Institution: University of Aberdeen

Unit of Assessment: 27 (English Language and Linguistics)

1. Unit context and structure, research and impact strategy

English Language and Literature at Aberdeen builds on a distinguished history of research that reaches back to the study and teaching of rhetoric and criticism at King's and Marischal Colleges in the C18, and was consolidated with the establishment of our Regius Chair of English Literature in 1894. We have a leading international research presence across a range of specialisms in English studies, with distinctive strengths in Scottish literature, languages and culture and Creative Writing. We collaborate with other disciplines to intervene in fields including performance studies, science and technology studies, postcolonial studies, interarts studies, environmental and medical humanities, and intercultural communication. Through our work on Scottish literature, languages and culture, we engage a variety of public audiences and contribute to the cultural enrichment of our region. Our expertise in language use in North East Scotland enables us to influence public policy and increase cultural understanding nationally and internationally.

UOA27 has 23 (22.6 FTE) permanent staff members. We are part of Language, Literature, Music and Visual Culture (LLMVC), one of twelve academic Schools at Aberdeen. English Language and Literature encompasses English Literature (medieval to contemporary), Language & Linguistics, Creative Writing, and Celtic & Anglo-Saxon Studies. LLMVC also includes Modern Languages, Film & Visual Culture, and Music, as well as the Elphinstone Institute (for ethnographic research). The focus of our research in Language & Linguistics is on the applied linguistics of English (taken broadly and including Scots), meaning it is returned to UOA27.

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 (see *REF5a*).

Our *research strategy* is to maintain and develop an environment that enables researchers to pursue their respective interests, facilitating opportunities for collaboration and intellectual exchange. Building on our success in REF2014, we have expanded our achievement of high-calibre research across a range of periods, regions and languages. Through major grants and new appointments, we have enhanced our profile in Scottish and medieval Icelandic literature, second language acquisition, creative writing, and Victorian and Modernist literature.

Our vision for the unit is rooted in North East Scotland's rich cultural heritage but extends outwards to engage globally. Through our partnerships in Australia (Curtin University) and China (Wuhan University), we advance the international theme of the University's long-term strategic plan, Aberdeen 2040 (*REF5a*). Through our Research Centres, we take forward the University's interdisciplinary strategic theme, fostering collaborative activity and cross-cutting initiatives that

capitalise on the School's diverse combination of disciplines. Our work is positioned at the intersection of literature, language, culture, society, history and politics.

Our strengths in Scottish language and literature, linguistics, and creative writing align with the University's social diversity and cultural inclusion research priorities. Led by UOA staff in Creative Writing, the WORD literary strand within the University's highly successful annual May Festival (2012-) demonstrates one way in which we contribute to public understanding of languages, cultures and histories, engaging diverse audiences and collaborating with external partners, such as Creative Scotland, to achieve impact.

Prior to REF2014, the School developed *Research Centres* to harness shared interests across its disciplines, making 1,GBP000/year available to each for their activities. Centres facilitate research methodologically by providing a context for comparative and interdisciplinary work, and adapt to reflect the interests of the staff and PGRs who populate them. They have catalysed research collaboration, PGR recruitment and impact activity. Three are built on UOA27 strengths: *WSRC* (Walter Scott Research Centre), co-directed by **Lumsden** and professor emeritus Hewitt, and involving History of Art and Music; *CLR* (Centre for Linguistics Research), directed by **Millar**, with links to Education and Medicine; *WORD* Centre for Creative Writing, co-directed by **Lynch** and **Price**, with a focus on public engagement in North East Scotland. Two support comparative and interdisciplinary methods: Sir Herbert **Grierson** Centre for Textual Criticism and Comparative Literary History, co-directed by **Pugh** and **Wheatley**, involving Divinity, History and Philosophy; and *CN* (Centre for the Novel), directed by **Ifill,** involving Modern Languages.

Research Centres enable the production of world-leading publications, building on effective partnerships outside the University. *WSRC* secured private donations in 2014 to support work on the Edinburgh Edition of Walter Scott's Poetry (EEWSP, 10 volumes, 2018-, lead editor **Lumsden**). *CLR* brought to completion **Millar**'s and **Barras**'s AHRC 'Fisher speak' project, about dialect death in Scottish East Coast fishing communities, with the publication of a monograph. Collaboration between *CLR* and Medical Education led to a successful application to the Scottish Medical Education Research Consortium for a project on effective communication in multidisciplinary cancer care teams (PI Fahey Palma [Education], 2017-19). *WORD* has secured regular funding from Creative Scotland for the WORD strand of the May Festival (PI **Lynch**).

Centres supporting comparative and interdisciplinary methods have sponsored ambitious programmes of conferences, visiting lectures and public readings. Led by **Pugh**, *Grierson* hosted a symposia series (2014-17) about classical reception, culminating in two edited volumes. In 2018 **Wheatley** staged a conference on modern poetry and translation, addressing language politics, bilingualism, and translation as creative strategy. Led by **Hutchison**, *CN* secured a Royal Society of Edinburgh (RSE) workshop grant (2015) for a project on women in science and scientific narratives, also hosting a public panel, 'Women Writing Science', at Techfest, North East Scotland's annual festival of science.

Our contribution to Research Centres based in and beyond the School extends interdisciplinary networks and collaborations. **Gordon** co-directs *CEMS* (Centre for Early Modern Studies, co-funded by the School of Divinity, History and Philosophy [DHP]), which facilitates research networks, for example, organising linked conferences on religion and the archive (Aberdeen, 2018; Chicago, 2019) as a Consortium partner of the Newberry Library Center for Renaissance Studies. **Craig** directs *RIISS* (Research Institute of Irish and Scottish Studies), promoting multi-disciplinary research on the comparative study of Ireland and Scotland. Under the imprint of Aberdeen University Press (AUP), *RIISS* publishes world-leading journals, including *Journal of Irish and Scottish Studies*. The school now co-funds *CSS* (Centre for Scandinavian Studies) (with DHP), the interdisciplinary concerns of which are typified by **O'Connor**'s work on Icelandic literature.

As part of our research strategy, we encourage and support staff whose research is made available to a larger audience through critical editions. Our expertise in textual editing, highlighted in REF2014, is carried forward in EEWSP. The first two volumes of the Edition appeared in the census period: *Marmion* (2018), and *Shorter Poems* (2020). *The Lady of the*

Lake (**Lumsden**, ed.) will appear in 2021. Research by medieval and early modern staff on textual transmission, notably **O'Connor**'s work on *Mágus saga jarls* and **Elliott**'s work on the history of the Bannatyne Manuscript, represents another strand of editorial inquiry.

We have long-standing critical, historical and theoretical interests in linguistic variation and change; place, identities and culture; the reception of the classical world; and culture mediating social, historical and political transformations. **Barras** and **Millar** investigate local and Scottish language use, while **Edelstein** works on syntactic theory. **Connor** draws on cognitive linguistics to examine individual differences in second language learning. Through writing about Aberdeen(shire), south Wales, Poland, and Ireland, **Lynch**, **Price** and **Wheatley** find common ground in the synchronicity of the lived experience of place, and the place of writing. Work on the reception of classical literary culture is continued by **O'Connor**, on imitation and emulation of classical texts in Irish sagas; **Pugh**, on the reception of classical literature in Spenser's poetry; and **Lynch**, on Milton's engagement with classical and Renaissance political theory. **Rist** examines Renaissance poetry and poetics in relation to contemporaneous religious controversies and practices. **Gordon**'s work examines mobility: from the dissemination of texts to ideas of mobility in the cultural imagination on the page. **Craig** investigates the distinctiveness of post-Union Scottish culture, while **Jones** explores ideas of cosmopolitanism and nationalism in C19 European and US literature and music. **Hutchison** works on the cultural impact of World War One in the US. **Alcobia-Murphy** investigates trauma in Irish history, literature and culture. **Wheatley** explores similar concerns in his work on Northern Irish Troubles poetry. **Baker** works on contemporary fiction, focusing on both Scottish culture and environmentalism.

New arrivals connect with existing School strengths in C19-C20 literature, Scottish literature, second language acquisition, and creative writing. **Anderson**, **Ifill** and **Sharp** have brought new perspectives to *CN* and *RIISS*: **Anderson** works on spirituality and gender in C20 women's writing; **Ifill** focuses on Victorian popular fiction; and **Sharp** works on the C19 Scottish periodical press, and Scottish diaspora literature. **Greenier**'s work on approaches to language teaching has added a more practical facet to *CLR*'s interest in second language acquisition. **Warner** is a novelist and short story writer with expertise in film adaptation, whose appointment enables collaborations between *WORD* and the School's Film & Visual Culture subject area.

Over the next five years, Research Centres will be focal points for research, public engagement, PGR recruitment, and work with external partners. *WSRC*'s focus will be EEWSP. *CLR* will develop work in dialectology and sociolinguistics, and second language acquisition. *WORD* will build on links with local cultural hubs, and with the universities of Curtin and Wuhan. *Grierson* will focus on a project on verse letters. *CN* will pursue work on textual editing (e.g. **Hutchison**'s edition of *The Turn of the Screw* for the Cambridge Henry James Fiction Edition, 2022); it will also develop activities around ecological themes, in association with a School research cluster. *CEMS* is developing new collaborative projects around its core themes of materiality, and print and manuscript culture, as well as supporting creative research-performance partnerships. *RIISS* is planning an international symposia series to address future relations between Ireland and Scotland in a post-Brexit environment.

We are committed to maximising the benefits to the economy, society and everyday life from our research. REF2014 helped us identify cultural enrichment and influence on public/political debate as key to our ***impact strategy***. These have been taken forward during the current census period. Developing mutually beneficial and effective strategic partnerships with culture and heritage organisations is central to our strategy of cultural enrichment. We collaborate with library and museum professionals at Abbotsford, Scott's home in the borders, resulting in enhancements to heritage preservation and interpretation, as well as the development of a MOOC (**Lumsden**, reflecting the work of *WSRC*). We collaborate with the Edinburgh Old Town Development Trust, enabling the generation of new forms of expression of local identity, and community participation in the arts (**Elliott**, reflecting the work of *WSRC* and *CEMS*). In relation to cultural enrichment and public/political debate, we influence Scots language planning and education, including raising the status of local varieties across Northern Scotland and beyond (**Millar**, reflecting the work of *CLR* and Elphinstone Institute). We focus on these examples in REF3 to demonstrate how our research contributes to creativity, culture and society, and understanding, learning and participation. Via *RIISS*, we are in discussion with representatives

of the Irish and Scottish governments about the future development of research collaboration between Ireland and Scotland (stemming from **Craig**'s involvement in the RSE-funded project, 'Twenty Years Hence: Irish and Scottish Studies and the State of the Nations' [PI Maria-Daniella Dick, University of Glasgow], 2019-20).

Festivals and other public events play a key role in our impact strategy, facilitating engagement with the communities of our region and beyond. Led by **Lynch**, the WORD strand within the May Festival attracts substantial audiences each year, with attendance numbers growing from c.1000 in 2014 to c.1500 in 2019. The WORD strand features UOA staff with regionally-based and international authors in readings, talks and workshops. Due to Covid-19, the May 2020 Festival was cancelled. Nevertheless, in September 2020, *WORD* hosted its first online literary festival, WayWORD, with 1160 attendees, demonstrating our successful adaptation to a virtual environment. We continue to develop our partnerships with schools and community groups in North East Scotland, e.g. establishing and overseeing the Literary Lights Creative Writing competition, sponsored by the Lewis Grassic Gibbon Centre, Laurencekirk (2015-).

Our impact strategy is coordinated by the School Impact Lead and overseen by the School Research Committee. Research Centres submit impact plans for review 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. Individual annual research meetings with UOA leads include discussion of impact opportunities; internal applications for research funding and study leave require reflection on impact plans. The Impact Lead supports impact planning for grant applications, liaising with R&I impact officers for humanities and public policy.

Effective research dissemination 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 22.2% in 2014 to 81.8% in 2019. However, 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. To ensure the best academic impact for our work, we support publication in non-OA compliant journals where there is a strong rationale for this.

All staff have ORCID IDs. We circulate regular reminders about OA requirements and use of the institutional repository (AURA). As Interim University Librarian (2018-19), **Hutchison** was custodian of AURA, and led the institutional response to UKRI's consultation on Plan S (2019), which emphasised the University's support of the principle that research should be accessible, especially where it is funded by public and charitable money. The response noted the need for dialogue and innovation around models of delivery to make OA sustainable across disciplines. 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 AUP, which publishes the peer reviewed, open-access journals, *Journal of Irish and Scottish Studies* and *Journal of Scottish Thought.* Working with the University Library, AUP plans to become an entirely OA publisher during the next census period.

Research Centres and individuals use websites and social media to disseminate their research findings and activities. For example, in 2014, *WSRC* launched six searchable online databases, arising from research undertaken for the Edinburgh Edition of the Waverley Novels (EEWN, 30 volumes, 1993-2012, general editors Hewitt, Alexander and **Lumsden**), listing quotations from and allusions to the Bible, Shakespeare and other authors in Scott's fiction.

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 (**Pugh**, 2015-) 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.

2. People

We have made five appointments since REF2014 following moves, retirements and strategic investment. We have focused on early-career recruitment, with four appointments at Lecturer and one at Senior Lecturer level. All appointments are to open-ended contracts, in common with other UOA staff. Appointments have consolidated areas of strength in second language acquisition (Language & Linguistics); developed expertise in comparative and interdisciplinary methodologies; and opened up new areas of research in Scottish and C19-C20 literature (English Literature). The appointment of a major international writer has strengthened Creative Writing.

English Literature has been enhanced with three appointments (**Anderson**, 2017, **Ifill**, 2019, and **Sharp**, 2019), one of whom (**Sharp**) is a joint appointment with *RIISS*. **Anderson**'s expertise is in feminist theory and women's writing. **Ifill**'s expertise is Victorian popular fiction (especially in connection with gender, science and medicine), while **Sharp**'s is Scottish literature (including Scottish diaspora literature). In Language & Linguistics, **Greenier** (2018) brings new perspectives to the theory and practice of language teaching. In Creative Writing, novelist and short-story writer **Warner** (appointed 2019), with professional experience in film adaptation and screenplay writing, fulfilled our strategic aim to strengthen creative writing following the retirement of award-winning author Spence (2015), and enhances our public engagement and outreach activity.

While recruitment has focused on early-career staff, existing staff have taken on leadership roles in the School, and been supported in gaining promotion. Four staff were promoted from Lecturer to Senior Lecturer (**Baker**, **Connor**, **Elliott**, **Price**, 2W/2M), three from Senior Lecturer to Reader (**Lynch**, **Pugh**, **Wheatley**, 2W/1M), five from Senior Lecturer/Reader to Professor (**Alcobia-Murphy**, **Gordon**, **Hutchison**, **Jones**, **Millar**, 2W/3M), and one from Professor to Regius Professor (**Lumsden**, 1W). Staff have also taken on institutional leadership roles, e.g. **Hutchison**, Interim University Librarian (2018-19).

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 to Support 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 (*REF5a*). Staff have Annual Review meetings with their Academic Line Manager (ALM), which include reviewing research plans, career planning and promotion. ALMs are School academic staff formally appointed to the role, and receive HR training in management skills. Each manages 10-12 academic staff, with responsibility for staff support, development and wellbeing. Head of School and ALMs also provide guidance and feedback on promotion applications.

Staff have 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 cognate area. Peer research support groups, introduced in 2014, provide an informal context to discuss work-in-progress, working drafts, grant applications and impact ideas. An annual School research conference helps share ideas, increasing knowledge of colleagues' work.

As ALMs, **Alcobia-Murphy**, **Hutchison**, and **Jones**, in collaboration with the Head of School (Welch, Modern Languages), revised the workload model during the census period to improve transparency in workload allocation and activity, and better identify pressure points. This includes 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, supporting research activity. All staff within UOA27 benefited from this arrangement during the census period. To support work-life balance, the School introduced an email good practice policy in 2017 (which

was 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 after probation. Discipline-level rotas are approved by the School Research Committee. Staff with external grants supporting relief from teaching and administrative duties maintain their position in the internal leave rota as an incentive. The rota is adapted to accommodate EDI and specific circumstances. Leave can also be advanced to support staff approaching deadlines, undertaking impact activity, or urgently completing a major output. All UOA27 non-probationary staff have benefited from research leave during the census period.

Arrangements are in place to support the research of early career/probationary staff at Lecturer level: they have reduced teaching and administration during the first two years of appointment (75% in Year 1, 85% in Year 2). Additionally, they have a dedicated academic mentor as part of the institution's probationary framework, and membership of a peer research support group. Probationary mentors provide 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.

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 to enable them to maintain research activity during their period of employment. Funding for activities is available via the annual allocations to Research Centres.

The School Director of Research (**Jones**, 2019-) coordinates 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*); PERU (planning for public engagement); Impact Team (identifying potential non-academic audiences and partners); 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. There have been thirteen co-supervisions to completion involving Education, French, Gaelic, History, History of Art, and Politics, with three current co-supervisions involving Ethnography, Spanish and Latin American Studies, and History. Through an AHRC-funded studentship from the Scottish Graduate School for Arts & Humanities (SGSAH) and Centre for Doctoral Training in Celtic Languages, we co-supervise with Glasgow (**O'Connor** co-supervisor). Via an AHRC Collaborative Doctoral Award, we work with the National Library of Scotland (**Jones** lead supervisor). Via our Aberdeen-Curtin programme in Creative Writing (2017-), enabling PGRs to spend one year at the partner university, we have co-supervised 7 PGRs (three Aberdeen, four Curtin).

Research Centres are important for embedding PGRs within a supportive research culture. Our cohort of PGRs working on Scottish and/or Irish literature has grown to sixteen students (fourteen Aberdeen-based, two Curtin-based, with thirteen completions in the census period). They have associate membership of *WSRC*, *CN* and *RIISS*, and participate in Centre/Institute activities. *CLR* plays a similar role for PGRs in Language and Linguistics. Since 2020, PGRs in Applied Linguistics benefit from inter-institutional mentoring through telecollaboration via the Aberdeen-Curtin partnership (**Greenier** and Julien Chen, Curtin). Staff associated with *CLR* run three successful MLitt programmes and have supervised nineteen completed PhDs in the census period. PGRs in Creative Writing benefit from association with *WORD*, participating in the University's May Festival and symposia with Curtin. *Grierson*, *CEMS* and *RIISS* have had significant success in supporting a PGR community through their seminar series.

While Research Centres provide a focal point for our students, they also benefit from the diversity of the School's wider PGR community. We have strengthened its cohesiveness through a range of support, networking and training opportunities. In 2015, the School introduced a 'PG Research Gym', led initially by **Hutchison**, to provide training tailored to humanities researchers, and opportunities for new postgraduates to network. Taken by all new PhD students, it covers key skills including academic writing, publication strategies, time management and presentation skills. Since 2017, two other Schools have asked to participate, providing our students with additional networking opportunities. In 2020, online sessions in the virtual learning environment were introduced to better support part-time and distance students. Residential workshops, such as the annual *CEMS* weekend at The Burn, an Angus country house, provide opportunities for first research papers and training sessions while fostering a supportive research community. PGRs are encouraged to contribute to student publications, e.g. *Elphinstone Review* and *Causeway/Cabhsair: A Magazine of Irish and Scottish Writing.*

The School invests in fee waivers and fully-funded scholarships, which are awarded on a competitive basis. PhD students receive GBP750 of School funding over their period of study to support research activity. A dedicated bequest provides fee waivers and maintenance for PGRs in English Literature. 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, and includes papers from PGRs and staff, as well as online sessions. The DPGS runs weekly drop-in sessions (online during the pandemic), providing a first point of contact 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 well-being; and mandatory training on Research Ethics and Governance, Information Security & Data Management, and Equality, Diversity & Inclusion. The PGRS focuses on student wellbeing, working closely with PhD supervisors and Student Support where required. It also provides compulsory training for new supervisors, and refresher training for more experienced supervisors (*REF5a*).

PhD students have access to training organised by the Scottish Graduate School for Arts & Humanities (SGSAH) and the Scottish Graduate School for Social Sciences (SGSSS). Via SGSAH Discipline+ Catalysts for Creative Arts & Design/Literature/Linguistics (**Elliott**/**Millar**/**Lynch**) and SGSSS Pathway for Linguistics (**Barras**), we help develop training events from academic, industry and third sector experts for doctoral researchers in the arts, humanities and social sciences. We contribute to the building of expertise at partner universities, e.g. summer school courses in Scottish literature and creative writing at Wuhan University (2019) (**Lumsden**/**Price**).

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 their studies. We (co-)supervised 71 PhD students to completion during the census period (59.8 FTE), 8 with funding from UK external bodies (AHRC, Soillse, and the Carnegie Trust for the Universities of Scotland). They have progressed to a range of careers, including international academic posts and roles in arts/university administration.

We foster 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 minority languages (**Millar**) and post-conflict resolution and the arts (**Alcobia-Murphy**). Our PGRs research topics including disability, gender and civil rights.

The School achieved an Athena SWAN (AS) Bronze Award in April 2019 (**Lumsden** 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 we are 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 promotions in 2019, with successful outcomes for all female applicants (1xProfessor, 2xReader, 1xSenior Lecturer) from UOA27.

The School supports career breaks, and flexible and part-time working. Requests for flexible working and contract reductions are enabled whenever possible, with a review of contract changes after twelve months. There is one part-time staff member in UOA27. We have a tailored approach to reintegration after parental and other leaves, e.g. by enabling research leave to follow on from maternity leave, or through phased returns. 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. The University's Parents' and Carers' Network, established in 2019 for staff and PGRs, provides peer support and shares good practice. Via membership of the institutional Equality, Diversity & Inclusion Committee (**Lumsden**), 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, and both report to the School EDI Committee. We are adapting the Action Plan to acknowledge 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 reflect 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 PhDs; ensuring PGR activities address religious observance; providing additional networking opportunities and career development guidance through the Research Gym programme.

All School meetings are held during core working hours (10am-4pm), and Research Centres hold most events during these hours. We use the University's Diversity Calendar when planning activities to help us engage with all members of our community. 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 is available to all staff.

At submission, our gender profile was 11W/12M (48%/52%). We have a higher proportion of early career women to men (3W/1M, 75%/25%), and this feeds through to our submitted outputs (25 by women/ 45 by men: 36%/64%). Amongst those returning more than 2.5 outputs, there were proportionally more men than women (70%/30%). As part of our implementation of the AS Action Plan, we will be investigating additional support for career progression that might be beneficial in addressing this imbalance, examining issues around workload and career breaks. Our REF 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 the remaining outputs according to quality, consulting with staff so that selected outputs represent their activity appropriately.

3. Income, infrastructure and facilities

We secured over GBP1.19 million *income* during the census period (GBP52.5k/FTE). We have developed a diverse funding portfolio, with grants from UK research councils, international funding bodies, charities and local authorities, supporting collaborative and individual projects across our specialisms.

WSRC attracted private donations of GBP125k, managed through the University's Development Trust, to support work on EEWSP (2014). The donations enabled the employment of two research assistants to test the Edition's planned methodology in the first two published volumes. Donations also contributed to the costs of manuscript and print collation, and the high-level typesetting and proofreading required for scholarly editions. In addition, *WSRC* received in 2014, via the University's Development Trust, a private donation of GBP5k to enable PGRs to attend that year's International Scott Conference.

WORD has secured regular funding from Creative Scotland (PI, **Lynch**, 2014-19, GBP61k), as well as grants from the institution's cultural fund (PI, **Lynch**, 2018-20, GBP32k), for the WORD strand within the University's May Festival, supporting events showcasing the work of regionally-based and international writers, including staff, students and alumni of the institution. *WORD*'s contribution to North East Scotland's cultural life was further enhanced by grants totalling GBP14k from Aberdeen City Council supporting **Lynch**'s research on the region's traditional music and song culture, leading to a songbook (2015) and a collection of contemporary Scottish tunes in traditional style (2017). University pump-priming funds have supported the development of *WORD*'s collaborative research initiatives with Curtin.

Other collaborative projects involving *WORD* include an AHRC-funded project aiming to widen the range of people learning about and contributing to local heritage (Curtis [Education] PI, **Lynch** Co-I, 2017-18). *CEMS* and *WORD* collaborated on a performance and community engagement project, 'What Country Friends Is This?', funded by Aberdeen City Council, centring on a 1601 visit by the King's Players to Aberdeen (**Gordon** and **Lynch**, 2017, GBP10k). Grants supporting individual creative writing projects include **Wheatley**'s Arts Council of Ireland grant for research and writing of his next poetry collection, *Child Ballad* (2019, EUR15,000).

Jones and **O'Connor** were recipients of Leverhulme Trust awards. **O'Connor** won a Leverhulme Research Fellowship for his project on perceptions of historicity and fictionality in the textual transmission of Icelandic sagas (2015-17, GBP30,877), leading to scholarly articles returned in REF2. **Jones** was awarded a Leverhulme Trust International Academic Fellowship, held at the Scaliger Institute, Leiden University, for her project on the history and historiography of anatomy in northern Europe in C17 and C18 (2018, GBP27,349), thanks to which she undertook archival research in The Netherlands, and participated in interdisciplinary seminars on the history of museums and collections. **Craig** was successful in his co-application, with Endre Szécsényi, to the Marie Skłodowska-Curie Research Fellowship Programme (2014-16, GBP220k), a European Union scheme enabling staff to conduct research away from their home institution. At *RIISS*, Szécsényi developed his work on the history of aesthetics, focusing on Francis Hutcheson.

Through a RSE grant, **Jones** undertook archival research on Scots in The Netherlands in C17 and C18, leading to conference papers and scholarly articles (2017, GBP4000). Other grants from the RSE have supported collaborative projects. **Elliott** and **Hutchison** won RSE workshop grants: **Elliott**'s supported a series of events to complement the publication of *The Evergreen*, a new anthology of poetry, prose and visual media inspired by the cultural legacy of the Bannatyne Manuscript (2015, GBP8851); and **Hutchison**'s supported a collaborative network on the impact of science on C19 and C20 women's writing (2014, GBP7280). **Lumsden** secured a RSE network award for a project on popular print material held at Abbotsford (2017-21, **GBP**12,866).

We have secured funding to collaborate with public organisations in Scotland. **Jones** received an AHRC Collaborative Doctoral Partnership studentship, with the National Library of Scotland,

for a project on Caribbean slavery in the Scottish consciousness from 1750 to 1834 (2018, GBP70,717). Public-facing work is built into this studentship, including a 6-month placement at the National Library, involving training in cataloguing, exhibition curating, and website design as well as opportunities to present project research to public audiences, in person and online.

RIISS is the ongoing beneficiary of monies from the Glucksman family to support the Glucksman Chair in Irish and Scottish Studies, currently held by **Craig**. *RIISS* is also the beneficiary of the Margaret Jones legacy of GBP400k, which is part-funding one post in UOA27 (**Sharp**), has supported our research, e.g. a collaborative project on contemporary Irish culture and trauma (PI **Alcobia-Murphy**, 2013-15, GBP9k), and has underwritten conferences, e.g. 'Scotland and the First World War' (organised by former PhD student, David Rennie, 2018). Via the Development Trust, we are the ongoing beneficiary of a GBP200k legacy from the Ledingham family to support English Literature PGRs. Five students received bursaries from this source in the census period.

Our funding portfolio is intentionally diverse, reflecting the breadth of our activity, both collaborative and individual, ranging from quantitative 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. Four of the AHRC's current priority themes (Research unlocking cultural assets, Understanding cultural value, Arts and science/Arts in science, Interdisciplinarity for contemporary challenges) map onto our strengths in heritage, language acquisition and language planning, literature-environment studies, inter-medial studies, and cultures of science. Two of the ESRC's current priority themes (Living with technology, Changing populations) map onto our strengths in discourse analysis, language variation and change, and cognitive linguistics. We will build on our collaboration with the Newberry Library, and compete for funding from them, and other independent research libraries, for our work.

We recognise that different types of research suit different scales or types of grant and help staff to identify the most appropriate funding. Annual Review and research planning meetings assist staff, particularly ECRs, to develop funding strategies for their projects. Through our cumulative experience in winning a range of fellowships and large grants, we support them in applying for smaller external grants, such as the RSE portfolio, gaining experience in grant application and establishing a track record of external funding (e.g. **Anderson**'s RSE grant to develop a project on Naomi Mitchison and Sylvia Townsend Warner, GBP2890, 2020).

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.

Research infrastructure was greatly enhanced in 2012 with the opening of a new University Library (*REF5a*), providing state-of-the-art IT and research facilities, dedicated exhibition spaces, a Special Collections area and seminar room, 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 books and manuscripts, including rich early-modern collections (relevant to *CEMS*), a world-class collection of C18 and C19 fiction (dating from the time when the University was a copyright deposit library), enhanced by the acquisition in 2002 of the Bernard C. Lloyd collection of Walter Scott material (a focus for *WSRC* and *CN*), and a wide collection of C19 periodicals (relevant to *CN* and *RIISS*). It manages open access and dissemination of research through the AURA repository and the PURE research portal, and supports Gold Route publishing through Open Access block grant funding. In 2018-19, **Hutchison** led the project to replace the existing library software with a cloud-based system to improve management of the library catalogue. The project also provided a new version of the Primo online portal, improving access to the University's historic and modern resources.

We draw on special collections for public engagement projects, working with dedicated officers in Archives and Special Collections. The Bernard C. Lloyd collection has been used for

exhibitions by **Lumsden** (2014, Scott International Conference; 2016, Textual Editing Workshop for PGRs); the C19 novels and periodical literature for an exhibition by **Hutchison** (2014, Henry James International Conference); and the rare first editions of novels by Charles Dickens by emeritus senior lecturer Schlicke (2016, to commemorate the 150th anniversary of Dickens's appearance at the Music Hall, Aberdeen).

The School commits GBP7k/year to support additional subscriptions to e-journals and bibliographical databases (MLA Bibliography, LION, and JSTOR). 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 each have access to interlibrary loans worth GBP50/year. Input into Library strategy is through liaison between Library Information Consultants and School Library Representatives (**Anderson**/**O'Connor** for UOA27); and by School representation on the Museums and Special Collections Academic Forum (**Gordon**/**Lumsden**). *WSRC* has longstanding links with the National Library of Scotland and the Abbotsford Library. *CEMS* is part of the Newberry Library Consortium, and has links 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 the main 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.

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

We have worked within the major bodies and structures that support English studies, and the arts, humanities, and social sciences more broadly. We undertake research collaborations globally, nationally and regionally, helping us to build research capacity in our disciplines, address important societal questions, and contribute to social and cultural enrichment.

Awards and prizes

Our success in maintaining high quality publications is demonstrated by the number of awards and prizes achieved by UOA staff and emeritus staff. The RSE awarded Hewitt the Sir Walter Scott Medal in recognition of his work on EEWN (2014). **Millar**'s, **Barras**'s and Bonnici's *Lexical Variation and Attrition in the Scottish Fishing Communities* was shortlisted for the Saltire Society Research Book of the Year (2014). **Craig**'s *The Wealth of the Nation* was shortlisted for the Saltire Society History Book of the Year (2018). **Price**'s *Fossil Record* was chosen by Carol Ann Duffy as one of four 'Laureate's Choice' 2015 poetry collections. **Warner** won the 2013 James Tait Black Memorial Prize for his novel, *The Deadman's Pedal*. **Baker**'s *Writing Animals* won the 2019 annual book prize of the British Association for Contemporary Literary Studies. **Jones**'s *Literature and Music in the Atlantic World* won the 2015 annual book prize of the British Association for American Studies. **Pugh**'s *Spenser and Virgil* won the 2017 International Spenser Society's Isabel MacCaffrey Prize, to recognise the best book in Spenser Studies published in 2015 or 2016.

Visiting scholar positions

In 2014, **O'Connor** was Distinguished Visiting Scholar at the Centre for Medieval and Renaissance Studies, UCLA. In 2017-18, **Jones** was visiting fellow at the Scaliger Institute, Leiden University, and held a visiting fellowship at the Kunstkamera, St Petersburg, and the Netherlands Institute in St Petersburg (November-December 2018). In 2019, **Millar** was Distinguished Visiting Professor, Northern Minzu University, Yinchuan, China.

Journal editorships and peer review

Five staff are editors of major journals: **Alcobia-Murphy**, General Editor of *Review of Irish Studies in Europe*; **Craig**, General Editor of *Journal of Irish and Scottish Studies* and the *Journal of Scottish Thought*; **Ifill**, Associate Editor of *Victorian Popular Fictions*; **Millar**, General Editor of *Scottish Language* and the online *Publications of the Forum for Research on the Languages of Scotland and Ulster*; and **Pugh**, Contributing Editor to *Spenser Review*. **Elliott** was associate editor of *Journal of the Northern Renaissance* (2011-19). Editorial board memberships include **Alcobia-Murphy** (*Breac: A Digital Journal of Irish Studies*); **Gordon** (*Literary London*); **Lumsden** (*Studies in Scottish Literature*); **Pugh** (*Spenser Studies*); **Millar** (*English World-Wide*).

Reflecting our diverse expertise, we peer review for over fifty journals. Examples include **Baker**, for *Literature and Theology*, *C21 Fiction*; **Elliott**, *Philological Quarterly*, *Review of English Studies*; **Ifill**, *Gaskell Journal*, *Wilkie Collins Journal*; **Jones**, *Journal of the Royal College of the Physicians of Edinburgh*, *European Romantic Review;* **Lumsden**, *Scottish Literary Review*, *International Review of Scottish Studies*; **Millar**, *Journal of Sociolinguistics*, *Northern Scotland*; and **Rist**, *Studies in English Literature*, *Renaissance Drama*.

Consultancy and advisory positions

Staff are active in publishing consultancy. **Lumsden** serves on the Advisory Board for the Oxford Edition of the Works of Robert Burns; the New Edinburgh Edition of the Collected Works of Robert Louis Stevenson; the Edinburgh Edition of the Works of John Galt; and the Edinburgh Edition of the Works of Arthur Conan Doyle; and **Gordon** for Routledge's 'Material Cultures' series. Staff read proposals and manuscripts for a wide range of publishers, including Cambridge UP, Oxford UP, Edinburgh UP, Cork UP, University of Pennsylvania Press, Palgrave Macmillan, Ashgate, Routledge, and Brill.

Advisory positions on international editorial projects are held by **Elliott**, who serves as focus group member on the Leverhulme-funded 'Bannatyne MS Project', which will establish the first digital edition of this collection of late medieval Scottish verse (PI, Lucy R. Hinnie, University of Saskatchewan, 2019-); and by **Lumsden**, a member of the steering group for the Walter Scott Minstrelsy Project (PI Sigrid Rieuwerts, University of Mainz), which will establish the first critical edition of Scott's *Minstrelsy of the Scottish Border* (2011-).

Staff play prominent roles in national and international subject associations, and serve on influential advisory panels. **Craig** serves on the Fellowship Committee of the RSE (History, Literature) and was chair of the Modern Language and Literature (post 1830) section of the British Academy (2017-20). **Jones** was President of the Eighteenth-Century Scottish Studies Society (2014-16). **Lumsden** was President of the Association for Scottish Literary Studies (2015-19). **Millar** was Chair of the Forum for Research on the Languages of Scotland and Ulster (2009-18). **Pugh** is a Council Member of the Society for Renaissance Studies (2017-). **Wheatley** is a Board Member of Literature Alliance Scotland (2018-), and served as a judge of three prestigious poetry prizes (Popescu Prize, 2013, National Poetry Competition, 2015, and Forward Prize, 2020).

Several staff have national and international external evaluator roles. As Chair of the Modern Language and Literature Section of the British Academy, **Craig** has coordinated assessment for all British Academy award schemes in that field (Post-Doctoral Fellowships, Mid-Career Fellowships, Senior Fellowships, Leverhulme Small Grants, and Newton International Fellowships). **Alcobia-Murphy** evaluates for the British Academy, **Lumsden** for the RSE and the Carnegie Trust, **Elliott** for the Leverhulme Trust, **Millar** for the Swiss Research Council, and **O'Connor** for the Irish Research Council. **Elliott** and **Lynch** review for SGSAH funding competitions. **Barras** and **Millar** review for SGSSS funding competitions.

Invited keynotes and lectures

Invited keynotes/lectures include **Alcobia-Murphy**, on 'Intertextuality and the Poetry of Witness' at the 'Poetry and Crisis, 1968-1998' conference, Linen Hall Library, Belfast (2018); **Craig**, on 'The Cause of Scotland' at the 55th Congress of La Société des Anglicistes de l'Enseignement Supérieur, Toulouse (2015); **Gordon**, on 'Imprinting Community in 1611' at the 'Gender and Political Community' conference, University of New England, Australia (2018); **Jones**, on 'The Diaries and Correspondence of Robert Areskine, Physician and Counsellor to Peter the Great' at the Kunstkamera, St Petersburg (2018); **Lumsden**, on 'The Abbotsford Chapbooks and Popular Print Project' at the 11th International Scott Conference, Paris (2018); **Millar** on 'Scots as a Sociolinguistic Entity', at University of Giessen (2018); and **O'Connor**, on 'The Ulster Cycle: History, Fiction or Literature?', at the 5th Ulidia conference, National University of Ireland, Maynooth (2016).

Projects

Under the lead editorship of **Lumsden**, EEWSP brings together an international team of scholars from Scotland, England, USA, and Australia. The project builds on networks developed within the unit over three decades, as the editorial base of EEWN.

Other international collaborations pursued in the census period include those by **Gordon**, who organised a series of conferences in epistolary studies, from 2010 to 2015, with James Daybell (University of Plymouth), hosted and partly funded by *CEMS* and Plymouth University, leading to two co-edited volumes: *Cultures of Correspondence in Early Modern Britain* (Pennsylvania, 2016), and *Women and Epistolary Agency in Early Modern Culture* (Routledge, 2016). Building on the institution's partnership with Curtin University, **Price** organised and hosted via *WORD* an inaugural Aberdeen-Curtin symposium (2017), which featured a wide range of interdisciplinary creative projects, resulting in a special issue of the Australian journal *Axon: Creative Explorations* (2018).

Networks

All staff are involved in academic networks in their areas of interest. **Pugh**, for example, is founding chair of the Aberdeen and North of Scotland Centre of the Classical Association of Scotland (2019-), which regularly hosts visiting speakers from across the UK and USA. At the invitation of Notre Dame University, **Jones** joined (2020) the Nineteenth-Century Experimental Song Collective, a newly formed international society for the emerging field of historical song study, bringing together musicology, literary criticism, history and folklore. **Jones** was also an invited member of the RSE-funded Romantic National Song Network (PI, Kirsteen McCue, University of Glasgow, 2017-19).

Collaborations outside the academy

Warner collaborated with the Scottish film director Michael Caton-Jones on the writing of a screenplay based on **Warner**'s 1998 novel, *The Sopranos*, a version of which, written mainly by Caton-Jones, was accepted for production by the American entertainment company, Sony Pictures, in 2018. Under the title *Our Ladies*, the film premiered globally at the 2019 BFI London Film Festival, and in Scotland at the 2020 Glasgow Film Festival.

RIISS fosters knowledge and understanding of Irish and Scottish cultural and political relations in historical contexts with impact on the Scottish government's development of policy. **Craig** is part of a team planning the future of Irish-Scottish studies, including discussions with representatives of the Irish government and the Irish consulate in Edinburgh, and with representatives of the Scottish government based in Ireland, to develop more integrated and better-funded Irish-Scottish research.

Lumsden collaborates with Abbotsford on Scott's library and museum collections (cf. ICS1) as Honorary Librarian, Faculty of Advocates Abbotsford Collection Trust (2015-), and as Trustee, Abbotsford Trust (2019-). In her work on the cultural legacy of the Bannatyne Manuscript, **Elliott** collaborates with Edinburgh's Old Town Development Trust and other partners including Edinburgh Council, Scottish Poetry Library, and the Patrick Geddes Centre (cf. ICS2). **Millar**, in association with the Elphinstone Institute, engages with Aberdeen City and Aberdeenshire councils on the development of a Doric Language Plan (cf. ICS3).

Creative Writing staff work regularly with local writers groups and schools (e.g. WriteFest workshops, and the Nan Shepherd Prize for Creative Writing), and engage the public more broadly through events like the University's 'Director's Cut' series (e.g. **Warner** in conversation with Marcus [Modern Languages], and the Café Lit series [in association with Waterstones Aberdeen]). They also contribute frequently to literary festivals in Scotland and beyond, giving readings and talks, and chairing panels.

Public lectures, seminars and festivals

CEMS and *CN* host annual public lectures, featuring major scholars, writers and broadcasters. Pre-dating Covid-19, *CEMS* expanded its activities to run public virtual seminars and online performance events, extending access to a community beyond Aberdeen. Recent highlights include the first screening of a lockdown performance made with Scottish actors, exploring separation and isolation through the lens of correspondence in Shakespeare's *Love's Labour's*

Lost and other early modern sources (**Gordon**, in collaboration with theatre director Alasdair Hunter, 2020).

The WORD strand within the University's May Festival has involved the unit in sustained interaction with regional audiences via readings, talks and workshops. During the census period, it has featured UOA staff, students and alumni, together with invited authors drawn from 11 countries (including Wioletta Grzegorzewska, 2015, Sinéad Morrisey, 2016, Daljit Nagra, 2016, Janice Galloway, 2017, Bernard MacLaverty, 2018, and Liz Lochhead, 2019).

Staff giving public talks include **Hutchison**, lecturing on Mary Borden at the British Library (2014); **Lumsden**, on Nan Shepherd at the North East Mountain Trust Winter Lectures series (2018); and **Millar**, on national language revivals at the Scots Language Society Collogue, Perth (2014). **O'Connor** gave a public lecture on medieval Irish and Icelandic sagas at the UCLA Center for Medieval and Renaissance Studies (2014). **Wheatley** gave a public lecture on Irish poetry at the Seamus Heaney HomePlace museum, Bellaghy, Co. Derry (2017).

Media contributions

Print and broadcast media contributions include **Barras**, discussing radio drama *The Archers* as a resource for tracking how society's speech has changed (BBC Radio 4, 2016). **Craig** gave an interview to BBC Radio Scotland on his book, *The Wealth of the Nation* (2019). **Hutchison** spoke on Radio New Zealand about her book, *The War that Used Up Words* (2015). **Lumsden** was a guest on Billy Kay's *A History of Scottish Literature* series (BBC Radio Scotland, 2014). **Price** gave an interview to BBC Radio Scotland about his novel, *Mercy Seat* (2015). **Wheatley** writes regularly for various newspapers and journals, including *Times Literary Supplement*.

In sum, our supportive School environment and a set of dynamic Research Centres enable us to pursue our individual specialisms and capitalise 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 research in English Language and Literature is substantial and sustained.