**). **K. Macleod** (2019) consolidates our expertise in Gaelic language acquisition and planning policy (**M. Macleod, Watson**). In FVC, the appointment of **Casini** (2015) and transfer of **Bryzgel** from History of Art (2015) emphasise the interdisciplinary nature of our research (**Bryzgel** between Slavonic Studies, performance art and art history, **Casini** between Visual Culture and Science & Technology Studies). In Translation & Interpreting, **Sanchez-Ortiz** (2014) brings expertise in audio-visual and textual translation practice. She is complemented by **Zhu** (2020) on translation and second language acquisition.

While recruitment has focused on earlier-career staff, existing staff have taken on leadership roles in the School, and been supported in gaining promotion. Four staff were promoted to Senior Lecturer (**Bryzgel, Larkin, Stack, Tribout**, 2W/2M), and four to Professor (**Bryzgel, Kiwan, M. Macleod, Marcus**, 3W/1M). Promotions were achieved across disciplines (2xFVC, 3xFrench, 1xGaelic, 1xHispanic), with all bar German (where the promoted colleague is teaching-track) now having a balanced profile of early and mid-career staff, and at least one professorial-grade researcher (4W/2M). For REF2014, only French and Hispanic had professorial staff.

The School works with the University's Researcher Development Unit to support **staff development** through a set of interlocking arrangements, aligned with Vitae's Concordat for the Career Development of Researchers in terms of building an inclusive research culture and a productive environment for career development and progression. Aberdeen's strength in this area is reflected in its HR Excellence in Research Award (**REF 5a**). Staff have Annual Review meetings with their Academic Line Manager (ALM), reviewing research plans in the context of other areas of activity, and focusing on career planning and promotion. ALMs are promoted staff formally appointed to the role, and receive training in management skills from HR. They each manage 10-12 academic staff, with responsibility for support, development and well-being. Subsequent to Annual Review, Head of School and ALMs provide guidance and feedback on promotion

applications at the start of the annual round each December.

There are annual meetings with UOA leads to discuss research plans and ideas, including collaborative and impact-related activities. Meetings complement Annual Review by focusing solely on research in conversation with a colleague working in a related discipline area. Peer research support groups, introduced by **Schell** as Director of Research, provide an informal context in which to discuss work-in-progress, draft publications and grant applications, and research impact ideas. New appointees are included in peer support groups to facilitate networking and integration with colleagues from across the School. Three groups (of five) are convened by UOA26 researchers (**Barker, Beaney, Larkin**). Building on them, an annual School research conference helps to share ideas and get to know each other's work.

As Head of School, **Welch** revised the workload model during the census period to improve transparency in workload allocation and activity, and better identify pressure points. It builds in a research allocation at 40% for T&R staff; 50 hours/year for CPD; explicit recognition of research leadership roles (e.g. Research Centre Directorship); and a stated expectation that T&R staff have at least one day a week free of teaching during term to maintain research activity. All staff benefited from this arrangement during the census period. To support work-life balance, the School introduced an email good practice policy in 2017, initiated by **Schell** (and subsequently adopted by the University), with guidance on avoiding email use during evenings, weekends and research days. As part of its Athena SWAN Action Plan, it will monitor attitudes to workload pressure and transparency through staff surveys, paying close attention to the impact on research of the Covid-19 pandemic, and revisit the workload model accordingly.

The School's research leave policy is one half-session in every six. Staff join the research leave rota once they have completed probation. Rotas are agreed at discipline level and approved by the School Research Committee. Staff with external grants supporting relief from teaching and administration maintain their position in the internal leave rota. The rota is adapted to take into account EDI and specific circumstances. During the census period, there were three instances where a term of research leave followed maternity leave to enable staff to re-establish research momentum. Leave can be advanced to support staff who need to meet a deadline, undertake impact activity, or urgently complete a major piece of work. All staff beyond probation benefited from research leave during the census period.

There are additional arrangements to support early career/probationary staff at Lecturer level. They have reduced teaching and administration during the first two years of appointment (75% Year 1, 85% Year 2), to help them develop their research. Alongside ALMs, they have a dedicated mentor as part of the institution's probationary framework, and membership of a peer research support group. Probationary mentors are promoted staff providing advice on career development, including research activity and training opportunities. Probationary targets for research include publications, funding applications, networking and opportunities for impact. Probation is accelerated in instances of strong performance. During the census period, two staff completed their probationary period in two rather than three years.

Researchers each have access to GBP750/year via the School Research Committee for archival work, conference attendance and research costs (e.g. indexing, image permissions). The fund is open to fixed-term staff on teaching-focused contracts so they can maintain research activity during their period of employment. Further funding for activities is available via annual allocations to Research Centres.

The School Director of Research coordinates peer review and development of external grant applications, which are double peer reviewed before submission, and organises brainstorming sessions to develop major grant applications, involving colleagues experienced in running or assessing large grants. Institutional support is provided by the Grants Academy (**REF5a**); the Impact Team (identifying non-academic audiences and partners for impact activity); PERU (planning for public engagement); and Governance Officers (support for research ethics and governance).

While we have students registered for research degrees in all our core disciplines, our **postgraduate** recruitment strategy reflects our emphasis on interdisciplinarity and collaboration. In this assessment period there have been twelve co-supervisions to completion involving

Anthropology, Divinity, English, Ethnology, Law, Linguistics, Music, Politics and Sociology, with five current co-supervisions involving a similar range of disciplines. Through studentships from the Scottish Graduate School for Arts & Humanities (SGSAH) and Doctoral Training Centre in Celtic Languages, we co-supervise with Stirling (**Kiwan**) and Glasgow (**Bryzgel, Watson**). Via AHRC and SGSAH Collaborative Doctoral Awards, we work with the National Library of Scotland (**Schell** co-supervisor) and Edinburgh theatre company, Imaginate (**Bryzgel** lead supervisor). Competitive internal funding supports a project involving the National Trust for Scotland (**Larkin/Welch** co-supervisors). Via a co-tutelle agreement, **Casini** co-supervises with IUAV (Venice).

Research Centres are important for embedding PGRs within a supportive research culture. Our cohort of PGRs working on topics in visual culture has grown to nine students (with six completions during the census period). They have associate membership of **GWW**, participate in its activities, and contribute to its blog. The Centre for Translation & Interpreting will play a similar role in building on our existing cohort of students. Our corporate membership of the Institute of Translation and Interpreting facilitates placements with partners in literary and audio-visual translation and public service interpreting. **CISRUL** has an established record of doctoral training (28 co-supervisions since 2010), with **Kiwan** and **Stack** mentoring two recent supervisees to postdoctoral fellowships (2018, 2019). Its track record helped secure COFUND support for the POLITICO programme, which prepares the cohort for career routes including academia, policy development and the third sector through integrated secondments with partner organisations (e.g. Radboud and Aukland Universities). **Kiwan** and **Stack** are on POLITICO's Supervisory and Training Board.

While Research Centres provide focal points for our students, they also benefit from the diversity of the School's wider PGR community. We have strengthened its cohesiveness during the census period through additional support, networking and training opportunities. In 2015, the School introduced a 'PG Research Gym' to provide training tailored more specifically to humanities researchers, and opportunities for new postgraduates to meet and network. It is taken by all new PhD students and covers key skills including academic writing, publication strategies, time management and presentation skills. Since 2017, the programme has been led by **Bryzgel** as School DPGS and extended to two other Schools, providing our students with additional networking opportunities. We introduced online sessions in 2020 to better support part-time and distance-learning students, anticipating the move of the whole programme online during the Covid-19 pandemic.

The School invests in fee waivers and fully-funded scholarships, which are awarded on a competitive basis. PhD students receive GBP750 of funding over their period of study to support research activity. A dedicated bequest provides maintenance for PGRs in French and German. Teaching opportunities are available from PhD Year 2, with compulsory training from the institution's Centre for Academic Development. The student-run PG Forum meets monthly, with papers from PGRs and staff, as well as online sessions. **Bryzgel** runs weekly drop-in sessions as DPGS (online during the pandemic), providing a first point of contact for advice and support.

School provision complements the Researcher Development Programme offered by the PGRS, which covers leadership, enterprise, knowledge exchange, impact and employability; research methods, including qualitative methods and digital tools; resilience and wellbeing; and mandatory training on Research Ethics & Governance, Information Security & Data Management, and Equality, Diversity & Inclusion. The PGRS focuses on student wellbeing, working closely with supervisors and Student Support in cases of difficulty. It provides compulsory training for new supervisors, and refresher training for more experienced supervisors (**REF5a**).

PhD students have access to training events organised by the SGSAH. Via SGSAH Discipline+ Catalysts for Modern Languages (**Barker**) and Media/Film/TV (**Casini/Krylova**), we work with colleagues across Scotland to develop training from academic, industry and third sector experts for doctoral researchers in arts and humanities.

The PGRS tracks student progress through six-monthly monitoring completed by the student and supervisory team. This is supplemented within the School by a progression review at nine months (including chapter/chapter extract), and annual review meetings thereafter, conducted by academic staff independent of the supervisory team. All PhD students present their work at an annual School

PGR conference in Year 2 or 3 of study. We (co-)supervised 38 PhD students to completion during the census period (27.43 FTE). They have progressed to positions including British Academy and Leverhulme postdoctoral fellowships; and lectureships in Nigeria (Otuoke), the UK (Edinburgh, Strathclyde) and US (Davidson).

We are committed to fostering an **inclusive culture** which reflects the diversity of our community. Our staff and students come from Africa, Asia, Europe, the Middle East and North America. We engage with issues of equality, diversity and inclusion through research on the politics of difference, identity and citizenship (**Kiwan**), the nature and role of civil society (**Stack**), representations of disability and illness (**Larkin**) or gender in performance art (**Bryzgel**). Our PGRs research topics including disability, Islamophobia, and intersectional feminist movements.

The School achieved an Athena SWAN (AS) Bronze Award in April 2019 (**Welch** co-lead). While focused on gender equality and removing obstacles for women, the AS Action Plan provides a foundation for our wider EDI actions. Central to the Action Plan is enhanced support for career progression. In particular, the School wants to see an increase in successful applications from women for promotion to Senior Lecturer/Reader and Professor. It is also investigating the length of time spent at different grades, the reasons for this, and what barriers to promotion need to be overcome.

Career planning and concerns about promotion have emerged as important factors for all staff, and the School is working to address these via the development and support arrangements described above. Annual Review is used to discuss career development in terms of leadership opportunities (e.g. Research Centre Director, central leadership roles), research funding and publication strategies, career breaks and work-life balance. An initial indicator of the positive impact of the measures is the most recent promotions round in 2019, with successful outcomes for all three female applicants (2xProfessor, 1xSenior Lecturer).

The School supports career breaks, flexible and part-time working. Requests for flexible working and contract reductions are enabled where possible, with a review of contract changes after twelve months, as was the case for one member of staff who returned to full time working after the trial period. We have a tailored approach to reintegration after parental and other leaves, e.g. by enabling research leave to follow maternity leave, or through phased returns from illness. The School's AS Action Plan proposed that dedicated breast-feeding rooms be created across the University to facilitate childcare; these are now in place.

Nevertheless, AS surveys highlighted concerns over the impact of parental leaves and career breaks on career progression. In response, additional training to support those on and returning from leave is being developed for ALMs with HR. The School's AS Health & Wellbeing Lead is improving awareness of parental leave and flexible working through increased communication. We have influenced university policy through **O'Connor**'s work with institutional EDI leads to establish a Parents' and Carers' Network in 2019. The network is for staff and PGRs, providing peer support and sharing good practice. As network co-lead, **O'Connor** sits on the institutional Equality, Diversity & Inclusion Committee (EDIC). Via EDIC, we are informing discussion on EDI implications of the Covid-19 pandemic for research and career development.

EDI and AS Action Plan implementation are standing items on School Research and PG Committees. Both report to the School EDI Committee. We are adapting the Action Plan to take into account intersectionality, reflecting Aberdeen's membership of the Race Equality Charter since 2020. Actions for the Research Committee include ensuring Research Centre activities and the REF reviewing pool maintain gender balance and diversity. Actions for the Postgraduate Committee focus on enhancing the PGR community by using video conferencing/VLEs to foster inclusion of part-time/distance-learning students; ensuring PGR activities take into account religious observance; providing additional networking opportunities and career development guidance through the Research Gym programme.

All School meetings take place during core hours (10am-4pm), and Research Centres hold most events during these hours. The University's 'Diversity Calendar' helps us plan activities at inclusive times, and we accommodate religious observance by not scheduling events at the end of the week. We encourage staff to participate in university support networks (BAME, Disability, LGBT+, Menopausal, Parents/Carers, Women's). We use part-time and distance-learning modes to cater

for PGRs with different needs, and encourage switching to them or suspending studies where appropriate. Institutional online EDI training is mandatory for staff and PGRs, and there was bespoke EDI training for staff involved in REF decision-making, including selection of the output portfolio. Unconscious bias training is mandatory for appointing panels, and available to all staff.

In line with Modern Languages nationally, the majority of our researchers are women. Our gender profile at submission was 11W/7M (61/39%), which is mirrored in our output portfolio (29 by women/16 by men: 64/36%). Proportionally more women than men returned more than 2.5 outputs (62.5/37.5%). Our output selection process was compliant with the San Francisco Declaration on Research Assessment and the institutional Code of Practice. All outputs had at least two internal and/or external reviews, ensuring gender balance of reviewers. Staff were invited to declare circumstances that could entitle the unit to a reduction in the number of outputs required. We selected the strongest output for each researcher, and other outputs according to quality, consulting with staff so that selected outputs represent their activity appropriately.

3. Income, infrastructure and facilities

We secured GBP1.1 million *income* during the census period (GBP62.2k/FTE), more than doubling our REF2014 income. We have developed a diverse funding portfolio, with grants from UK and international research councils, charities and local authorities, supporting collaborative and individual projects.

Two major collaborative grants demonstrate our strengths in civil society, political discourse and identity; contribution to developing the research base; and work with non-academic partners. The EU COFUND grant for POLITICO (**Stack** PI, **Kiwan** Co-applicant, 2018), worth €1.9 million to the University, capitalizes on **CISRUL**'s track-record of fostering interdisciplinary research in citizenship and civil society, particularly at doctoral level. Working with partners in Mexico, **Stack** was PI on an ESRC/Newton Fund/CONACyT project on civil society and violence (2016-2019, GBP590k), highlighted in ICS2, securing GBP200k additional funding as PI via the Newton Fund Impact Scheme in 2020. Also in Latin America, **Schell** (PI, 2020) secured British Academy and US Social Science Research Council funding totalling GBP30k to train and mentor ECRs from across the region in reaching an international audience with their research.

Our national role in shaping Gaelic language policy, highlighted in ICS1, attracted grants totalling GBP25k from Bòrd na Gàidhlig and the Scottish Funding Council (**M. Macleod** Co-I, 2014; **Watson** PI, **M. Macleod** Co-I, 2019); Soillse (**M. Macleod** PI, 2016); and Aberdeen City Council (**M. Macleod** PI, 2019). Our contribution to the cultural life of North East Scotland was enhanced by GBP6k of Aberdeen City Council Creative Funding for the **GWW** VIEW programme (**Bryzgel** PI, **Krylova/Larkin** Co-Is).

Fellowship grants for individual projects in French and Visual Culture worth a total of GBP268k were awarded by the AHRC and the Leverhulme Trust. AHRC Early Career Research Fellowships (GBP168k total) were awarded to **Bryzgel** (2015-16) and **Tribout** (2014-15). Leverhulme Research Fellowships (GBP100k total) were awarded to **Bryzgel** (2013-14) and **Casini** (2019-20). These grants led to outputs returned in REF2.

Through grants worth c. GBP29k from the Carnegie Trust and British Academy/Leverhulme Trust, **Barker** (2013), **Casini** (2017), **Marcus** (2013, 2016), **Schell** (2013, 2016), **Stack** (2013), **Watson** (2015) and **Welch** (2016) undertook archival and field research leading to outputs returned in REF2. Other grants have supported collaborative projects. **Krylova** won funding via the AHRC OWRI initiative for a conference on cross-language dynamics (Co-I, 2019). **Larkin**'s conference and edited volume on Fall Narratives was supported by the Royal Society of Edinburgh (2014, PI). Building on collaboration with a visiting Fulbright Scholar in 2018, **Larkin** secured a British Academy/Leverhulme grant for exhibitions on photographer George Washington Wilson and accompanying symposia in Scotland and California.

Our funding portfolio reflects the breadth of our activity, both collaborative and individual, ranging from qualitative fieldwork to archival research. The geographical and methodological diversity of our research means we target a variety of funders, including those which emphasise international capacity building, policy development and interdisciplinarity. **CISRUL**'s focus on civil society is aligned with the GCRF challenge area on Human Rights, Good Governance and Social Justice,

which it will be targeting as its work develops. Building on postdoctoral fellowship successes for its PhD students, it will mentor the POLITICO cohort in developing applications to British Academy, Leverhulme and Newton PDF schemes. Three AHRC themes (Understanding cultural value, Arts and science/Arts in science, Interdisciplinarity for contemporary challenges) map on to strengths in visual culture, inter-medial studies, memory studies and cultures of science. With follow-on funding for **Soillse** secured in 2017, we will maintain collaboration with other Scottish HEIs to ensure national support continues for Gaelic language and culture, and compete for **Soillse** funding for our own work.

We recognise that different types of research suit different scales or types of grant, and we help staff to identify the most appropriate funding for their project. Annual Review and research planning meetings help staff, particularly at earlier career stages, to develop funding strategies for their projects. Through our cumulative knowledge of grant writing, we support them in applying for smaller external grants, gaining experience in grant application and establishing a track record of external funding. **Casini's** Leverhulme Fellowship, **Stack's** Newton Fund grant and **Tribout's** AHRC Fellowship originate in research enabled by starter grants from the Carnegie Trust (**Casini**, **Tribout**) and British Academy (**Stack**).

Central support for funding applications is provided by the Grants Academy (horizon scanning/grant writing), PERU (public engagement planning) and the Impact Team (identifying non-academic partners and audiences). Grant management, including support for ethics and governance, is provided by dedicated officers in R&I. Pump-priming funding from R&I enabled workshops with external facilitators to develop our impact case studies (**REF5a**).

Research infrastructure was greatly enhanced in 2012 with the opening of a new University Library (**REF5a**). It provides state-of-the-art research facilities, dedicated exhibition spaces, a Special Collections area, and meeting rooms across seven floors. Many seminars and events now take place there, making it the hub of humanities research in the University.

The Library contains over a million items, including rich early-modern collections (relevant to **CEMS**), a wide collection of C19 periodicals (relevant to **CHPSMT**), and significant photographic holdings, including the Washington Wilson photography archive (a focus for **GWV**). In 2020, it revamped its online portal, improving access to its holdings. It manages open access to research through the AURA repository and PURE research portal, and supports Gold Route publishing through Open Access block grant funding.

We draw on special collections for public engagement projects, working with a dedicated officer in Archives and Special Collections. The Washington Wilson archive has been used for exhibitions by **Welch** (2015-16) and **Larkin** (2020-21); **Casini** exploited the Aberdeen MRI scanner archives for her exhibition at Aberdeen Royal Infirmary (2019); and **Schell** included archival materials in her 'Aberdonians in the Americas' exhibition at the University's King's Museum (2017).

The School commits GBP7k/year to support additional subscriptions to e-journals and bibliographical databases. Book budgets are devolved to individual disciplines, with priority given to newly-appointed staff so they can build resources in their research area. Staff and PGRs have access to inter-library loans worth GBP50/year. Input into Library strategy is through liaison between Library Information Consultants and School Library Representatives (**Beaney**, **Krylova**, **Tribout**); and by School representation on the Museums and Special Collections Academic Forum. **CEMS** is part of the Newberry Library Consortium, and is linked with the Herzog August Library (Germany).

All staff have individual offices with IT facilities. PGRs are guaranteed shared office space for three years, with offices in School buildings. IT Services provide licensed software (e.g. NVivo), data storage, archiving and management, with 2TB of data storage via personal network drives with auto-backup. To drive growth in translation and interpreting, the School has secured institutional investment of c.GBP200k in an Interpreting Suite, with installation due by mid-2021.

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

We undertake research **collaborations** globally, nationally and regionally, helping us to address important societal questions, build research capacity in our disciplines, and contribute to social and cultural enrichment. **Stack's** leadership as PI on his project on civil society and violence in Mexico

(2016-19) reflects our responsiveness to national and international priorities (cf. ICS1). It involved collaboration with two Mexican HEIs (Colegio de Michoacán, Centro de Investigación y Docencia Económicas), the Overseas Development Institute, and Iteru Consulting, as well as partnerships with civil society and NGOs in Mexico. His Newton Impact Scheme award will support further work in Mexico from 2021, with a Co-I from LSE and Mexican partners including prosecutors, police and NGOs.

CISRUL's POLITICO programme involves 23 partners including the University of Malaga, the École des Hautes Études en Sciences Sociales, The Polish Academy of Sciences, Lund University and Jawaharlal Nehru University. It represents a major contribution to the international research base by bringing together a cohort of twelve early-stage researchers from across the EU, and training them in interdisciplinary methods informed by political philosophy and critical theory.

Schell's British Academy/SSRC-funded project was developed with other current and former editors of the *Journal of Latin American Studies* at Cambridge, Oxford and UCL. It will build **research capacity** in Latin America by helping ECRs from the region to develop their skills, improve a target project for publication, increase their understanding of publication in English-language journals and foster new research partnerships. Rescheduled for 2021, the project will involve five workshops with 50 ECRs from Argentina, Brazil, Costa Rica, Mexico and Peru.

In 2020, Toulouse-Jean-Jaurès and Paris-Sorbonne-Nouvelle invited **Kiwan** to join a five-year Scientific Interest Group involving 18 institutions and academics from backgrounds including political science, sociology, French and British studies.

Nationally, **K. Macleod**, **M. Macleod** and **Watson** are part of the **Soillse** consortium, shaping policy on Gaelic language and culture (cf. ICS2). The first phase funded PhDs and research fellowships in the original network of institutions (Aberdeen, Edinburgh, Glasgow, UHI). Follow-on funding supports an expanded network including Glasgow Caledonian, Heriot-Watt, Strathclyde, and West of Scotland.

With starter funding of GBP5k from the Colmcille Irish-Scottish partnership programme, **Watson** established the National Centre for Gaelic Translation in 2019 as its inaugural Director, working with an international team of Depute Directors from Dublin City University, Glasgow and Charles University Prague. In partnership with the Gaelic Books Council, the Centre will publish 2-3 translations/year, and is seeking additional support from Creative Scotland.

The School has facilitated career development opportunities focused on research networks and collaborations. **Bryzgel** is an alumna of the Royal Society of Edinburgh Scottish Crucible research leadership programme. She mentored **Casini** in her application to the programme (2016), where she worked with Glasgow University and Royal Botanic Gardens Edinburgh, using the RGBE Herbarium to produce online material that enhances its collections. In 2018, the School invested in a Fulbright Scholarship for Dr Heidi Brevik-Zender (California Riverside) to enable collaboration with **Larkin** on the representation of women in C19 photography, leading to **Larkin's** British Academy/Leverhulme Trust grant to develop the project.

Research in visual culture involves sustained **engagement** with regional audiences. The *Director's Cut* series of talks with film industry professionals (**Marcus**, **Bryzgel**, **Krylova**) is unique in the UK, bringing a diverse range of international practitioners to the region. Alongside Polish director Pawel Pawlikowski (2015 Academy Award for Best Foreign Language Film), Indian filmmakers K.P. Jaysankar and Anjali Monteiro, and Serbian performance artist Tanja Ostojić, we have showcased work by contemporary German and Austrian filmmakers Niki Stein, Volker Gerling and Ruth Beckermann. In collaboration with Belmont Filmhouse Aberdeen, *Director's Cut* Masterclasses have enabled aspiring filmmakers to engage with renowned directors such as Tina Gharavi and Jon Baird.

GWV's VIEW programme involves talks, exhibitions and art performances which are free to the public. VIEW showcases regional talent while also bringing international artists, directors and researchers to Aberdeen. Exhibitions curated by staff include **Bryzgel**'s 'Eastern European Performance Art in Scotland: The Legacy of Richard Demarco' (2016); **Casini**'s 'From Where Do We See?' (2019), on MRI and medical imaging, in collaboration with the Grampian Hospitals Arts Trust; **Larkin**'s 'Shared Heart' (2020-21) with local artists Bibo and Brian Keeley, in collaboration

with NHS Grampian; **O'Connor's** 'Home Truths: Workers and Families on the Move in the Oil Community' (2015), with The Barn Arts, Banchory; and **Welch's** 'City of Ghosts: a dialogue with George Washington Wilson' (2015), with John Perivolaris (photographer) and Pete Stollery (sound artist).

Four staff are **editors** of major journals: **Larkin** as French Subject Editor for *Forum for Modern Language Studies*; **Schell** as Co-Editor of *Journal of Latin American Studies*; **M. Macleod/Watson** as Co-Editors of *Scottish Gaelic Studies*. Editorial board memberships include **Kiwan** (*Performing Islam*); **Larkin** (*Irish Journal of French Studies*); **M. Macleod** (*Poznan Celtic Studies*); **Sanchez-Ortiz** (*Transletters*); **Schell** (Ediciones Pontificia Universidad Católica de Chile); and **Welch** (*Legenda Studies in Visual Culture*). **Schell** is President of the Society for Latin American Studies (2019-21); **Welch** is Honorary Secretary of the Society for French Studies (since 2019); **Krylova** was Secretary of Women in German Studies (2015-19).

We **peer review** for publishers including Bloomsbury Academic, Chicago, Indiana, Liverpool, MIT, Manchester, Palgrave, Pickering & Chatto and Routledge; and for an extensive range of journals reflecting our disciplinary and interdisciplinary expertise:

French/Francophone:	<i>Contemporary French Civilization, XVII^e siècle, French Cultural Studies, French Studies, Irish Journal of French Studies, Modern and Contemporary France, Nineteenth-Century French Studies, Nottingham French Studies</i>
Gaelic:	<i>Aiste: Studies in Gaelic Literature, Scottish Language</i>
German/Austrian:	<i>German Quarterly, Journal of Austrian Studies</i>
Hispanic:	<i>The Americas, Bulletin of Hispanic Studies, Bulletin of Latin American Research, Bulletin of Spanish Studies, Hispanic Research Journal, Journal of Iberian and Latin American Studies, Mexican Studies/Estudios Mexicanos, Revista de Estudios Hispánicos</i>
History:	<i>Agricultural History, Cultural and Social History, Gender and History, Historia, History of Science, Social History of Medicine</i>
Modern Languages:	<i>Modern Language Review, Romance Studies</i>
Multidisciplinary:	<i>American Ethnologist, Ethnic and Racial Studies, Feminist Review, Identities, Modern Jewish Studies, Science Communication</i>
Slavonic:	<i>Journal of Baltic Studies, The Russian Review</i>
Visual Culture:	<i>Art Journal, Leonardo, Public Art Dialogue, Third Text, Cinema and Cie</i>

Several staff have **external evaluator** roles. **Bryzgel, Kiwan, Tribout, Watson** and **Welch** serve in the AHRC Peer Review College. **Bryzgel, Krylova** and **Schell** peer review for the Scottish Universities Insight Institute Trust, as does **Casini** for the Leverhulme Trust and **Stack** for the ESRC. **Tribout, Watson** and **Welch** are research assessors for the Carnegie Trust. **Barker, Kiwan, Krylova, Sanchez-Ortiz, M. Macleod, Watson** and **Welch** have been on selection panels for SGSAA doctoral competitions as Modern Languages representatives.

Internationally, **Bryzgel** reviews grants for the Slovenian Research Agency; **Casini** has served as expert evaluator for Horizon 2020 Future and Emerging Technologies; **M. Macleod** is a member of the Irish Research Council Outer Board; **Schell** reviews for CONICYT (Chile) and the National Endowment for the Humanities (US); **Stack** reviews for CONACyT (Mexico); **Welch** reviews for the Irish Research Council for Humanities and Social Sciences, the Conseil franco-québécois de la coopération universitaire, and the Austrian Research Council.

We hosted two major Modern Languages **conferences** during the census period: the Society for French Studies annual conference in 2014 (**Larkin, Kiwan, Welch**); and the Society for Latin American Studies Conference in 2015 (**Schell**). Beyond Aberdeen, **Krylova** collaborated with St Andrews and Edinburgh on 'The Politics of Contemporary German Culture' conference (St Andrews, 2019, funding from AHRC OWRI), leading to an *Edinburgh German Yearbook* volume (2020), and organised the conference 'Thomas Bernhard: Language, History, Subjectivity' with Glasgow (Goethe Institut Glasgow, 2020).

As part of **CISRUL's** activities, **Stack** and **Kiwan** have co-organized interdisciplinary conferences and PhD summer schools, including 'Conceptualizing Difference' (2020), 'Decolonising Political Concepts' (2019), 'Citizen Participation in Contexts of Crime-Related Violence and Institutional Fragility' (2018), 'Radical Democratic Citizenship' (2018), 'Radicalism and the Civil Sphere' (2017),

'Radical Protest in Constitutional Democracy' (2016) and 'Political Community' (2014).

In 2019, **Casini** was a Brain Gain Fellow at IUAV University (Venice) and **Stack** was Excellence Initiative Visiting Professor in Anthropology and Development Studies at Radboud University (Netherlands), having been an RSE Visiting European Fellow at Universidad de Málaga (Spain) in 2016. **Krylova's** monograph *The Long Shadow of the Past: Contemporary Austrian Literature, Film, and Culture* was included in the 2018 Outstanding Academic Titles list by *Choice*, the journal of the American Library Association. The list is used by librarians to identify the most innovative and valuable titles for collection.

Keynote lectures include **Casini** on 'Transactions: Imaging/Art/Science', University of Westminster (2019); **Kiwan** on 'Islam, humanism and public intellectuals in contemporary France', at a symposium celebrating Professor Michael Kelly, Europe House, London (2017); **M. Macleod**, on 'Fèin-aithne agus fèin-dealbhaidh ann an dràma Gàidhlig' at Rannsachadh na Gàidhlig (2016), and 'The Celtic Languages in the Modern Languages Discipline', as British Academy invited contributor to *Our Uncommon Ground*, Durham (2018); and **Welch** on 'Visualising Urban Futures in Post-war France', Florida State University (2016).

Marcus's films have been shown across the United States. He was invited to screen *216 Beach Walk, Waikiki* at the Jack London Society Biennial Symposium at the University of Nevada and the Huntington Library, California (2019). *In The Birch Grove* was shown at Columbia University's Heyman Centre (2015) and, along with *The Forgotten Jew in the City of Youth*, at UCLA's Centre for Jewish Studies (2018). *The New Colossus*, on the US-Mexico border, was screened and discussed in Los Angeles by the Council on Foreign Relations (2018).

Public talks include **Barker** on Spanish film and historical memory, in an online series organized by the Instituto Cervantes, Manchester (2020); and **Bryzgel**, who interviewed Serbian artist Milica Tomic at the Vienna Art Fair (2016), and Richard Demarco at the opening of the exhibition 'The Demarco Legacy', Aberdeen (2016). **Kiwan** interviewed author Leila Aboulela in Aberdeen (2019), and was a panel member on 'Locating the Humanities' at the AHRC Being Human Festival, Aberdeen (2014). **Barker** and **Sanchez-Ortiz** organized translation workshops with Argentinian writer and translator Carlos Gamerro (2016) (including a UK university tour organized by **Barker**); and Spanish writer Jesús Carrasco with his English-language translator Margaret Jull Costa (2018). **Schell** spoke at the British Museum 'Day of the Dead Festival' Study Day on 'Twentieth-Century Mexico: Revolutions in Culture and Politics' (2015) and was a 'Festival of Politics' panellist on 'How Has Latin America Influenced the USA?' in Edinburgh (2015).

Media contributions include articles in *The Conversation* by **Barker** on erotic cinema and the shaping of modern Spain (2018) and **Bryzgel** on performance art (2014, 2015, 2016 twice, 2019). One of Bryzgel's 2016 articles was republished on the CNN website. **M. Macleod** gave interviews about heritage learners and the Glossika collaboration to BBC Radio nan Gàidheal in 2018, and was interviewed by *The Guardian* about new Gaelic speakers in 2014. **Schell** discussed Frida Kahlo on *In Our Time* (BBC Radio 4/World Service, 2015), and was interviewed by *Observer Tech Monthly* about Chile and Darwin (2015).

In sum, our supportive School environment and a set of dynamic Research Centres enable us to pursue our individual specialisms and capitalize on opportunities for collaborative activity. We work with partners from around the world while at the same time participating in the social and cultural enrichment of North East Scotland. In doing so, we ensure that Aberdeen's contribution to the diversity and impact of Modern Languages research is substantial and sustained.