

Institution: Bangor University (10007857)
Unit of Assessment: UoA26 Modern Languages and Linguistics
<p>Section 1. Unit context and structure, research and impact strategy</p> <p>Strategic Direction:</p> <p>Building explicitly on the direction of travel established in submissions to REF2014, which drew together researchers from complementary disciplines, this submission encompasses a range of thematically-linked research from across the Arts and Humanities at Bangor undertaken by researchers in the Schools of History, Philosophy and Social Sciences; Education and Human Development; Languages, Literatures, Linguistics and Media; Law; Music and Performance; and Welsh and Celtic Studies. This strategic drive towards cross-disciplinary, complementary research fosters innovative thinking, enhances impact and maximises the research potential of smaller discipline areas resulting in a 32.3% increase in FTE submitted (from 24.80 in REF 2014 to 32.80 in REF2021). This demonstrates Bangor's commitment to the sustainability of research and impact across the disciplines which will inform strategy into the next cycle (specified in the College-wide Research and Impact Strategy). The aim is to enable individual excellence and collaborative innovation with a continued focus on key strengths and emerging areas of expertise.</p> <p>This strategic approach, which aligns with key UKRI funding principles as well as the four pillars of HEFCW's 'Vision for Research and Innovation in Wales' (Excellence; Place; Innovation; Collaboration), has enabled the creation of a sustainable, language-based, culturally diverse portfolio of research which reflects the historic strengths of the university and impacts on culture, society and the arts in national and international contexts. This has been further enhanced through close collaboration with and investment from the Coleg Cymraeg Cenedlaethol (CCC [Welsh National College]) which plays a key role in creating a sustainable Welsh-medium research base at local and national level.</p> <p>Researchers have engaged with and been able to draw upon the distinctly Welsh culture of Bangor's location and situate it within the global context. Frequent interaction between colleagues across the Arts and Humanities is fostered, and researchers are also reaching out to collaborate with those in the Sciences. This results in innovative research which addresses and impacts on current global concerns, and a long chronological research frame from the medieval period to today. There are four key interconnected areas of strength:</p> <p>Welsh and Celtic Studies (Edwards, Hunter, A. Jones, Lynch, Miguélez-Carballeira; Owen, Price, Pryce, Tully, Walford Davies, Williams)</p> <p>Interdisciplinary Cultural Studies (Blin-Rolland, Bru-Domínguez, Ervine, J. Lewis, Merlino, Miguélez-Carballeira, Miranda-Barreiro, Tamburelli, Tully)</p> <p>Creative Writing and Performance (Ap Siôn, Bru-Domínguez, Hunter, I. Jones, Lawrence, A. Lewis, Lynch, Pogoda, Price, Puw, Walford Davies, Williams, Williams)</p> <p>Linguistics and Language Planning (Cooper, Hodges, Ifan, C. Prys, D. Prys, Sanoudaki, Shank, Tamburelli, Tenbrink, Thomas, Webb-Davies)</p> <p>Welsh and Celtic Studies:</p> <p>Building on a long tradition, the study of Wales and the Celtic world continues to be a notable strength with a range of research across the disciplines. Enhanced coordination in this area was identified as a priority in REF2014 and this led to the creation in 2018 of the <i>Canolfan Ymchwil</i></p>

Cymru / Research Centre Wales (Co-directors **Edwards, Price and Pryce**) to encourage interdisciplinary dialogue. There is particular strength in the study of medieval Wales with research centring on the exploration of material, plastic and textual manifestations in the Welsh tradition. **Edwards's** seminal work on life in early medieval Wales, early medieval sculpture and debates around material evidence and identity was recognised by the British Academy and by a Leverhulme Major Research Fellowship (2015-2018). It is complemented by **Pryce's** work on the medieval chronicles of Wales and **Owen's** analysis of the textual and cultural impact of English law on Wales in the medieval and early modern periods. There is also notable strength in Welsh historiography through **Pryce's** work on medieval historians of the Victorian age, **Price's** work on Welsh Humanism and **Hunter's** research in the largely neglected field of seventeenth-century Welsh literature. This cycle has also seen highly significant developments in the study of poetry in Wales. **Williams's** biography of Cynan is a landmark publication in relation to Welsh encounters with the First World War. **Walford Davies**, through Bangor's R. S. Thomas Centre, has produced an edition and study exploring poet's interaction with modern art. Interdisciplinarity and innovation are also at the centre of new research in this field, as shown by **Lynch's** collaboration with academics, poets and neuroscientists to explore neurological reactions to *cynghanedd* poetry.

As well as foregrounding innovative interdisciplinary approaches, a major strength of Welsh and Celtic Studies at Bangor is the extent to which the field interfaces with the study of other cultures. This aspect has developed markedly since REF2014 and is an area earmarked for further growth, drawing on a wealth of interdisciplinary expertise at senior and mid-career level. For example, **A. Jones's** work bridges between the study of Welsh literature and the broader European context with his discussion of the medieval Irish *Táin Bó Cuailgne*, Martin Buber's translation into German of the *Mabinogi*, and the translational context of MS Peniarth 50. **Miguélez-Carballeira** (with **A. Jones**) was awarded AHRC OWRI funding (2018) to study the intersection between translation, language preservation and constructions of the exotic in Welsh focussing on the Hispanic-Welsh translations of career diplomat T. Ifor Rees. Bridging from the European perspective is **Tully's** work on European Travellers to Wales (ETW; AHRC-funded with Swansea and the University of Wales Centre for Advanced Welsh and Celtic Studies, 2013-2017) and the perceptions of French and German-speaking travellers in particular since 1750. The research opened up new insights into perceptions of Wales in Europe and also the dialogue between Celtic cultures, in particular Wales and Brittany, and uncovered a wealth of material for the tourist and heritage industries. [See REF3_01]

Interdisciplinary Cultural Studies:

Interdisciplinarity is at the heart of Modern Languages research in particular; this area has seen major strategic development since REF2014 in order to bring added coherence and maximise research potential in smaller disciplines. The thematic focus on minoritization, marginalisation, identities and belonging complements the strengths in Welsh and Celtic Studies outlined above. It is anticipated that this focus (led by **Miguélez-Carballeira** and **Tully**) will exploit emerging synergies to lengthen the chronological scope (to the eighteenth/nineteenth centuries) and broaden the cultural frame (ie. Latin America). There is particular expertise across the literary and visual cultures of the Iberian periphery: **Miguélez-Carballeira** continues to build on her leading role in the field. Funded by a British Academy Mid-Career Fellowship (2016-2017), she has further developed her seminal work on sentimentality in the Galician context as well as exploring notions of masculinity in Spain and Catalonia in the context of twentieth-century nationalisms and examining post-ETA poetics in the field of Basque studies. **Bru-Domínguez's** innovative and challenging work on Catalan visual culture tackles issues pertinent to the socio-political context of Catalonia but also interrogates broader theoretical debates around identity, sexuality and performativity. **Miranda-Barreiro's** work on comics and graphic biography in Galicia and, moving beyond the Iberian frame, **Blin-Rolland's** work on comics and the Breton liberation front have established new paradigms for the study of graphic literature by bringing together approaches to cultural minorities in contemporary France and Spain. The exploration of identity in minoritized cultures is brought into sharp linguistic focus in **Tamburelli's** work on language and identity in both the Welsh and the Lombard/Italian contexts with discussions of language abandonment and integration. **Tamburelli** also co-founded the International Research

Group on Contested Languages (with Turin), resulting in the publication of the first volume entirely dedicated to the notion of Contested Languages.

Issues of identity and integration also draw the focus of this submission beyond Europe towards the global with an emphasis on immigrant cultures and cultural alterity with approaches which dovetail well with the study of minoritized contexts. **Miranda-Barreiro's** major monograph on travel writing explores the interface between twentieth-century Spanish travellers and migrants and North American culture, while the often controversial and complex issues affecting France and its post-colonial legacy are examined in **Ervine's** influential and innovative work on Islam and humour in contemporary France. His research into videogames and sport further advances current debates around belonging and identity in popular culture. Also focussing on minoritized groups, ECR **J. Lewis** explores integration, immigration, mobility and immobility in French-Algerian literary responses to the French-Algerian war. His recent work centres on prisons and incarceration in the francophone world and representations of the prison in contemporary France. Also with a focus on cultural responses to crime and marginalisation, **Merlino's** work on the Mafia, identity formation and cultural representations of organised crime has been recognised by the award of a Marie Skłodowska-Curie fellowship hosted by the Department of Political and Juridical Sciences of the University of Messina (2018-2020). Fostering a better understanding of the intellectual networks which underpin these interdisciplinary encounters, **Tully's** work on literary historiography explores the foundational, often hidden figures whose work enables and forms the canon for a global audience.

Creative Writing and Performance:

As well as the study of literature and culture outlined above, there has been a substantial body of allied, research-informed creative output. **Lynch's** *Caeth a Rhydd*, a volume of poetry mostly in traditional *cynganedd* metres was awarded the Wales Book of the Year People's Choice Award in 2018. **Williams's** *Cardiau Post* has been hailed as a celebration of the power of imagination. **Hunter's** novel *Ynys Fadog* is an epic portrayal of a north-American Welsh diaspora community between 1818 and 1937, while the novel *Y Fro Dywyll* focusses on a north-American seventeenth-century Welsh Puritan community. A third novel, *Ebargofiant*, explores themes of language loss and language revival within a dystopic context. **I. Jones's** fantasy novel, *Dadeni*, provides an incisive take on post-devolution Wales and identity politics, while his celebrated novel *Babel*, the first example of the 'steampunk' genre in Welsh which confronts the impact of transnational media on social justice and cohesion, won Book of the Year, Fiction category prize and the People's Choice Award at the 2020 Wales Book of the Year Award. Issues of identity and belonging are also explored in **Williams's** play *Holtti* which was commissioned by the National Theatre of Wales (NTW) in 2017. Also commissioned by NTW, **Price's** play *Nansi* encapsulates, through the renowned Welsh harpist Nancy Richards, the tensions between the rural traditions of Welsh life and modernity. At the Wales Theatre Awards 2017, **Price** was awarded the 'Best Playwright in the Welsh Language' prize and **Williams** was nominated in the same category. Work in the field of musical composition also draws on both the Welsh literary tradition and the broader interdisciplinary context to create works embedded in their cultural and linguistic environment. These include: **A. Lewis's** *Fern Hill*, inspired by Dylan Thomas's poem and **Puw's** opera, *Y Tŵr*, an adaptation by poet Gwyneth Glyn of Gwenlyn Parry's play, which was staged at the Sherman Theatre in Cardiff and jointly produced by Music Theatre Wales and NTW. The work on opera has been a key focus of impact generation with a coordinated project led by **Ap Siôn** and **Puw** drawing together compositions by academics and postgraduates to broaden public access and understanding of the operatic medium in Wales.

This substantial creative output is complemented by increased strength in research that synergises theory and practice as well as theory in practice in the area of performance. For example, **Ap Siôn's** work on the international minimalist music canon, and in particular, his reading of Glass via Brecht, Genet and Beckett, draws together music and European stage theory, while **A. Lewis's** composition *Lebenslieder*, inspired by Mahler's setting of Rückert's *Kindertotenlieder*, is a collaboration with ESRC-funded researchers in Psychology at Bangor, which explores the impact of electroacoustic music on dementia sufferers. There is an emerging profile in the area of performance art including ECR **Pogoda's** work on avantgarde artist

Christoph Schlingensief, and her founding role in the cultural organisation *Deutsch-Walisische Freundschaft* which fosters artistic collaborations and explorations of German and Welsh arts, including the arts collective *Neue Walisische Kunst / Celf Newydd Cymru*; **Bru-Domínguez's** interrogation, working with dancers and photographers, of the construction and representation of the body in contemporary Catalan cultural production; and **Lawrence's** choreographical approach to vertical dance and the built environment. **Lawrence** is also working with **Tenbrink** on vertical dance performance in the context of multi-medial translation. The strategic development of this broad range of research at the cutting edge of current artistic practice enables researchers across the disciplines to broaden their networks by engaging with visiting performers and new media. This is a vital component of the cross-disciplinary ethos and dovetails with recent strategic investment in performance facilities including the Pontio Arts and Innovation Centre.

Linguistics and Language Planning:

Language-based research enhances and underpins the work of researchers and creative practitioners in the areas of Welsh and Celtic Studies, Interdisciplinary Cultural Studies and Creative Writing and Performance by enabling deeper understanding of the cultural matrix and informing language, education and arts policy in Wales and the wider world. Work in this area is both responsive to and fundamental in the development of key WG and Third Sector initiatives and future research will continue to follow this approach. Linguistics remains a core strength with expertise in key foundational areas. Research in cognitive linguistics, which was central to the REF2014 submission, continues to push disciplinary boundaries with **Tenbrink's** seminal work on cognitive discourse analysis (CODA), spatial cognition and the interface between language, thought and culture. Under **Tenbrink's** direction, Bangor is part of a new consortium of eight institutions (led by TU Dublin) on a Marie Skłodowska Curie Innovative Training Network (Horizon 2020): 'Enhancing spatial ability to help close the gender gap in STEM' launched in January 2021. Beyond the cognitive field, there is also a sustained body of work on linguistic diachronic change, for example **Shank's** work on the development of linguistic structure in English and **Webb-Davies's** exploration of age variation and language change in Welsh.

Building on the legacy of the ESRC Centre for Research on Bilingualism in Theory and Practice (2007-2012), **Webb-Davies** has completed the extensive Welsh/English Siarad Corpus. He has developed his work on codeswitching, consonant mutation and bilingual brain potentials, which is complemented by **Tenbrink's** contrastive studies of how thought is represented in Welsh and English. There is also a notable body of work on typical and atypical bilingual populations.

Thomas has carried out innovative work on Alzheimer's and executive control in older bi/monolinguals. **Sanoudaki's** study of atypical bilingual development is the first of its kind to provide language profiles for Welsh-English bilingual children with Down's Syndrome. **Shank** has brought new insight to the understanding of linguistic identities in bi/multilingual Deaf populations. Research in the field of bilingual education includes **Thomas's** ground-breaking work on the development of a diagnostic measure of receptive vocabulary knowledge and her work on an ESRC-funded cross-institutional study (led by Cardiff) exploring the pedagogical aspects of the *Corpws Cenedlaethol Cymraeg Cyfoes / National Corpus of Contemporary Welsh*. Language learning and development in multilingual settings has also been explored in **Tamburelli** and **Sanoudaki's** study of language acquisition in Polish/English children. Research in this field continues to draw on the extensive applied work in Welsh corpus and status planning, led by D. Prys, undertaken by the Language Technologies Unit (LTU), part of Canolfan Bedwyr, Bangor's renowned Centre for Welsh Language Services, Research and Technology. For example, the work undertaken by **Cooper** on corpus design for Welsh and other lesser-resourced languages has benefitted from involvement with the extensive applied work in Welsh corpus planning and digital resource provision undertaken by the LTU, whose work has contributed substantially to the growth of the digital technology sector in Wales.

Expertise in the allied area of Language Planning in the context of bilingual communities has grown considerably since REF 2014, supported in part by investment from the CCC. At a national level, **Hodges** and **C. Prys's** work exploring the meeting points between macro and micro language planning in Wales has shown how complex language attitudes, ideologies and

norms impact on language use and language choices. This work is heavily cited in recent government-led strategic documents such as the Welsh Government's 2017 *Cymraeg 2050: Miliwn o Siaradwyr Cymraeg / Cymraeg 2050: A Million Welsh Speakers*, which seeks to ensure the sustainability of the Welsh language for future generations [see REF3_02]. At a local level, **Thomas** has influenced Gwynedd Local Education Authority's Welsh Language Policy and led to the establishment of the *Siarter Iaith Gymraeg Ysgolion Gwynedd*, a Welsh language Charter for schools that focuses on increasing children's social use of Welsh, an initiative which was subsequently incorporated into the Welsh in Education Action Plan 2017-2021. **Tamburelli's** work on the linguistic habits of Welsh-speaking teenagers is the first investigation into covert attitudes towards Welsh in North Wales. The impact and potential social benefits of initiatives promoting the use of Welsh are explored by **Hodges** and **Ifan** in their evaluative case study on the work of the CCC. Work in this area with impact beyond Wales includes research by **Tamburelli** which has effected language policy change in Lombardy through both research and awareness-raising events centred around the Welsh experience.

Research Policies:

As outlined in REF5A, research in these areas is supported at University level with mechanisms to ensure research integrity through the University Ethics committee, as well as Codes of Practice and Policies covering Research Ethics, Academic Integrity in Research and Research Data Management. Each School has a dedicated Research Ethics Officer who is the main point of contact for queries and referral of proposals to the College Ethics Committee. Publication is undertaken in line with the University Open Access Policy. 89 of the 218 outputs in this submission are open access, twice as many as required by the regulations. Beyond the oversight at University and College level, researchers are regularly made aware of the Codes of Practice and Policies relating to research. These are factored into staff and PGR research training programmes and updates on any changes are highlighted in staff bulletins. Peer review, both internal and external, is central to all aspects of research to ensure both quality and integrity.

Section 2. People

Staffing Strategy:

Driven by the aim to promote and support excellent research and impact of national and international significance, the main staffing strategy combines ongoing development of existing staff expertise, especially that of senior staff who provide leadership in research, and fostering the research profiles of ECRs through mentoring and research development. Over the period of the current cycle, the staffing profile has been strategically adjusted to develop specific areas. Key ECRs (**J. Lewis, Pogoda**) have been appointed in order to **strengthen existing and emerging interdisciplinary research activities with a stronger focus on minoritized cultures, visual cultures and performance studies**. Furthermore, during the cycle, five positions funded via the CCC were made permanent by the University (**Cooper, Hodges, Ifan, C. Prys, Williams**), thus **strengthening expertise in key areas with particular relevance to the Welsh context**. Postdoctoral opportunities in the area of Welsh and Celtic Studies have also been provided via BA and AHRC funding. This strategic approach ensures the sustainability of existing strengths while enabling the development of new areas and will inform research planning moving forward.

Researchers are regularly invited to apply for promotion with leadership in research commensurate with career stage being a key criterion alongside outputs and impact. Promotions since 2014 include 7 personal chairs (**Ap Siôn, Miguélez-Carballeira, Price, D. Prys, Tenbrink, Thomas, Walford Davies**), 1 Reader (**Tamburelli**), 9 Senior Lecturers (**Ervine, Hodges, Ifan, A. Jones, Miranda-Barreiro, Owen, Puw, Sanoudaki, Webb-Davies**). Regular progression has also occurred at lecturer level, between lecturer 1 and lecturer 2 grades (**Blin-**

Rolland, Bru-Domínguez, Cooper, I. Jones, Pogoda, C. Prys, Shank, Williams). Of those listed here, 20 began their careers at Bangor as ECRs, demonstrating the efficacy of research development and staff support.

Staff development:

As well as accessing the University-level research development support outlined in REF5A, researchers benefit from a range of discipline-level support. Central to this is the **role of senior academics in mentoring early and mid-career researchers**. This is done formally through the annual Professional Development Review (PDR) process which involves careful career planning, setting milestones for publication, impact and grant capture, management of workload and identification of development needs. There is also an expectation for senior researchers to engage more generally to support others in developing initiatives, hosting events, providing feedback and building networks. Researchers at all career stages also benefit from an initiative headed by **Tully** as College Academic Lead for Grant Capture (working with the College Director of Research, **Tenbrink**, and School-level Directors of Research) which coordinates mentoring, robust peer review and enhanced research planning for researchers and research teams by marshalling the expertise of senior academics and key support staff to deliver bespoke advice, funder-specific workshops and assistance with costings and other administrative requirements.

Researchers can also access seed-funding for projects leading to grant applications and have a research allowance to support their work. A study leave scheme is also available (23 researchers in this submission have benefited). There are also targeted initiatives to foster wider engagement and impact, led by the College Director of Impact, including project-specific advice, workshops and dissemination of good practice and impact-generating opportunities. Sector-wide external development opportunities are also promoted at College level, such as participation in the Welsh Crucible programme (**Ervine, Ifan, Pogoda and Sanoudaki**), WUMS and Welsh-medium research training by the CCC (delivered by **Hodges, C. Prys and D. Prys**). Particularly beneficial in the context of this submission, researchers can access development opportunities in Welsh language acquisition, which is provided free of charge by the University and impacts positively on academic, creative and impact activities. It has enabled researchers such as **Cooper** and **Tenbrink** to undertake research on the Welsh language and teach and supervise PGR work through the medium of Welsh. Furthermore, **Ervine** is now a regular Welsh-speaking contributor on Francophone topics for Radio Cymru, and **Miguélez-Carballeira** is sought after as a commentator on Catalan, Galician and Spanish themes across the Welsh media.

In addition to University and College-level support, researchers draw on **a substantial range of external expertise**. Staff are encouraged via the PDR process and mentoring to develop their knowledge of the sector through involvement with funding bodies, academic publishing, subject associations and external research networks. This ensures that research at Bangor is informed by current sector trends, enabling knowledge exchange and fostering best practice in research and impact within the institution. The depth of expertise available is illustrated by the high level of involvement with funding bodies, nationally and internationally. Notably, **Tully** has been involved in the design and monitoring of the AHRC OWRI initiative from its inception and has also acted as panel chair, peer review college member, DTP reviewer, BGP reviewer and member of the AHRC/DFG review panel. She was also a member of the AHRC Modern Languages Advisory Group. **Edwards** has reviewed extensively for the British Academy. Other funding body peer review work includes: BA (**Tamburelli**); AHRC (**Tamburelli**); ESRC (**Sanoudaki, Thomas**); Estonian Research Council (**Tenbrink**); Irish Research Council (**Edwards, Tully**); Leverhulme (**Tamburelli**); Polish Academy (**Edwards**); and UKRI Future Leaders (**Tenbrink**).

Researchers at all career stages are encouraged via workshops and mentoring to develop their knowledge of academic publishing, including key Open Access initiatives, developing book proposals and (peer)reviewing skills. Researchers work with a broad range of high-level journals and book publishers as editors and/or peer reviewers (**Blin-Rolland, Edwards, Hodges, A.**

Jones, Miranda-Barreiro, Price, Pryce, Tamburelli, Tenbrink, Thomas, Williams, Miguélez-Carballeira, Tully). This is viewed as an important element of career development, enabling researchers to engage with cutting edge work in their respective fields and enhancing their confidence and writing and editing skills, as well as encouraging leadership and influencing skills.

Active membership of subject associations is also encouraged as a means to foster research leadership, enhance individual profiles and access key networks, subject-specific funding streams and development opportunities. Researchers at all career stages are well-represented on the organising committees of their subject associations, including: Anglo-Catalan Society (**Bru-Domínguez**), Society for Medieval Archaeology, Cambrian Archaeological Association; Gwynedd Archaeological Trust (**Edwards**), Society for Francophone Postcolonial Studies (**J. Lewis**), Welsh Legal History Society (**Owen**), Women in German Studies; Association for German Studies (**Pogoda**), COSIT (Conference of Spatial Information Theory); UK-Cognitive Linguistics Association (**Tenbrink**).

Conference activities present a major opportunity for researchers to acquire key organisational skills, develop networks and create research teams. Involvement in such events is seen as particularly important for the development of ECRs in terms of building confidence and profile, as well as engagement with the leading experts in their fields. Researchers have **(co)organised and (co)hosted over 40 major international conferences and symposia**, often as the main international fora for experts in their respective fields, including the prestigious XVIth International Congress of Celtic Studies, 2019 (**Lynch** with **A. Jones**). Other examples include (at Bangor unless otherwise noted): ASMCF Annual Conference: Work and Play, 2017 (**Blin-Rolland** and **Ervine**); Comics & Nation conference, 2017 (**Blin-Rolland** and **Miranda Barreiro**); Re-Reading the Revolution conference, UCON, 2017 (**Hunter**); Annual Conference of the Society for Francophone Postcolonial Studies, 2019 (ECR **J. Lewis**); Postcolonial Spain: Contexts, Politics and Cultural Practices, 2017; ‘Poetry in Expanded Translation’, 2018 (**Miguélez-Carballeira**); Association of German Studies Conference, 2018 (ECR **Pogoda**); Bangor Colloquia on Medieval Wales, 2014, 2016, 2018; Royal Historical Society conference on ‘Diverse Histories’, University of South Wales, Cardiff, 2018 (**Pryce**); UK Cognitive Linguistics Conference, 2016; 39th Annual Conference of the Cognitive Science Society, London, 2017 (**Tenbrink**); International Conference on Bilingualism in Education, 2016, 2018 (**Thomas**); European Travellers to Wales conference, NLW, Aberystwyth, 2014 (**Tully**). Conferences held in Bangor benefit from College-level administrative support and free access to University facilities.

Training and supervision of PGR students:

In addition to the University-wide Doctoral School provision outlined in REF5A, PGRs in the Arts and Humanities benefit from specific opportunities for postgraduate development, including an annual induction event with talks by senior academics (Dean, Director of Research, Director of Postgraduate Research), Welsh-medium presentations by leading academics in Welsh and Celtic Studies and training workshops held throughout the year. **PGRs are fully integrated into the research culture of their Schools and the College more widely** and are encouraged to attend research seminars, conferences and other research events at Bangor and elsewhere. Supervision standards and development needs are closely monitored to ensure progress. Students complete an annual progress review each year that is chaired by a member of staff not involved in the supervisory team. The chair receives confidential reports from the student and the lead supervisor, and the chair is able to act on any issues that arise. The annual review meeting discusses the students’ progress, addresses training needs, and assesses skills and career development.

The training provision for postgraduate researchers within this unit of assessment boasts a global reputation. For example, **Miguélez Carballeira** was invited to deliver a week-long graduate course on eco-critical approaches to contemporary Galician culture to doctoral researchers at the Graduate Center of City University of New York (CUNY) and a seminar to

doctoral candidates in Hispanic Studies at Princeton University, while **Tenbrink** has acted as external supervisor at universities in Germany, Switzerland and the USA and frequently offers training seminars internationally. Also notable is the long-standing postgraduate exchange programme between Bangor and Harvard which sees PGR students benefit from world-leading supervision in Celtic languages and literatures. Researchers have a broad range of experience as both supervisors and examiners at doctoral level and have examined PhD theses in Wales, the UK and Europe.

Effective oversight combined with the expertise of supervisory teams across the submission have resulted in **a period of outstanding success for postgraduate studies** across the unit. 83 PhDs have been supervised to completion since REF 2014 (an increase of 80% on the 46 completions noted in the previous REF cycle), encompassing a broad range of areas. A number of successful doctoral students have gone on to become full-time staff at Bangor (**Blin-Rolland, Cooper, Hodges, Ifan, C. Prys, Webb-Davies, Miranda-Barreiro**) or take up academic positions elsewhere. Vibrancy in this area has been particularly enhanced by funding and training provided through the ESRC Wales Doctoral Training Centre and the AHRC's Centre for Doctoral Training in Celtic Languages, led by Glasgow (10 PhD scholarships awarded to Bangor in this REF period). Other externally-funded PhDs include AHRC (ETW), the Worshipful Company of Drapers, CCC studentships and KESS scholarships; 33% of PGRs aligned with this submission were in receipt of external funding. The University has also offered various funding opportunities in this cycle, including a range of scholarships. The University also funds 5 GTA positions in Modern Languages on an ongoing basis; 40% of PGRs aligned with this submission were directly funded by the University.

As well as excellent supervision, PGRs also benefit from dedicated study spaces in their Schools and in Bangor's Main Arts Library, physical and virtual fora for social interaction with peers and academic staff (e.g. The Postgraduate Café; Twitter profile @CAHPostgrad), travel scholarships for postgraduate research students, and pathways for recognition of postgraduate students' work including PGR participation in Annual Research showcase events, research seminar series and Research Centre activities. PGRs at all stages are encouraged to present their work with opportunities to showcase their projects at international conferences with financial support. PGRs in the area of Composition have the opportunity to showcase their work at the Bangor New Music Festival (coordinated by **Puw**).

Equality and Diversity:

Principles of equality and respect for diversity are at the core of research in this submission as evidenced, for example, by work in the area of Linguistics to develop new approaches to language in relation to the Deaf community, children with Downs syndrome and Voice Synthesis, as well as work in the area of culture and identity within Modern Languages, in particular the focus on integration and migrant communities. This reflects **the ethos of openness, inclusivity and cultural awareness across the disciplines**. The profile of researchers in the submission in relation to nationality is diverse, with 37% from outside the UK, resulting in an international and culturally sensitive outlook. Furthermore, 66% are either native or fluent Welsh speakers, with a notable commitment from learners to learn the language to a high level. All Schools adhere to the bilingual ethos of the institution ensuring staff are able to communicate in the language of their choice.

All Schools involved in this submission are committed to the principles of equality, diversity and social inclusion embedded in the mission statement of Bangor University. This commitment is aligned with pursuing Athena SWAN charter principles. Each School has a nominated Athena Swan / Equality Lead who sits on the College-level Equality, Diversity & Sustainability Committee and takes the lead on developing School-level submissions to Athena Swan. Two submissions for Bronze awards are planned for 2021 with another scheduled for 2022. The gender balance across this submission (based on head count) is 51.4% male / 48.5% female. In relation to PGRs, it is 39% male / 61% female. Of those promoted in this cycle, it is 48% male /

52% female. At professorial level, there is a balanced profile with 50% female. Of the new appointments in this cycle, 71.4% are female. Senior roles held by our female researchers (**Miguélez-Carballeira, Edwards, Price, D. Prys, Tenbrink, Thomas, Tully**) provide strong role models for others.

Each Head of School is tasked with ensuring that staff are aware of and comply with the University's Equal Opportunities and Harassment and Bullying policies, Welsh Language policy, and other relevant policies and procedures. The HoS must also ensure that an ethos of equal opportunity is supported and fostered by enabling issues to be safely raised and resolved, and strategically reviewing initiatives and decision-making to ensure all obligations are met. Equality of Opportunity in relation to research support, access to facilities and input into research management structures is embedded in the committee structures and practices for managing research. Gender balance of committee membership is also comparable to wider staffing, and %FTE (or temporary reduction in hours) is not a factor when deciding eligibility for committee membership. All research-management committees are held in 'family friendly' hours and staff are made aware of flexible working policies to balance caring responsibilities and career progression. Support is given to staff taking parental/adoption leave; maternity pay is available from the first day of employment, and pre- and post-maternity support and advice is offered to improve retention of mothers returning from maternity leave.

Section 3. Income, infrastructure and facilities

Equality of Opportunity:

As noted in section 2 above, the University is committed to equality of opportunity for all in relation to funding opportunities. Researchers at all levels (including PhD students) have access to the support mechanisms underpinning grant capture. Funding workshops, grant mentoring and funding information are open to all, including those on fractional contracts. ECRs are particularly encouraged to apply for funding and grant capture plans form part of the annual Performance Development Review process.

Income:

Total grant capture: GBP2,566,808

There is a strong trajectory in terms of grant capture with a 543% increase in funding from UK-based charities (open competitive process) from GBP26,688 in REF14 to GBP171,617. UK Central government funding increased by 13% from GBP1,006,292 to GBP1,139,609 and funding from UK industry, commerce and public corporations increased by 20% from GBP42,689 to GBP51,211. Individual grant capture includes: **Ap Siôn** GBP39,097 (inc: Leverhulme Research Fellowship); **Edwards** GBP137,186 (inc: Leverhulme Major Research Fellowship); **Hodges** GBP69,753 (inc: Welsh Government); **A. Lewis** GBP53,384 (inc: Leverhulme Research Fellowship); **Lynch** GBP18,267 (EU); **Miguélez-Carballeira** GBP88,769 (inc: BA Mid-Career Fellowship); **Pryce** GBP34,822 (inc: AHRC Research Grant); **C. Prys** GBP122,921 (inc: Welsh Government); **D. Prys** GBP1,326,695 (inc: EU, Welsh Government); **Thomas** GBP123,833 (inc: Welsh Government); **Tully** GBP346,401 (inc: AHRC Research Grant plus Follow-On Funding for Impact and Engagement); **Webb-Davies** GBP67,951 (inc: AHRC Research Grant); **Williams** GBP15,223 (inc: EU). Researchers have also obtained numerous smaller grants from internal sources and bodies such as the Learned Society of Wales, DAAD, IMLR, UCML, Erasmus, Swiss European Mobility, HEFCW / Welsh Crucible and CADW. Practice-based researchers have attracted funding from other sources such as the Arts Council Wales (ACW) and local funders for activities such as music festivals, music concerts and recordings, theatre performances and workshops and engagement with local industry.

Infrastructure:

Physical:

There has been substantial **strategic investment in physical infrastructure** related to Arts and Humanities since REF2014. This has enhanced both research and impact across the disciplines.

The University opened its GBP51,000,000 Arts and Innovation Centre, Pontio, which houses two theatres (Theatr Bryn Terfel and the Studio Theatre), the White Box exhibition space, a cinema and a variety of integrated performance spaces (for circus and dance). The facility has enabled researchers to host events in collaboration with external partners and community (for example, performance related public-facing projects with **Bru-Domínguez, Lawrence, Pogoda and Puw**). In addition, the city's 'cultural quarter' has been further enhanced through a GBP1,400,000 Heritage Lottery Fund grant (with Bangor as partner) to rehouse Gwynedd Museum (renamed Storiell; board chaired by **Hunter**, 2015-2020) which hosts a large proportion of the University's collections. The new museum has hosted engagement events such as the 'EuroVisions' exhibition (2015) which was part of **Tully's** ETW project. The University's music facilities have also undergone a GBP3,500,000 renovation with a complete refurbishment of the Music Building and Studios and provision of high quality practice facilities. There has also been investment of GBP95,000 in the University Archives with improved storage and access, enabling the Archives to gain National Archives accreditation and providing more opportunities for public engagement.

Textual and Material:

Researchers have access to a **wealth of collections and Research Centres** including the Welsh Library (circa 42,000 items), the Arthurian Centre (which holds one of the largest collections of Arthurian Literature in the world, circa 3000 items), the R. S. Thomas Centre (providing access to the poet's papers and ephemera, 856 items plus 5 linear metres of manuscript material), the Stephen Colclough Centre for the History of the Book (circa 700 items plus digitisation equipment), Bangor Cathedral Library (circa 2000 items), the Welsh Children's Literature collection (circa 12,000 items), Bangor Archaeology collection (with items dating from the Neolithic period) and Bangor Art collection (one of the largest university collections in the UK, circa 2300 items). The University library is the largest Welsh repository after the National Library of Wales (NLW) including over 250,000 MS. The Archives and Special Collections continue to expand with notable recent acquisitions including the papers of the poets Cyman and Gwyn Thomas and further significant holdings for the R. S. Thomas collection (**Walford Davies**), funded in part by grants from the Victoria and Albert Museum (GBP18,500, the first grant of its kind in Wales) and The Friends of National Libraries (GBP10,000). Beyond the main library, the Centre for Galician Studies in Wales boasts a specialist library housing a significant book, film and audio-visual collection. Researchers in Music benefit from access to the Crossley Holland collection of 600 ethnic European and over 300 pre-Columbian instruments along with a substantial library of books on ethnomusicology and Celtic music (which was the focus of an AHRC doctoral project), the Welsh Pop Archive, the Archive of Traditional Welsh Music and the largest collection of facsimiles of medieval and renaissance music in Wales.

The Research Centres referred to above (Arthurian; Galician; R. S. Thomas; Stephen Colclough) are central to the **interdisciplinary research ethos** at Bangor, hosting conferences, workshops and seminars and working with colleagues across the Arts and Humanities on impact and outreach activities. Two centres are of particular significance to this submission. The Centre for Galician Studies in Wales, founded by **Miguel Carballeira** in 2006 and funded by a permanent grant by the Galician Regional Government (*Xunta de Galicia*; GBP23,000 annually), has played an active role in supporting interdisciplinary research, attracting high profile Galician writers-in-residence, musicians and artists, and engaging in major events such as the 'Six Galician Poets' tour, organised by Literature Across Frontiers, the Wales International Poetry Festival and Arc Publications (2016), and Festival No6 (2018). The Centre also funds the publication of the on-line journal *Galicia-21* (co-edited by **Miranda-Barreiro**) and supports PGR research in this area. The R. S. Thomas Centre, co-founded by **Walford Davies** in 2000, offers dedicated facilities to researchers working on Thomas's archive as well as supporting PGR research and organising research symposia. The Centre is currently advising on the renovation of Thomas's house, Sarn-y-Plas, by the National Trust.

Technical:

There are a range of **specialist technical facilities**. Researchers in Music benefit from the Electroacoustic Music Studios which provide facilities for research in spatial audio and sonic art composition. Studio 1 (the Parry Williams Studio) houses a 20 channel sound spatialisation

system in an acoustically isolated environment. The extra height of the space (c. 8m x 7m x 3m) accommodates 8 speakers in a truss-mounted circular array above the listener, with 9 speakers at ear height and one subwoofer. The flexibility of this configuration allows work in range of commercial and experimental formats (5.1, 7.1, 8-channel, 16-channel dome) as well as making possible advanced work in high-order ambisonics. Smaller studios adjacent to Studio 1 provide similarly high-quality facilities oriented towards recording, 8-channel composition, and work with instrumental samples. Researchers in Linguistics benefit from advanced technical capabilities for interdisciplinary research on language use and development for both behavioural and neuroscientific approaches, including a sound recording lab for phonetic recordings and acoustic analysis, eye tracking equipment, and dedicated booths for computerised experiment design and the collection of reaction time data. Through collaboration with the School of Psychology, research on multilingualism, language learning and development has also benefitted from access to multiple electroencephalogram (EEG) systems, including an open access 128 channel high-density EEG system with an integrated 2000 Hz eye tracking capability. Recent investment has further improved the range of language testing materials for the identification of developmental milestones and clinical markers in vocabulary, phonology and grammar. Language researchers also have access to specialist translation software (TRADOS), as well as the range of services developed by the LTU and available via the Welsh National Language Technologies Portal.

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

Across the unit of assessment, there is **significant national and international collaboration with other research institutions and external research users with a demonstrable impact on research in key disciplines**. Much of the work undertaken has **directly benefitted the general public through changes to language and education policy, new understanding of localities and communities and enhanced cultural opportunities**. Key non-academic audiences who have engaged with and benefitted from research in this unit include: policy makers (inc: Welsh Government); the Education sector (all levels); the Heritage sector (inc: Visit Wales; NLW; RCAHMW; CADW; National Trust); the Performing Arts sector (inc: NTW; Welsh Opera; ACW); and organisations in the areas of Creative Writing and Media (inc: Literature Wales; BBC; S4C). Researchers have developed considerable international profiles as public speakers for academic and non-academic audiences nationally and internationally with over 100 plenaries, keynotes and invited presentations in the UK, Europe and the United States. This represents **a considerable contribution to the research base, the economy and society with impact evident across all disciplines**.

Welsh and Celtic Studies:

Research collaborations in this area extend from those with a focus on landscape and the development of society to those connecting literature and history. Medieval Celtic landscapes and material culture are central to **Edwards's** collaborative work which has transformed understanding of the early economic and social development of North Wales and enhanced public understanding of key sites. She is the founder of the Early Medieval Wales Archaeology Research Group (EMWARG) and has led on the prestigious Project Eliseg 2010–17 (with Chester, CADW and Llangollen Museum). She also led the Rhuddgaer Excavation (with Gwynedd Archaeological Trust and CADW) which revealed an exceptionally rare early medieval farming landscape in south-west Anglesey, and was involved in a Leverhulme-supported research network with Cambridge, exploring the conversion of island landscapes. Improving public access to the social history of North Wales was central to **Owen's** ESRC IAA grant-funded "Opening the Vaults" project (with Bangor's Institute for the Study of Welsh Estates), which developed an on-line toolkit to assist members of the public with archival research. Also enabling access to new sources, **Tully's** AHRC-funded (with Swansea and CAWCS) ETW project involved collaborations with various heritage sector groups (NLW, Ceredigion Museum, Storiell, Swansea Museum, RCAHMW, Literature Wales and Visit Wales) and produced outputs specifically designed to develop public understanding of European travellers perceptions of Wales (educational resources, exhibitions, digital artefacts, websites and public talks), as well as informing practice in the heritage and tourism sectors. [See REF3_01]

The strength in literary historiography in this area is highlighted by **Pryce's** work as Co-I on a major AHRC-funded research project to edit the works of the Welsh Renaissance scholar Humphrey Llwyd (with Exeter and Queen's, Belfast). The interface between literature and history is also key to **Williams's** outreach and impact activities which, as an expert on Welsh literature and war, have been heavily directed towards commemorating the events of 1914-18. They have included lectures at venues such as the NLW and the Lloyd George Museum, and work with A-level students studying the Welsh Baccalaureate. His work has played a major role in broadening public understanding of Wales's role in WWI. He served on the historical advisory group of *Cymru'n Cofio / Wales Remembers 1914-1918* and contributed to numerous television and radio programmes, including researching and presenting the documentary *Gwaed Gwirion* (Ffranc / S4C, 2014). This was one of a number of media contributions in the area of Welsh and Celtic Studies over the current cycle which saw researchers bring their work to a broader audience. For example, **Hunter** wrote and presented 'Evan Jones a'r Cherokee', a three-part documentary series (Cwmni Da / S4C, 2016), based on his volume *Llwybrau Cenhedloedd* (2012), while **Pryce** also contributed to numerous television and radio programmes across the BBC and S4C on topics relating to medieval Wales including 'In Our Time' with Melvyn Bragg (BBC Radio 4).

Interdisciplinary Cultural Studies:

Research collaborations in this area extend from those with a focus on culture and literature to society and politics with impact beyond the UK. The particular expertise in minoritized cultures is highlighted through a number of key interventions in periphery-periphery debates and the exploration of identity politics. **Miguélez-Carballeira** has been involved in the research networks *La experiencia de la sociedad moderna en España (1875-1990)* (led by Basque Country) and *Contested Identities: Cultural Dialogues between Small Nations* (led by Glasgow). Her work on Catalan nationalism led to interviews in two Catalan newspapers in 2016 (*El Món*, *Nationalia*) and she was interviewed on BBC Wales and the BBC World Service on four occasions during the autumn of 2017 in the aftermath of the Catalan Referendum. **Miranda-Barreiro** has been interviewed about his research on Galician migration to New York on Galician radio and written for the press on Galician identity, Galician anti-fascist movements in New York during the Spanish Civil War and and fascism during the Spanish Civil War and Franco's dictatorship. He is a member of the UCLan Research Centre for Migration, Diaspora and Exile (MIDEX) and also collaborates closely through Bangor's Centre for Galician Studies in Wales with his counterpart in the Galician centre at UC Cork. **Merlino** is a member of the Horizon 2020 MessCa interdisciplinary research project (led by Messina) which is aimed at investigating the structure, history, ethos, and modus operandi of mafia groups in the province of Messina, in North-Eastern Sicily. **J. Lewis** is developing links with researchers at Liverpool, Nottingham Trent and Warwick in relation to his emerging research on prisons.

Researchers have also been active in bringing new perspectives on European cultures to public audiences and schools. For example, **Ervine** is a prolific commentator on French popular culture and engages with media outlets across the spectrum (inc. The Conversation; BBC World Service; Radio Cymru; media outlets in France and the USA) and also contributes regularly, along with **Blin-Rolland**, to schools outreach programmes, bringing research on French popular culture to GCSE and A-level students. **Pogoda** worked with Pontio to curate the May '68 Film retrospective and the Berlin Psylence Weekend with a talk introducing the work of Schlingensiefel. Researchers have also engaged with writers and translators to uncover new sources and inform practice. **Miguélez-Carballeira** (in collaboration with **A. Jones**) was approached (by Vigo and the *Xunta de Galicia*) to produce the Welsh translation (one of 50 translations into other languages) of the Vindel Parchment (held by the Morgan Library & Museum in New York) to mark the exhibition of the document for the first time in a Galician museum. **Tully** has continued her work in the field of literary networks and is currently a member of the Crossing Borders: World Literature as Contemporary Romanticism research network (led by Oxford and Humboldt, Berlin), engaging with contemporary Latin American authors to explore the historical movements which have influenced their work.

Creative Writing and Performance:

Researchers in this area have been particularly active in engaging with key audiences locally, nationally and internationally. In the field of Creative Writing, there has been a considerable benefit to both public and practitioners. In addition to the benefits to the publishing industry resulting from the creative outputs themselves, researchers have contributed to the development of others through initiatives such as Literature Wales's Writers on Tour scheme. **Hunter, A. Jones, Lynch, Price, Walford Davies** and **Williams** delivered talks to literary and local cultural organisations, including at Literature Wales's Tŷ Newydd Creative Writing Centre. **Hunter, I. Jones, Lynch, Price,** and **Williams** have also taken part in the National Eisteddfod of Wales as adjudicators. Researchers in this field have fostered enhanced public access to both their own work and that of others. As well as **Price's** and **Williams's** collaborations with NTW, which saw the performance of two new, acclaimed dramas (*Nansi* and *Hollti*), new audiences have also been reached through translations into Catalan (2018) and Spanish (2018) of **Price's** acclaimed novel *O! Tyn y Gorchudd* (2002) and the English translation of **Hunter's** *Y Fro Dywyll* (2015). In the field of composition, there have been numerous opportunities for public and practitioner engagement. **A. Lewis's** work with the Electroacoustic Wales network fosters the work of new composers, as does **Puw's** continued curation of the annual Bangor New Music Festival. **Ap Sion** and **Puw's** Welsh opera project has engaged new audiences of all ages and enhanced public understanding of a genre which is often seen to be elitist. In the area of performance, **Lawrence** works locally with community groups and is the founder member of the Vertical Dance Forum on a Creative Europe funded project with events in Wales, Italy, Ireland, Croatia, France, England and Canada.

The application of research in the area of performance studies is also creating new links across cultures and disciplines for the benefit of public, practitioners and the education and health sectors. **Pogoda** is organising the conference Artistic Research into Modern Languages and Cultures (funded by UCML, IMLR, and DAAD) which builds on the newly-founded artistic project *Deutsch-Walisische Freundschaft*, and the public exhibition 'Lighthouses into Futurity' (in collaboration with German writer Alexander Kluge, 2018). **Bru-Domínguez** is working with artists and performers exploring creativity, space and poetics (with Illes Balears and Ministerio de Economía y Competitividad). **Pogoda's** practice-based and artistic-led expertise was also instrumental in two research collaborations resulting from the Welsh Crucible Programme: *Year of the Sea: Assessing Changes in Marine Ecosystems through Literature, Arts and Law* and *Communicating the Complexities of Climate Change*. **Ifan** has been involved in the highly successful *Sistema Cymru Codi'r Tô* music and community regeneration project in North Wales and collaborated on the *Corneli Cudd / Hidden Corners* projects (2012-2015), taking music into care homes for people with dementia in the local area, complementing **A. Lewis's** collaboration with ESRC-funded researchers in Psychology at Bangor exploring the impact of electroacoustic music on dementia sufferers.

Linguistics and Language Planning:

Research in this area has exerted notable influence in the academic domain and had important impact in the areas of education and policy. Researchers have made a considerable contribution to specific communities with disabilities through key collaborations. **Shank's** work on health and wellbeing in deaf communities has culminated in a set of recommendations for assessing, addressing and supporting the health needs of the d/Deaf community in Wales. **Sanoudaki** has worked closely with external partners such as the Down's Syndrome Association as well as schools and centres for children with special needs to understand how children with developmental disorders such as Down Syndrome and autism achieve and maintain bilingualism. **Cooper** works with the *Canolfan Dysgu Cymraeg Cenedlaethol / National Centre for Learning Welsh* on the sounds of the Welsh language and appeared on the S4C television programme 'Drych: Achub Llais John' (2019), with the LTU, looking at research into Welsh speech synthesis for people who have lost their voice. **Thomas's** work on the development of a standardised measure of receptive vocabulary for Welsh has led internationally to better assessment of bilinguals' needs. Her volume *Bilingual Teaching Methods: a reference guide for educators* (2018) was aimed specifically at bridging research and practice, in line with the key goals of education reform in Wales, and has been used widely among practitioners working on

the New Curriculum for Wales. She is currently working on the *Corpws Cenedlaethol Cymraeg Cyfoes* / National Corpus of Contemporary Welsh (with Cardiff, Swansea and Lancaster; ESRC/AHRC funded).

D. Prys's work with the LTU has resulted in a range of tools and databases, made available through the Unit's *Welsh National Language Technologies Portal* (launched in 2015) which benefit the translation industry through the provision of bespoke on-line dictionaries, proofing tools and translation corpora. The work of the LTU has a central role in the Government's Welsh Language Technology Action Plan (2018). This has had wide international impact, including on the formulation of the Resolution passed by the European Parliament in 2018 on Language Equality and the Digital Age. It has also impacted on the publication of the Digital Language Survival Kit (2018) as part of Europe's 'Digital Language Diversity Project'. The LTU has also been made a partner of Mozilla, the international company currently engaged in crowdsourcing in multiple languages for open source development of speech technology resources in its Common Voice project. [see REF3_03].

Researchers have also had a marked influence in the fields of Welsh language policy and its interface with education. **Hodges** and **C. Prys** work closely with Menter Iaith Cymru (National language promotion organisation), the Welsh Council for Voluntary Action (with the Welsh Language Commissioner) and Welsh Government (including on the Rural Education Action Plan). They are co-chairs of the WISERD (Wales Institute of Social and Economic Research and Data) Language, Culture and Identity Thematic Group and were members of the European Cooperation in Science and Technology Research Network - New Speakers of Minority Languages. **Hodges** is a regular media contributor and **C. Prys** was the sociologist on the S4C / Cwmni Da interactive programme 'Generation Beth?' which was part of a Europe-wide exploration of the views and lifestyles of the current generation of 15-34 year olds. **Tamburelli's** work on language policy and language attitudes has contributed to an in-depth understanding of the linguistic behaviour and attitudes of Welsh-speaking teenagers with recommendations for interventions that will enable Welsh to thrive as a medium of communication among young people. His work has had international impact through strong links with researchers and stakeholders in various bilingual regions across Europe facing issues of language maintenance and/or language recognition (Catalonia, Galicia, Friesland, Lombardy, Sicily, South Tyrol, Veneto), and has played a leading role in the development of new legislation on the maintenance of the Lombard language. Bangor's strong international reputation in Linguistics research is further demonstrated by **Tenbrink's** research collaborations which span the UK, Ireland, Switzerland, Germany, Netherlands, Australia, New Zealand and the United States, while **Webb-Davies** is collaborating on an UKRI/NRF grant (with Arizona) researching mutation in Welsh.

Researchers have also worked to influence the uptake of Welsh in schools. Since 2009 **Lynch**, **Price** and **Williams** have collaborated in organizing an annual five-day residential course for A-level students of Welsh (First Language and Second Language) at the Urdd's Glan-Ilyn centre (since 2014 a total of around 1,000 students have attended). Researchers have also participated in the CCC's *Y Gymraeg ar Daith* initiative which aims to increase the number of A-level students studying Welsh. This work is augmented by a WG special task group of which **Lynch** is a member, which has produced a national action plan to encourage progression in the study of Welsh from GSCE through to higher education and PGCE courses for teachers of Welsh. **Lynch** also served on an advisory committee convened by the WJEC to review and update the Welsh (First Language) A Level Specification; he further collaborated with the WJEC to produce an open-access digital teaching resource on the *Gododdin* poem to support the delivery of the unit on early and medieval Welsh poetry. **Pryce** has also been involved in the work of the Welsh Government's Culture, Welsh Language and Communications Committee in discussing the provision of Welsh history in the New Curriculum for Wales.

Academic Recognition and Wider Contribution:

The strength of research at Bangor is underlined by numerous **accolades and key appointments**. In the Welsh context, **Edwards** was elected chair of the Royal Commission on

the Ancient and Historic Monuments of Wales in 2019 while the following have been elected as Fellows of the Learned Society of Wales (LSW): **Pryce** (2011), **Edwards** (2012), **Hunter** (2013), **Price** (2015), **Lynch, Tully, Williams** (2016). **Edwards** is a member of Council and Trustee for the LSW, sits on the selection committee for election of public fellows and has served on working parties (Welsh Studies; Schools Curriculum; Equality). **Pryce** chaired the Society's History, Philosophy and Theology Scrutiny Committee 2013–16. **Tully** chairs the Society's Language, Literature and Theory Scrutiny Committee, of which **Williams** is also a member. There is also notable service to the arts in Wales. **Williams** sits on the Directors' Board of Cwmni Theatr Bara Caws (2017-), was a Member of the ACW (2010-16), Chair of the Council's Capital Committee (2013-16) and Deputy-Chair of the Welsh Books Council's Grant Panel (2016-19). **Miguélez-Carballeira** was admitted into the Gorsedd of Bards in 2019 in recognition of her contribution to the field of Translation Studies in the Welsh context. In the field of education, **Hunter** is a director of the CCC, while **Thomas** is a member of the *Cyngor Partneriaeth y Gymraeg* / Welsh language Partnership Council and is also a member of the COVID-19 Pandemic Academic Expert Group. Further, **D. Prys** received the BCUHB Achievement Award: National Health Service: Services to Bilingual Healthcare (2016).

On a UK-wide level, the **academic standing** of senior researchers has been acknowledged, particularly in the field of Welsh and Celtic Studies. **Edwards** was elected a Fellow of the British Academy in 2016. **Pryce** and **Owen** are Fellows of the Royal Historical Society and **Pryce** is also an RHS Council member. **Hunter** was a member of UoA 28 panel for REF 2014 and of UoA 26 for REF 2021. In the field of language research, **D. Prys** was awarded the National Womenspire Award: Build Wales (Inspiration for Women in the Science and Technology category) (2018) and the Royal College of British Speech and Language Therapists 'Giving Voice' Award (2019). **C. Prys** is a Management Committee member for the UK and Deputy Chair for the Language Rights Working Group. **Ervine** has been a regular contributor to the All Party Parliamentary Group on Modern Languages. At an international level, **Edwards** held an associate fellowship of the Department of Celtic Languages and Literatures, Harvard, where **A. Jones, Lynch** and **Pryce** were Visiting Scholars; **Hunter** is a member of the Awarding Panel of Harvard University's Frank Knox Memorial Fellowship; **Miguélez Carballeira** was appointed member of the adjudication panel for a major national essay award in Galicia (*Premio Nacional de Ensaio Manuel Murguía*); and **D Prys** is coordinator of the ISO / TC37 Socioterminology Working Group (the international standards body for language and terminology).