

<b>Institution:</b> University of St Andrews 
<b>Unit of Assessment:</b> UoA 26: Modern Languages and Linguistics
<p>Section 1. Unit context and structure, research and impact strategy</p> <p><b>UNIT CONTEXT AND STRUCTURE</b></p> <p>The School of Modern Languages is a large, federal unit delivering research and teaching in 7 language disciplines (<b>Arabic, French, German, Italian, Persian, Spanish, Russian</b>) across 6 individual departments and the cross-departmental unit of <b>Comparative Literature</b>. All our departments are ranked in the top 5 in the <i>Times</i> and <i>Sunday Times</i> Good University Guide 2020. As one of the largest Schools of Modern Languages in the UK and the largest in Scotland, our research interests cover all periods from Late Antiquity to the present day. The School is committed to facilitating language- and period-specific research alongside interdisciplinary, transnational projects. Our size and intercultural expertise make us well placed to do both and to shape a diverse impact agenda.</p> <p>Since REF2014, the School has continued to expand. This <b>growth in staff numbers</b> has led to an increase in transnational research. Our FTE for Category A staff has increased from 41.0 to 45.5 and we have created 2 new research centres. Our plan to increase research leadership has materialised with the appointment of 5 new externally-recruited chairs and 3 promotions to Professor (see Section 2 below). The strategic decision to encourage staff to focus on single-authored books has generated <b>23 published monographs</b> in the census period with a further 6 in the final stages of completion. Comparative Literature, which was new to the School in REF2014, has created opportunities for interdisciplinary research initiatives. The Department of Arabic and Persian is now fully integrated into the research culture of the School and is home to one of our flagship projects on Arabic Philology.</p> <p>The University's strong commitment to the study of languages and cultures is further evidenced in their approval of our plan to create a <b>new Department of Chinese Studies</b>. The new Department will open up new interdisciplinary research possibilities both within and beyond the School. In early 2020, we recruited the founding Chair (Lee), who is included in our REF submission, and a Lecturer will be recruited in September 2020. The undergraduate programme will come on stream in 2021-22 when the department will recruit two additional members of academic staff.</p> <p><b>Research and Impact Strategy</b></p> <p>Since REF2014, a key aim of our research and impact strategy has been to increase grant income in the School. In the census period, our research income by spend has <b>increased by £1.8m</b>, growing from £605k in REF2014 to <b>£2.4m in REF2021</b>.</p> <p>Research strategy and policies are developed by the <b>School Research Committee (SRC)</b> which reports to the School Management Committee. Chaired by the Director of Research (DoR), the SRC is composed of representatives from each of the departments, the Director of Impact (DoI), the Director of Postgraduate Studies, a member of the Equality, Diversity and Inclusion Committee and a postgraduate student representative. Confidential research matters relating to individual performance are discussed by the <b>Research Strategy Group</b>, composed of the professoriate and chaired by the DoR. This group also makes strategic recommendations</p>

about research leave that are approved by the Head of School, taking individual circumstances into account.

Our strategic research priorities are:

- to maintain excellent coverage in all areas of Modern Languages research from Late Antiquity to the present day
- to foster interdisciplinarity and collaborative research within and beyond Modern Languages
- to extend the reach of the impact of our research from the regional and national to the global

### **(1) Maintaining Excellent Coverage**

The breadth of research in the School is reflected in our 9 interdisciplinary research areas: Comparative Studies; Creativity and Performance; Gender and Sexuality Studies; History, Politics and Society; Medieval and Early Modern Studies; Medical Humanities and Cultures of Science; Memory Studies; Postcolonial and Transnational Studies; and Translation Studies and Linguistics. In the climate of a loss of emphasis on Early Modern Studies in the UK, we have made a conscious commitment to maintaining this area in both teaching and research to ensure we maintain excellent coverage in all areas of Modern Language Studies.

Our commitment to breadth and depth is reflected in our research strategy which encourages both language-specific and interdisciplinary research initiatives. Its success is evidenced by the fact that key externally-funded research projects in the School include some that focus on a **single language or nation**, e.g. 'Language-Philology-Culture: Arab Cultural Semantics in Transition' (ERC-funded), 'Screening Art' (Leverhulme-funded) and 'Rwandan Stories of Change' (AHRC-funded); and others that are more **transnational** in their reach, e.g. 'Leverhulme International Network for Contemporary Studies' (Leverhulme-funded), 'Transnationalizing Modern Languages: Mobility, Identity and Translation in Modern Italian Cultures' (AHRC-funded), 'Poetry and Performance' and 'Transnational Scotland: Reconnecting Heritage Stories through Museum Object Collections' (both funded by the Royal Society of Edinburgh) and 'On the Cusp of Modernity: Byzantium America and the Trauma of the Conquest' (funded by Dumbarton Oaks/Harvard).

### **(2) Fostering Interdisciplinary and Collaborative Research**

Interdisciplinary and collaborative research is fostered through our School Institute and Centres, and our seminar series and residency programmes.

The School is home to 4 interdisciplinary research groupings (an Institute and 3 Centres), all of them funded by the School and reviewed annually by the University. Our Institute and Centres bring together colleagues from the different departments and researchers from across the University to foster interdisciplinary research. Two of these are well established: the **Institute for European Cultural Identity Studies (IECIS)** was founded in 1998 and the **Centre for Russian, Soviet, Central and Eastern European Studies (CRSCEES)** in 1990, but both have evolved considerably since their creation.

In 2018, the IECIS was renamed **the Cultural Identity and Memory Studies Institute (CIMS)** to reflect the opening up of research into cultural zones beyond Europe (the Arabic- and Persian-speaking world; the ex-Soviet republics; Latin America; Francophone Africa and the Caribbean) and the growth of memory studies in our School. Led by O'Leary, its management

committee also includes members from Art History, Classics, English, Geography, History, International Relations and Social Anthropology. CIMS hosts interdisciplinary research events, an MLitt/PhD programme, and organises 'brown bag' lunchtime research seminars, guest lectures, postgraduate seminars, a PhD student-led reading group and postgraduate workshops. Recent guest speakers have included Stef Craps (Ghent), Jeffrey K. Olick (Virginia), Marianne Hirsch (Columbia) and Leo Spitzer (Dartmouth) on memory studies, and Kath Woodward (Open University) and Gerardine Meaney (UCD) on identity studies. In 2020, Alison Landsberg (George Mason University) was selected as University Global Fellow attached to the Institute.

In 2015, **CRSCEES** (director: Donovan) replaced its annual conference with a seminar series on interdisciplinary themes ('Society and Spectacle' 2015-16, 'The Art of Revolution' 2016-17, 'Minor Matters' 2017-18, 'Digital and Public Humanities' 2018-19). The seminar series has invited a range of world-leading cultural practitioners, commentators, journalists and academics, including Leonid Parfenov (film director), Peter Pomerantsev (journalist and author), Andrei Kurkov (author), Shaun Walker (journalist) and Steve Smith (academic). In 2018-19, the Centre initiated an annual Honorary Lecture, a reading group bringing together academic staff and postgraduate students, and an annual essay prize with undergraduate and postgraduate categories.

From 2010 to 2019, the School also hosted the interdisciplinary **Institute for Contemporary and Comparative Literature (ICCL)** led by Hutton. In 2015, ICCL secured a Leverhulme Visiting Professor Award in 2015 for Lionel Ruffel (Paris 8), a Leverhulme International Network Grant (2018-2019) and set up the Writers and Translators in Residence programme in 2017. The ICCL supported the establishment of teaching and research in the cross-departmental unit of Comparative Literature, which is now firmly embedded in the School and has its own research budget.

In 2017, the School launched the '**Modern Languages Writers and Translators in Residence Programme**', which has hosted Carol Adlam (UK), Laura Freixas (Spain), Christian Lehnert (Germany), Thomas Meinecke (Germany), Emmanuelle Pireyre (France) and Naghmeh Samini (Iran). These creative practitioners add a practice-based perspective to research in contemporary literature and translation studies. Each is invited to produce a blog during their residency and Samini wrote a play that was given a public reading by staff and students in the School. All visiting writers and translators host research seminars, and work with postgraduate and undergraduate students. They are also encouraged to participate in our Byre World programme (see below). Meinecke, for example, participated in a public event on 'Emotions and Gender in Techno and Electronic Dance Music Culture' with DJ and activist Nightwave.

Our two most recent research centres are the **Cross Cultural Circa Nineteenth Century Centre (c19c)** and the **Centre for Poetic Innovation (CPI)**. Founded in 2016, the CPI (director: Laügt) is a cross-institutional and cross-disciplinary collaboration with colleagues at the University of Dundee, which aims to foster research on contemporary poetry and poetry criticism (in French, English and Scots) through non-academic engagement and impact activities, grant applications and research events. A recent post-doctoral fellow and former PhD student of the Centre, Dr Alice Tarbuck, was awarded the Scottish Book Trust New Writers Award in 2019.

The **Cross Cultural Circa Nineteenth Century Centre (c19c)** was founded by Orr in 2018 as a Modern Languages-led cross-disciplinary centre that would facilitate interdisciplinary and

intercultural research working in nineteenth-century fields. It organises lunchtime seminars and invited guest lectures. The first guest lecture was delivered by Markéta Krizová (Prague) and the Centre will host the international conference of the Société des Dix-Neuviémistes in 2021.

In recognition of the changing nature of research in the School, and in Modern Languages nationally, we have designed a new format for our School seminar series to generate research synergies across and beyond our language disciplines. Our 'New Directions in Modern Languages' research seminar series brings together scholars from all our language disciplines to reflect on new directions being taken in different areas of Modern Languages research. These have so far focused on new directions in intermedial studies, postcolonial studies, theatre studies, eco-criticism, medieval studies, gender and sexuality studies, and world literature. The series began in 2018-19 and will continue into the next REF census period. Departments also organise language-specific Research Activity Days once a year, funded by the School.

Collaborative and interdisciplinary research extends far beyond our Centres and Institutes. Many colleagues in the School are closely involved in the work of a number of interdisciplinary centres and institutes across the University including: the Centre for Amerindian, Latin American, and Caribbean Studies; the Centre for Anatolian and East Mediterranean Studies; the Centre for Minorities Research; the St Andrews Institute of Medieval Studies; the Centre for French Culture and History (based in the School of History); Theoria: St Andrews Critical Theory Group (based in the School of English); the Centre for the Public Understanding of Greek and Roman Drama (based in Classics); the St Andrews Institute for Gender Studies; the Institute of Middle East, Central Asia and Caucasus Studies; and the Institute for Iranian Studies. The School is also represented in each of the University's 6 priority areas for collaborative working across disciplines, as outlined in the Institution-Level Environment Statement (ILES, 2.5).

### **(3) Extending the Reach of the Impact of our Research**

Since REF2014, the School has been building its commitment to impact and engagement outside academia, led by the Director of Impact. All colleagues are now formally required to propose impact or engagement plans when applying for institutional research leave. The successful expansion of impact across the School, coupled with an increase in grant capture has led to increased funding for a number of impact projects, several of which feed into our case studies for REF2021.

Our innovative **Byre World** programme, which features 5 or 6 research-led public events per semester, is a key driver in the impact strategy we have developed since REF2014. All colleagues, including postgraduate students, are strongly encouraged to participate in these public events, which are held at the Byre Theatre, St Andrews. Our Byre World programme has been running successfully since September 2015 and is convened by the Director of Impact. Events range from art exhibitions, film screenings, and musical and dance performances, to participatory workshops, interviews and discussion events, each of them organised and led by a research-active member of staff or a PhD student. Working with the team at the Byre Theatre, we have used their ticketing system to capture valuable information about who is coming to our events and to target, develop and monitor new audiences.

For colleagues who are new to impact, the Byre World programme offers the ideal space for seeding impact plans. Information on impact and the case studies being developed by the School is disseminated in **Impact Away Days**. At the most recent away day, the School was

advised by colleagues working in the creative industries on how best to package academic research in order to continue to reach new audiences in Scotland and beyond.

Beneficiaries of our impact case studies include: **creative practitioners**, notably artists, photographers and musicians; **heritage practitioners** in Mexico, Ukraine, Scotland and Wales; **archives** in Rwanda, Ukraine, Scotland and Wales; and an international **NGO**, the Aegis Trust. More broadly, our case studies have had an impact on **internet users** across the world as well as on people learning about their own **communities**. For example, in 2019, Donovan used her British Academy Rising Star Engagement Award to invite 21 scholars from the EU, Russia and Ukraine to discuss research ethics and the politics of public engagement, drawing on her New Generation Thinkers experience and on the public engagement experience of other colleagues in the School.

### **OPEN RESEARCH ENVIRONMENT**

Our commitment to an open research culture is evidenced in our institutional membership of the new Modern Languages Open platform launched by Liverpool University Press, which covers APC charges for accepted publications from St Andrews. As series editor for MLO's Comparative Literature series, Bond is a champion of Open Access publishing in our School. McGlazer is Associate Editor on the open access journal, *Critical Times: Interventions in Global Critical Theory* published by Duke University Press. One of the monographs submitted to REF2021 is one of the first to be published through a new Open Access collaboration between 'Knowledge Unlatched' and Berghahn Books.

We want our outputs to be easy to discover and share. In line with university policy, all staff are strongly encouraged to have ORCiDS: 100% of Category A staff in Modern Languages now have an ORCID linked to their profile in PURE.

### **RESEARCH INTEGRITY**

As a member of the University's Research Integrity Committee and the Global Challenges Forum, Hitchcott has been involved in delivering University-wide training on research integrity and serves as contact point for the School. The University's Research Integrity Policy is included in the research pages of our annually-revised Staff Handbook. Research project applications are reviewed by the School's Ethics Committee to ensure that staff and research students adhere to the University's principles of good research. The Committee is chaired by the School's Ethics Officer who reports to the University Teaching and Research Ethics Committee (UTREC).

### **FUTURE STRATEGIC PRIORITIES**

Over the next REF census period we will:

*(1) further extend the range of our expertise and the diversity of research in our School*

We will continue to grow the number of Postdoctoral Researchers through both large grants and individual fellowships, and to ensure the integration of our Early Career Researchers through comprehensive induction and robust mentoring.

Our new Department of Chinese Studies will create more opportunities for attracting research staff and students, fostering collaborations and interdisciplinary projects.

*(2) further extend the reach of the impact of our research*

Impact and engagement will continue to form a central part of our School's research strategy. In addition to the 4 case studies submitted to REF2021, which will continue to generate impact beyond the census date, new projects are already emerging. One example is a new project to create a graphic novel based on a 19<sup>th</sup>-century Russian work of crime fiction (Whitehead) in collaboration with a professional illustrator. This project has been seed-funded by the University's Knowledge Exchange and Impact fund, and the illustrator (Carol Adlam) was our writer in residence in 2019-20.

We will continue to work with our partners at the Byre Theatre to optimise the impact of our research on the general public.

*(3) further increase research income by prioritising large funding applications*

Building on the School's success in smaller grant and fellowship schemes, we will encourage even more colleagues to submit larger funding applications. We are working on a scheme to incentivise larger applications and have devised a School-specific grant checklist to support applicants through the application process.

Three large research projects will start or continue in the next REF census period: Duncan's 'Loose Ends: Minor Transnational Italian Cultures' (funded by a Leverhulme Major Research Fellowship) began in September 2019 along with Arens' BA Early Career postdoctoral Fellowship project, 'Constructing a Geopolitics of Nationhood: Belgium's Scientific and Cultural Colonial Project (1830-1958)'. Donovan's new project, 'Donbas in Focus' (funded by an AHRC ECR Leadership Fellowship) will begin in January 2021.

**Section 2. People****PEOPLE STRATEGY**

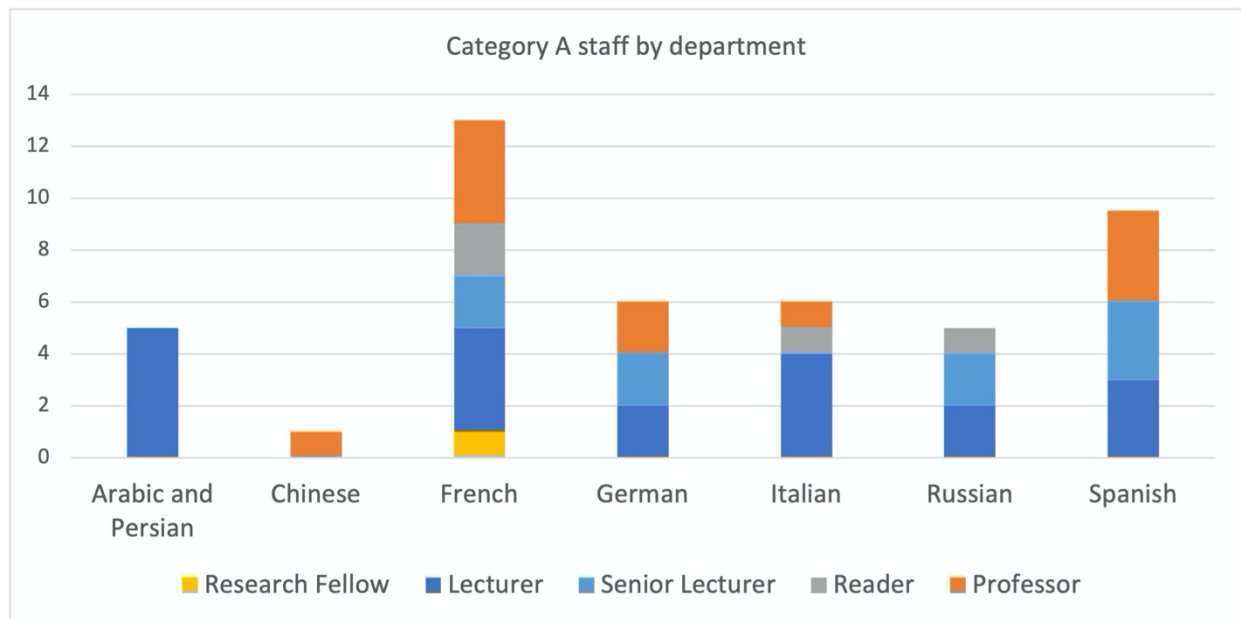
We follow the principles laid out in Vitae's Concordat to Support the Career Development of Researchers and, by focusing on continuous improvement in policies and practice, aim to maintain a positive research culture in which all researchers feel valued and supported to achieve their full potential (ILES, 3). For example, in 2019-20, our research leave policy was extended to include colleagues in Arabic and Persian who had had limited access to research leave earlier in the census period because of staffing issues. To facilitate this, the University approved a **new permanent Associate Lectureship in Arabic** (Education-focused) and a **new permanent Associate Lecturer in Persian** (Education-focused). These appointments have eased teaching pressure on staff and ensured that all research-active colleagues can now apply for research leave. Growing research culture in this department continues to be a strategic priority and we aim to appoint a new **Chair in Arabic** in the next census period.

Our people strategy for research supports the three prongs of our overall strategy: maintaining excellent coverage, fostering interdisciplinarity and collaboration, and extending the reach of our impact:

**(1) Maintaining Excellent Coverage**

This is a research-intensive School with 45.5FTE Category A staff: 11.5 Professors, 4 Readers, 9 Senior Lecturers, 20 Lecturers and 1 British Academy Early Career post-doctoral fellow.

Colleagues are distributed as follows: Arabic and Persian 5; Chinese 1; French 13; German 6; Italian 6; Russian 5; Spanish 9.5. There are a further 19 members of staff on education-focused contracts, including a DAAD Lektorin, an ÖAD Lektorin and 6 native-speaker language assistants (2 in French, 1 in German, 2 in Spanish, 1 in Russian). We have employed 7 contract researchers on funded projects during the census period. Despite the current UK climate and in line with University policy, the School makes a conscious effort to avoid precarious contracts except where temporary staff are needed to support funded research projects or to cover internal secondments or absence due to personal circumstances.



In REF2014, we articulated our commitment to **increasing the number of senior leaders** and have appointed **5 new externally-recruited chairs**: in Chinese (1); French (2); German (1), and Spanish (1); a further 3 colleagues have been internally promoted to the rank of professor. This means that the number of chairs in the School has more than doubled in the census period, increasing from 5 to 11.5. At the same time, we have continued to **appoint new emerging research talent**, recruiting a total of **11 new Early Career Researchers** in the period across each of our six departments: 4 in French; 1 in German; 1 in Spanish; 2 in Russian; 2 in Italian; and 1 in Arabic.

The number of Category A staff in the School has grown since REF2014 (45.5FTE in 2020 compared to 41 in 2014). We have made 16 new and replacement academic appointments in the census period. 14 colleagues have been internally **promoted** in the period: 7 to Senior Lecturer; 4 to Reader; 3 to Professor.

We have maintained disciplinary spread through new appointments in Medieval Studies; Early Modern Studies; the Eighteenth Century, Nineteenth-Century Studies, the Twentieth Century and the Twenty-First Century; and in Classical and Modern Arabic studies where a colleague on a fixed-term contract was recruited to a permanent post.

## (2) Fostering Interdisciplinary and Collaborative Research

In the census period, we have made new appointments in the interdisciplinary fields of Cinema Studies, Cultural and Queer studies, Memory Studies, History of Science, Gender Studies and

Postcolonial Studies. Our new chair in Chinese Studies (Lee) will expand our expertise in Transcultural Studies and Visual Cultures.

### (3) Extending the Reach of the Impact of our Research

Our strategic emphasis on impact and engagement means that activities are carried out by members of the School at all career stages. We developed **6 impact case studies during the REF census period**, 4 of which form part of our REF2021 submission. Of the 4 submitted, 2 are authored by Professors and 2 by a Senior Lecturer/Reader. Impact is now a key criterion in University promotion applications and 2 of our case study authors were promoted in the census period. Our commitment to encouraging new appointments to develop an impact strategy has led to one of our Early Career Researchers (Smith) being named an **AHRC New Generation Thinker** in 2019 for his research on feelings associated with Berlin's techno music scene. This follows the nomination of Donovan as a New Generation Thinker in 2016 and her more recent **British Academy Rising Star Engagement Award** (2019).

### STAFF DEVELOPMENT AND MENTORING

All research-active colleagues are mentored and supported by the Director of Research (DoR) who discusses plans for outputs and funding. Impact plans are discussed with the Director of Impact. ECR colleagues are always offered a research dialogue with the DoR in their first year of appointment. Research plans and research training needs are further discussed and monitored by the Head of School in annual Academic Review and Development meetings. Staff are supported in promotion applications by the members of the School Management Committee who read and provide feedback on draft applications.

All new staff, including those on short-term and temporary contracts, are allocated a **mentor** who advises on research and teaching matters. This academic mentoring continues throughout the new colleague's probationary period. All research-active colleagues are invited to join our informal peer reading group, in which colleagues review one another's draft outputs prior to submission for publication. This group includes staff at all career stages and membership is voluntary. There is also an informal theory discussion group, which is open to all.

Beyond the School, colleagues participate as mentors and mentees in the Aurora women's network, the pan-Scotland academic mentoring scheme (TRAMS), and the Elizabeth Garrett Programme for senior women, which is unique to St Andrews (ILES, 3.2). Hitchcott is a member of the founding committee of SWISTA, an informal support network for senior female staff across the University.

All colleagues on permanent research-focused contracts (full- and part-time) are invited to apply for **institutional research and/or impact leave (ILES, 4.1)**. The School offers an accelerated research leave scheme of 1 in 6 semesters to reward strong performance in research and impact; the entitlement of part-time colleagues is calculated on a pro-rata basis. This is above the standard university expectation of 1 in 8 semesters. Applications and reports on leave are evaluated and approved by the Research Strategy Group to ensure that research goals are completed, with strong research and impact performances noted. Despite timetabling pressures, the School's Management Committee ensures that all research staff have one **research day** a week free of teaching and administration.



Temporary research staff are fully integrated into the research culture of the School and have the same internal funding entitlements as permanent members of staff. Arens was appointed as a temporary lecturer in 2017-18 to cover Prest's Leverhulme Fellowship. She was then supported in her successful application for a **British Academy ECR Fellowship** in our School, which she secured in 2019.

### **POSTGRADUATE RESEARCH STUDENTS**

During the REF census period, there has been an average of 20.4FTE registered postgraduate research students in the School in each year. We have awarded 39 PhDs in the census period. The gender balance of PhDs awarded each year ranges from 50% of degrees being awarded to female students to 83%.

We are committed to providing an **inclusive and supportive environment** for our postgraduate researchers. They are integrated into all aspects of research culture in our School.

Postgraduates attend research events and are strongly encouraged to organise events themselves. Since 2011, PGR students have organised annual interdisciplinary workshops and conferences with financial support from the School. They have held 6 **postgraduate colloquia** in the census period: 'The Contemporary and its Histories' (2014); 'Dialogues of Power' (2016); 'Illustration' (2017); 'Body Narratives' (2018); 'Moving Memories' (2019) and 'Memory and Identity in Latin America and the Caribbean' (2019). In consultation with the University's Disability Team, the School's Disability Officer ensures that reasonable adjustments are made to ensure that disabled postgraduate students can fully participate in all aspects of research culture in the School.

Postgraduate students of Italian have twice hosted the Society for Italian Studies annual national postgraduate conference here at St Andrews. French postgraduates participate in the 'Franco-Scottish Research Network in the Humanities and Social Sciences', a collaborative project between the French Institute and the Universities of Edinburgh, Glasgow and St Andrews. Laügt and Hugueny-Léger were instrumental in setting up this network, which organises an annual interdisciplinary seminar where PhD students working at the three institutions are invited to present their work, along with a keynote speaker from France and three or four of their doctoral students.

### **Training for Postgraduates**

Postgraduate research students have access to School **research and travel funding** (up to £600 per annum) and until 2019 were able to apply for a further £600 for research mobility from the Santander travel fund. As a group, the postgraduate student body is allocated £1,000 per year from School funds for the organisation of PGR-led research events. PGRs are also strongly encouraged to participate in our **Byre World programme**, which provides an opportunity for them to think about how to communicate their research beyond academia. Events at the Byre organised by PGR students have included 'Pop-up Poets', and 'Pelagos with Mirco Bondi'. Each year, the School employs postgraduate students to support research activities in CRSCEES and CIMS. Two PGR students also work with the Director of Impact on Byre World where they gain experience of putting together a programme of events and liaising with the theatre.

All our postgraduate students follow an **in-house teaching training programme** developed and delivered by the School, which complements the University's generic GRADSKills programme.

This bespoke Modern Languages-specific programme includes observation of undergraduate teaching as well as weekly sessions on topics such as lesson planning, classroom management, and marking and assessment. All postgraduate researchers are given the opportunity to provide undergraduate teaching at sub-honours level. Their teaching is observed by someone other than their supervisor and constructive feedback given.

Students funded by the Scottish Graduate School for the Arts and Humanities (SGSAH) have access to a raft of training opportunities. Our Early Career colleague, Smith is co-lead on the SGSAH knowledge exchange hub 'Culture, Citizenship and Ethics', which provides training sessions, workshops and other opportunities for PGR students across Scotland.

PGR students in Modern Languages also **generate their own in-School research skills training programme** where they invite academic staff to provide lunchtime sessions relating to their self-identified training needs. These have included sessions on REF2021 and on research ethics; a thesis boot camp, and a publishing workshop. In addition, postgraduates organise their own work-in-progress seminars where they present to one another as well as to academic colleagues. Workshops for postgraduates are also offered by our Centres and Institute with both external and internal speakers (e.g. Dr Sharon Deane-Cox (Edinburgh) on 'Working Towards a Post-Doc' and Prof Karen Pinkus (Cornell) on publishing). Since 2014, all PGR students have been auditing the School's MLitt module, 'Research and Professional Skills', which covers practical research issues such as applying for funding, creating research posters and organising a conference.

Postgraduate Studies matters are discussed at the **Postgraduate Student Staff Council** (PGSSC), which is chaired by a PGR Executive Representative elected by the postgraduate student body. The Executive Representative also attends meetings of the School Postgraduate Committee, the School Research Committee, and represents the School at University-wide Postgraduate Executive Forums.

### **PGR Supervision and Monitoring**

All PGR students have a principal and secondary supervisor, the latter providing primarily pastoral care and support. Where expertise in more than one subject area is required, students are co-supervised (intra- or inter-School). 13 of those graduating in the census period were co-supervised with another School in the University (Art History, History, International Relations and Social Anthropology).

A minimum of 10 supervisory meetings are held each year with agreed action points formally recorded. Compulsory **training for new supervisors** is provided centrally by the University and by the Scottish Graduate School for the Arts and Humanities for SGSAH-funded projects.

**Progress** of research students is monitored through **annual review** meetings with 2 members of academic staff who have not been involved in supervision. Students submit a review portfolio which, depending on the year of study, can include a sample of work, the year's supervision forms, and reflective reports on a selection of School research seminars, which all postgraduate students are required to attend. Practice vivas are organised for students who have submitted their thesis. We continue to mentor and support our research students after graduation. The University St Leonard's Associateships scheme (launched in 2017-18) offers honorary status for eligible doctoral students to continue their association with the University as they take their first

steps into a post-doctoral career. Associates benefit from access to University services and facilities, including a University email address, for twelve months after they graduate.

PGRs are strongly encouraged to disseminate their research findings and have published books with academic presses including Legenda, Routledge and Palgrave Macmillan as well as articles in peer-reviewed journals such as *Italian Studies*, *Memory Studies* and the *Bulletin of Spanish Studies*. PhD graduate, Dr Brigid Lynch shared the AHGBI (Association of Hispanists of Great Britain and Ireland)/Spanish Embassy Publication Prize for her thesis, 'Dialogues of Historicity and Horizontalism in Post-Crisis Argentine Narratives', which was published by Legenda in 2019. Another PhD graduate, Dr Karunika Kardak, was runner-up for the same prize in 2020.

PGRs who have graduated during the census period have gone on to pursue a range of careers, including as: university lecturers (Queen's University Belfast, University of Surrey, University College Cork, Koç University, Turkey); Research Fellows (IMLR; Marie Curie Fellowship at Sorbonne Nouvelle; Stato Maggiore dell'Esercito Italiano; University of St Andrews); impact research associate (University of Nottingham); university administrator (University College Dublin); and to work for the Scottish Government and the British Council.

### EQUALITY AND DIVERSITY

A significant number of colleagues in the School are engaged in **research on questions of equality, diversity and inclusion**, notably gender (7); sexuality (5); 'race' and ethnicity (11); and mental health (3). In 2014, Prest organised a University-wide discussion event on 'Gender Equality in Academia: Myth or Reality?' Smith took part in a panel on 'Queer Academia' organised by the student associations' LGBT+ sub-committee and, with colleagues from Bristol and Oxford, is part of the 'Expanding German Studies' resource, which aims to develop, expand and diversify the German Studies curriculum across the UK through the development of a database of works by or about under-represented and historically marginalised groups. Smith and Vaysman are both members of the Oxford Torch Queer Studies Network. 11 members of the School participate in the recently founded cross-disciplinary St Andrews Institute for Gender Studies (STAIGS) and will be contributing to its new MLitt programme starting in 2020-21; Bildhauer and O'Leary are members of the STAIGS Management Committee. In 2019, Prest received funding from the University's Gender, Diversity and Inclusion fund to write slavery and slave ownership into the University's Special Collections catalogue. This project cross-references our existing archival records with the Legacies of British Slave Ownership database. Bildhauer is Co-Investigator on the interdisciplinary RSE-funded network, 'Ending Period Poverty', which has so far organised three public workshops on menstruation and was previously funded by the Wellcome Trust.

Whereas in REF2014 the number of eligible male staff was higher than the number of female academics, the School now has an almost **equal ratio of female to male colleagues** in its Category A staff. This equality is reflected in the professoriate which has a 50/50 female/male split.

We have followed the University's Code of Practice in our preparations for REF2021. All REF-eligible staff were asked to complete a form detailing whether they have individual circumstances that should be taken into account. All members of the Research Strategy Group responsible for reviewing outputs were required to complete the University's 'Diversity in the Workplace' and 'Unconscious Bias' training modules. The DoR, DoI and Head of School all

completed the 'Equalities in the REF' training along with the Director of Equality, Diversity and Inclusion (DoEDI). Outputs were blind reviewed by a gender-balanced pair of colleagues wherever possible. In reviewing outputs, we used a scoring scale that allowed uncertainties to be expressed. The final selection of outputs was based on research quality, but with attention paid to ensuring that the basket of outputs represented the staff profile of the School, particularly with respect to protected characteristics.

In 2017, we created the School's Equality, Diversity and Inclusion (EDI) Committee. It is led by the DoEDI who also sits on the School Management Committee. In 2019-20 the School prepared its submission for an Athena Swan Bronze Award (outcome pending).

All staff research activities are treated equally. Workload allocations are published on the staff intranet and allow equal research time for all Category A staff, regardless of rank. Colleagues with key administrative roles are given a reduction in teaching contact time (which varies according to role) to ensure that their responsibilities do not impinge on research time. School administrative roles are advertised to all colleagues and the allocation of roles monitored in terms of gender and career stage. Workload allocations are managed by the School's Director of Teaching in consultation with the Head of School. In our submission for the Athena Swan Bronze Award we committed to a review of the workload allocation model in the School to ensure that 40% of staff time continues to be ring-fenced for research.

The School research leave rota is overseen by the School Management Committee. Periods of parental leave, sick leave or other paid institutional leave are counted in the same way as periods of service and so do not affect entitlement to apply for research leave.

The School honours the University policy of having no standing meetings outside the core hours of 10 and 4 to accommodate staff and PGR students with school-aged children. PGR supervisions are arranged at times that are mutually convenient for staff and students. Research events are deliberately scheduled at variable times of the day to facilitate attendance for those with caring or other personal commitments and to maximise attendance from across the School. We also try to ensure that speakers invited to our research seminars and engagement events are from a range of career stages and gender balanced. A number of our events have focused specifically on issues of equality and diversity. For example, in 2019, Bowd organised a French Research Activity Day on 'Diversifying French Studies'.

### Section 3. Income, infrastructure and facilities

#### INCOME

In REF2014 we articulated our aim to grow funding applications and grant capture. During the census period, the total annual value of **grant applications** has increased from £260k to £5.1m. Our strategic focus on **increasing grant capture** has yielded results: our **research income** by spend has totalled £2.4m during the census period, an **increase of £1.8m since REF2014**.

Colleagues in the School are supported at all stages of grant applications by the Director of Research. In addition, we have created a School grant mentoring database, which allows colleagues to be allocated an individual grant mentor who has had prior success with the relevant funding scheme.

Our increased success in funding applications reflects our three strategic research priorities:

### **(1) Maintaining Excellent Research Coverage**

Colleagues have received project funding from a number of language specific disciplines: the **Alexander Humboldt Foundation** (Bildhauer), the **British Institute for Persian Studies** (Talajooy) the **Fritz Thyssen Foundation** (White), **Society for French Studies** (Hugueny-Léger), **Italian Cultural Institute** (Bond, Riccobono), **Society for Italian Studies** (Bond, Duncan); as well as from national bodies for the Arts and Humanities and Social Sciences: **AHRC** (Donovan, Duncan, Hitchcott), **British Academy** (Fowler, Donovan, Prest), **ERC** (Dmitriev), the **British Council** (Fowler, Hutton), the **IMLR** (Duncan, McGlazer, Rossignoli, Osborne), the **Wellcome Trust** (Bergman), **Leverhulme Trust** (Hutton); and from Scottish funders: the **Royal Society of Edinburgh** (Bildhauer, Bond, Laügt), the **Scottish Funding Council**, (Donovan), the **Carnegie Trust** (Anipa, Bond, Bowd, Donovan, Herdman, Hugueny-Léger, Smith), and the **Scottish Funding Council** (Donovan).

In 2016, Prest held a funded fellowship at the **Institute for Advanced Study**, University of Durham, and Kefala at **Dumbarton Oaks, Harvard**. The **Leverhulme** Trust has funded 4 individual **Research Fellowships** in the census period (Allan, Bildhauer, Prest and Whitehead) and a **Major Research Fellowship** for Duncan. In 2019, Bond was awarded a **Philip Leverhulme Prize**.

### **(2) Fostering Interdisciplinary and Collaborative Research**

Our 6 large interdisciplinary research projects (see Section 4 below) have all attracted competitive funding in the period: Transnationalizing Modern Languages (Duncan, Co-I) £69,067 from AHRC, and £16,833 from AHRC GCRF follow-on funding; Rwandan Stories of Change (Hitchcott, PI) £234,267 from AHRC to St Andrews (transferred in October 2016); Leverhulme International Network for Contemporary Studies (Hutton, PI) £86,297 from Leverhulme; Hughesovka and Donbas (Donovan, PI) £24,623 from Scottish Funding Council GCRF Fund; 'Language, Philology, Culture: Arab Cultural Semantics in Translation' (Dmitriev, PI) £1,061,560 from ERC FP7; and St Andrews-Mexico Project (Fowler, PI) £8,000 from British Council. Of these, 4 have generated impact case studies, 3 of which have been submitted to REF2021.

### **(3) Extending the Reach and Impact of our Research**

Financial support for impact is provided by the **University's Knowledge Exchange and Impact (KEI) fund**, established in 2016-17 (ILES, 2.3). Colleagues make a formal application to the fund, which is supported by the Director of Impact. The School has received 14 awards, totalling £64,373, from the KEI fund in the census period. For example, Hugueny-Léger used the fund to set up a fully searchable bilingual website of bio-bibliographical resources on Annie Ernaux.

The allocation of internal **School funding** for research also reflects our research strategy, with funds allocated to both department-specific and School-wide events: departments are allocated £1,000 per annum for research activities; £3k is allocated to School research institutes; £6k to the School research seminar series; and £15k to our Byre World engagement programme. Authors of our impact case studies have received a 10% reduction in their teaching allocation to free-up time for impact activities.

The School currently commits a substantial portion of its annual operational budget to the Research and Travel Fund, which offers each member of research staff up to £1,200 each year for research and impact activities (an increase of 20% since 2014). A budget of up to £1,000 has been provided by the School for each Byre World event. Postdoctoral Fellows and colleagues on education-focused contracts have an annual entitlement of up to £600 for research and travel from the School. Requests for additional funds are presented to the School Research Committee and are assessed on a case-by-case basis, e.g. Bildhauer received funding for image permissions in her monograph.

### Postgraduate Scholarships

In recognition of its research excellence, the School has received prestigious funding for one postgraduate scholarship each year from the **Wolfson Foundation** since 2017-18. The School itself allocates funding for **one full PhD scholarship** (fees plus maintenance) per annum. Between 2013 and 2019 (when the fund ceased), our postgraduate students received 21 individual travel awards from the School's Santander fund totalling £10,693.

To mark the University's 600<sup>th</sup> birthday in 2013, 3 students in the School were awarded internal Seventh Century funding. In 2019, the University launched a suite of competitive PhD scholarships linked to the strategic priority areas for interdisciplinary research. Colleagues in the School secured 2 of these fully-funded studentships: one co-supervised with the Centre for Exoplanet Science; the other with Social Anthropology.

Four of our research students have come to the School with scholarships from their home countries in the Middle East (Kuwait, Saudi Arabia and Jordan); 3 were sponsored by the Mexican government fund CONAYCT. 5 PGR students in the School have been supported by the **AHRC/Scottish Graduate School for Arts and Humanities (SGSAH)** in the census period.

### INFRASTRUCTURE

All research staff have individual offices with networked computers upgraded every 4 or 5 years, printing facilities and photocopying/scanning/digital recording facilities. Interlibrary loan access is free to staff and unlimited. All research students have 24-hour-access to individual workstations either in the School (Buchanan Building) or in the nearby Bute Building. Each space includes a networked computer, lockable storage and printing facilities. Study spaces are also provided in the University Library and the Thomson Research Reading Room of the Martyrs Kirk Research Library, which is accessible only to PGR students and staff.

The DoR is supported by a **Research Administrator** (0.6FTE). She provides support to the DoR on all research-related matters, including REF, and assists all colleagues with planning research events and budgets. A second member of our Professional Services team assists with research expenses and supports the School's research Centres and Institute. In addition, we have access to a designated team in Finance Advice and Support to advise on costings for grant applications and post-award reporting, and a named Research Business Development Manager who adds an additional layer of support, identifying potential funders and advising on grant applications.

Funded by IT Services but line-managed by the School Manager, the **School Computing Officer** provides a range of support, including: maintaining computers and other IT equipment

for all staff and dealing with any hardware and software issues; constructing microsites promoting impact and research projects and conferences; advertising research events on social media (Twitter, Facebook), updating the School website with research activities, maintaining individual staff and PG research pages, and assisting with teleconferencing and collaborative services as required. All research staff can access University support units for advanced web design, digital recording, and podcasting (Digital Communications Team, Media Team); IT-related grant application support (Research Computing Team).

## FACILITIES

### Byre Theatre

The Byre Theatre has been managed by the University in collaboration with Fife Council since October 2014. An important part of its remit is to ensure that the needs and interests of the wider community are met through its programming. In 2015, the School of Modern Languages was the first in the University to set up a collaborative public engagement programme with the theatre: Byre World.

The Byre has two theatre spaces: a main auditorium with 216 seats; and a flexible studio space with 80 seats and a film screen. There is also a conference room, a café, and an exhibition space in the main theatre foyer. As well as our Byre World events, the School regularly hosts academic conferences in the different spaces at the Byre and has mounted exhibitions such as 'Human Zoos' in the theatre foyer.

### Library

The School benefits from dedicated central library funding for new books in Modern Languages. Our annual book budget is £44k, which is around 12.5% of the University's total book budget. Journal subscriptions are paid from a central fund of just under £3m per year.

Whilst annual funding ensures that standard acquisitions relating to both staff and postgraduate research interests can be maintained, **Research Enhancement Bids** during the census period have allowed the Library to make important strategic purchases for the School of Modern Languages, including electronic access to *Pravda* (2015/16), and a complete set of subtitled DVDs of the DEFA studio's output plus extensive secondary material on East German film (2017-18) to support Allan's and Smith's research and that of a PhD student. In total, the School has benefited from £28,437 of Research Enhancement funding in the census period.

On Lee's appointment as Founding Chair of Chinese Studies, the Library arranged for his 1800-volume China-related book collection to be collected from France and transported to St Andrews where it will be catalogued and shelved in the main University Library. The collection is 80% Chinese, 20% Western language and concerns modern and contemporary Chinese literature and culture.

The Library has continued to build the Uruguay collection, which is one of the strongest in any university library outside Uruguay. San Román's own research on Uruguayan literature has benefitted from the holdings, as have 5 PGR students working on Uruguayan culture. The collection includes the multi-volume *Revista Histórica* and *Archivo Artigas*.

Major nineteenth-century holdings in the Library and Special Collections support the work of the new Centre for Cross-Cultural c19c studies, including the research on the (French) histories and

cultures of nineteenth-century sciences and letters of both its founder (Orr) and our Honorary Professor, Robert Lethbridge (a Zola specialist).

Fernández's website on the journalism of Spanish avant-garde writer Ramón Gómez de la Serna is maintained by the University Library and its team of specialists in Digital Humanities. This project is supported by the National Library of Spain and the Hemeroteca Municipal de Madrid.

The Library also hosts the University of St Andrews-AHRC "Pronunciamento in Independent Mexico, 1821-1876" relational-database, holding over 1500 transcribed pronunciamento texts and related documents from nineteenth-century Mexico.

Prest's 'Theatre in Saint-Domingue, 1764-91' performance database (funded by a BA/Leverhulme Small Research Grant and hosted by the University) was developed in partnership with Library staff. The database allows users to search for works and performances using multiple variables and in three languages (English-French-Haitian Creole).

There is a designated Senior Academic Liaison Librarian working in the University Library who facilitates ordering and provides training for new staff and postgraduate researchers in the School (e.g. one-on-one sessions on bibliographic software systems and advanced literature searches). Following user consultation and best practice guidance, a new library management system was introduced in January 2019. It incorporates new functionality which allows users to search many of the University's collections.

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

##### **INTERNATIONAL RESEARCH COLLABORATIONS, NETWORKS AND PARTNERSHIPS**

The School has hosted 6 flagship international collaborative projects in the census period:

**Transnationalizing Modern Languages (TML)**, one of three large grants awarded under the AHRC's Translating Cultures scheme, was a collaboration across the Universities of Bristol, Cardiff, Queen Margaret, St Andrews and Warwick (2014-16; Co-I: Duncan). Its key international partners were the Archivio Memorie Migranti, (Rome); Centro Altreitaliae–Globus et Locus (Turin); Calandra Institute (New York), Co.As.It (Melbourne); Drummond and Castlebrae Community High Schools (Edinburgh); Universidad Nacional de Argentina (Buenos Aires); and the Italian Culture Institutes in London and Addis Ababa, Ethiopia. With follow-on funding from the Global Challenges Research Fund and in collaboration with the University of Namibia, TML has pursued work on strategies for language teaching in the multilingual classroom in Namibia (2016-18).

Building on funding (Arts Council Wales) obtained for her project on the Hughesovka story, Donovan's SFC GCRF-funded (ILES, 2.3) project, '**De-industrialisation and Conflict in Donbas**: Capacity Building in Ukraine to Make Donbas (Mono) Towns Inclusive, Safe, Resilient and Sustainable' (2018-19) is a collaboration with 2 Ukrainian leaders in the field of Donbas studies: Iryna Sklokina (Centre for Urban History of East Central Europe, Lviv) and Dmitry Chepurnoy (Project Coordinator of Donbas Studies and ZMINA: *Impulse* projects at Izolyatsiya: Platform for Cultural Initiatives, Kyiv).



Funded by an EU FP7 ERC Starting Grant, Dmitriev's project, '**Language, Philology, Culture: Arab Cultural Semantics in Translation**' (2013-18) has been carried out in partnership with the Institute for Systems Analysis of the Russian Academy of Sciences (Moscow) and the Arabic Papyrology Database (LUM Munich and Zurich University) and with collaborators and colleagues at Brigham Young University, Utah and the Universities of Haifa, Edinburgh, Cambridge, Munich and Marburg. The principal output of the project is the open access online Analytical Database of Arabic Poetry. Dmitriev was awarded a Friedrich Wilhelm Bessel Award from the Humboldt Foundation for this research.

Fowler's British Council funded **St Andrews-Mexico project** 2015-19 has involved the participation of 3 Scottish universities (St Andrews, Aberdeen and Glasgow) and 8 HEIs in Mexico (UNAM, Instituto Mora, El Colegio de México, BUAP, UV, Colegio de San Luis, UASLP, and Colegio de Jalisco), generating a cluster of research-led interdisciplinary colloquia on different aspects of UK-Mexico relations as well as 11 meta-research skills workshops for postgraduates and Early Career Researchers.

Hitchcott's AHRC-funded **Rwandan Stories of Change** project (2016-18) was a collaboration with the University of Nottingham, the international NGO, the Aegis Trust, and the Genocide Archive of Rwanda, Kigali. The project culminated in a major conference in 2018 with keynotes from author and genocide survivor Esther Mujawayo-Keiner and spoken-word poet Malaika Uwamahoro. The conference included a theatre performance from Théogène Niwenshuti and a concert by Iain Stewart and Jean-Paul Samputu (both open to the general public). Hitchcott was shortlisted for the inaugural Wellcome/AHRC Health Humanities Medal in the category of best international research for this project.





Hutton's **Leverhulme International Network for Contemporary Studies (LINCS)** (2015-19) began as a partnership with Ravi Sundaram (CSDS, Delhi), Lionel Ruffel (Paris 8), Johnny Rodger (Glasgow School of Art) and Bertrand Gervais (UQAM). LINCS has held academic conferences in Scotland, Canada, France and India. Academic collaborators included: Julieta Aranda; Bruno Latour; Françoise Vergès; Lisa Wedeen and Eyal Weizman. In 2018, LINCS hosted an interdisciplinary event, co-organised with Abertay and Glasgow universities, on 'Literature and Video Games', which brought together games designers, academics and the general public, and included a Game Jam.

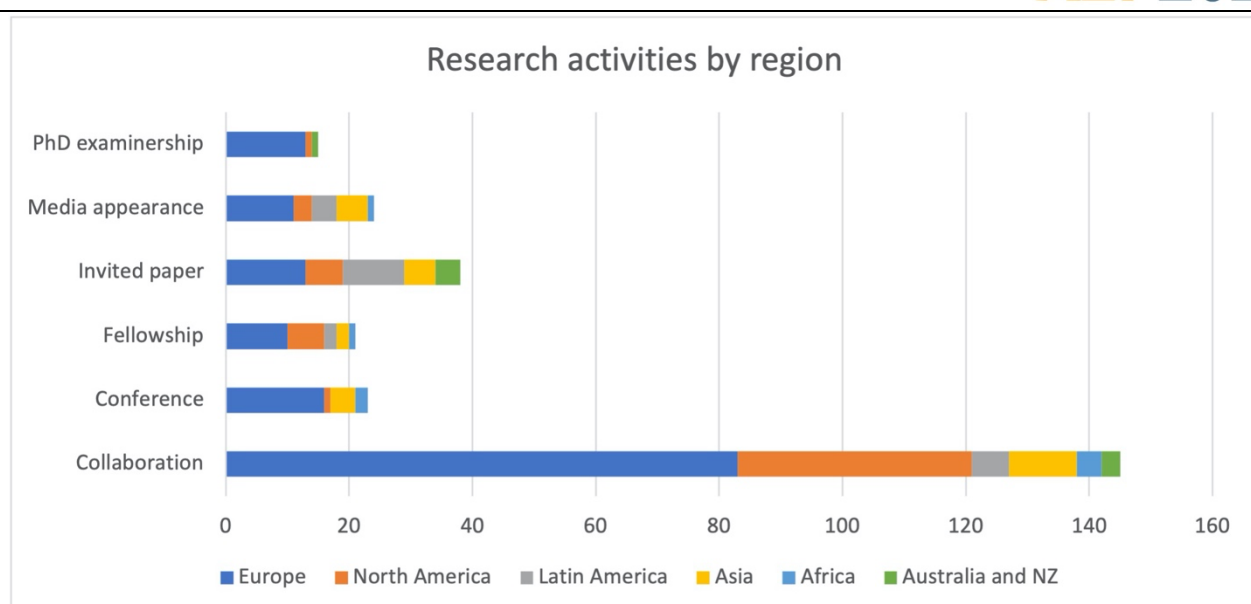
Our research environment is further enhanced by the University's recently established strategic partnership with the Rheinische Friedrich-Wilhelms-Universität Bonn (one of just 11 German universities to have been awarded the highly-coveted 'Exzellenz' status). This involves regular research-exchange visits and joint PGR workshops (2019, Bonn; 2020, St Andrews). In 2020 Universität Bonn funded a symposium involving colleagues from both institutions to develop joint funding bids (ILES, 2.7).

In addition to these flagship projects, a large number of colleagues are involved in ongoing international research collaborations and activities. The international reach of our research and impact is indicated on the maps and chart below.



**Map legend:**

	Collaboration		Conference organised
	Fellowship or visiting scholar		Invited paper
	Media appearance		PhD examinership



### NON-ACADEMIC PARTNERS, BENEFICIARIES AND AUDIENCES

Beyond academia, our research has involved collaboration with a wide range of beneficiaries, including the general public, school pupils, teachers, psychotherapists and counsellors, and creative and heritage practitioners. The reach of our research and impact extends beyond Scotland and the UK to Europe, Africa and the Americas. Collaborations are indicated in brown on the maps above.

Four of our research projects feature **school pupils** as key beneficiaries: Duncan's 'Transnationalizing Modern Languages' project has transformed pedagogical practice in 2 community high schools in Edinburgh (Drummond and Castlebrae); Donovan's 'Hughesovka' Project has promoted increased engagement in Welsh schools with matters relating to the migrant experience; Bond's 'Sugaropolis' project has taken little-known but important elements of Scottish history to a range of schoolchildren in Scotland via workshops and interactive videogames; Prest's 'Translating Opera' project has changed the widely-held perception among secondary-school pupils (in Edinburgh and Devon) of opera as an elite form. Prest's innovative module on 'Translating Opera' has also led to an increase in the use of music in the teaching of translation in **universities** and schools as far afield as La Réunion, while Duncan is one of the editors of a series of books on 'transnationalizing' the study of languages and cultures, which are being adopted by universities across the UK.

One project has brought considerable benefit to individuals and groups working to promote **public well-being and mental health**: Hitchcott's project on post-traumatic growth following the 1994 Genocide against the Tutsi has brought change not only to the **Rwandan people** directly affected by the genocide, but also to the way a range of **psychotherapists and counsellors** undertake their work and training.

We have been working with the Byre Theatre and the University's Director of Knowledge Exchange to diversify and optimise the way we capture our research and to ensure that Byre World events lead directly to **changes in public understanding**.

### Creative and Heritage Practitioners

The School has a strong history of engagement with creative and heritage practitioners. Hutton has co-organised a number of engagement events around **contemporary authors**, including: a creative arts competition, a public reading by Tom McCarthy (2016) and a short story master class for the general public with A L Kennedy (2018).

Cobham's translations of poems by Syrian-Palestinian poet Ghayath Almadhoun have been used in the creation of public artworks around the world. They were used by artist, Jenny Holzer at the Massachusetts Museum of Contemporary Art, USA. The translations have also featured in the European Capital Cultural Programme, Aarhus, Denmark (2017), the Berlin Poetry Festival, Writers Unlimited (The Hague) and during a live fashion show to present the OFF-WHITE collection of Virgil Abloh at the Pitti Palace, Florence, Italy. Most recently, the translated poems have been used in an animated projection artwork at the Palazzodella Ragione in Bergamo, Italy and in a short documentary film created by Athens-based poet, Jazra Khaleed.

In 2016, Bowd co-translated the catalogue for Michel Houellebecq's personal art exhibition at the Palais de Tokyo, Paris, which featured Iggy Pop's musical adaptation of Bowd's translation of *The Possibility of an Island*. Bowd's book, *Fascist Scotland*, inspired Denzil Meyrick's best-selling crime novel *Well of the Winds* (2017), in which Bowd appears as a character. His translation of Houellebecq was adapted by Keiichiro Shibuya for his 'Android Opera', *Scary Beauty*, performed in Dusseldorf with the Japanese Philharmonic (2019). Also in 2019, Bowd's translation of French-Algerian writer Sabri Louatah's novel *Savages: the Wedding* was adapted for Radio4 Drama.

In collaboration with colleagues at the University of Dundee, Bond has been working with heritage professionals in her 'Transnational Scotland' project. These include the Verdant Works (jute industry history museum, Dundee), the Scottish Fisheries Museum (Anstruther), the McLean Museum (Greenock), and the New Lanark Visitor Centre (Paisley). The project has built a sustainable network of local museums around the transnational history of Scotland's global trades in cotton, jute, sugar and herring.

The Centre for Poetic Innovation works closely with the **Scottish Poetry Library** and the St Andrews international poetry festival, **StAnza** (co-founded by Bowd). Vaysman has produced theatre programmes for **Scottish National Opera**; Prest for the **National Theatre**.

In 2014, Bond and Duncan contributed to the national AHRC 'Being Human' festival with an exhibition 'Migration Lives, Migration Stories', and in 2019, a combined international conference and exhibition in Rome, 'Press Play', in partnership with the MACRO Museum of Contemporary Art, the British School in Rome, and the MAAM Museum of the Other and Elsewhere. Through the 'Press Play' project, Bond and Duncan worked closely with a number of international creative practitioners (**artists** Katia Kameli, Nikolaj Bendix Skyum Larsen, Justin Randolph Thompson, Malcolm Angelucci and Chris Caines).

Hutton's LINC network has engaged with artists (including Kader Attia, Andreas Topfle and Martha Rosler); writers (Christopher Brookmyre, Natalie Quintane, Camille de Toledo, Kantura Quiros and Aliocha Imhoff, Maylis de Kerangal); **games writers and designers** (Judy Tyrer, Andy Payne, Rhianna Pratchett, Simon Meek); and **architects, conservationists, curators and musicians** from China, Dubai, Hong Kong, Israel, as well as from Europe and the USA.

Through his role as Co-I on the Transnationalizing Modern Languages project, Duncan has also led on a number of exhibitions, ('Print Generation', 2015; 'Art in Translation', 2016) and most recently 'Conker' in which pupils from Castlebrae Community School in Edinburgh explored different aspects of cultural translation through their creative practice (2018) as demonstrated in the images below:



Bond and Hitchcott worked with David Murphy (Stirling) and Charles Forsdick (Liverpool) on the Scotland tour of the 'Human Zoos' exhibition (2018). The St Andrews leg of the tour included a roundtable at the Byre Theatre, a walking tour with Murphy and Forsdick, and a film-screening introduced by a postgraduate research student.

The 'Donbas Odyssey' project has been exhibited in the Ukrainian cities of Kyiv, Odesa and Lviv, at the Migration Stories Festival in Izmir, Turkey, and at the Byre Theatre, St Andrews. Donovan also curated the Hughesovka exhibition displayed in Merthyr Tydfil, Edinburgh, Durham, Kyiv and Sieverodonetsk, and the subject of long reads in BBC Ukraine, BBC News and *The Telegraph*. Both exhibitions have been accompanied by research talks and other events (cultural workshops, performances of archival letters, audio-visual performances and capacity-building workshops).

#### **Media appearances** (indicated in light blue on the maps above)

Staff have disseminated their research through media appearances, both in the UK and abroad. New Generation Thinkers, Donovan and Smith have worked closely with BBC Radio 3 and Radio 4 during the census period.

Elmaz has worked with the German radio station Deutschlandfunk and written programmes on gender equality in the Quran ('Sure 33 Vers 35 Eine Frage der Geschlechtergerechtigkeit') and on jihadism ('Sure 60 Vers 4 Abraham und die Dschihadisten').

Finer was invited to talk about her research on Pushkin on BBC Radio 4's *In Our Time* with Melvyn Bragg. She has provided interviews and research for 3 further BBC radio programmes: *Red Mars and World War I-The Cultural Front* (R4) and *Sunday Feature-Not Suitable for Children* (R3).

Bowd's research on Scotland and the Far Right has led to interviews on STV News at Six, BBC Radio Scotland, and in the *Sunday Post*. He was interviewed about his book *Mémoires d'Outre-France* on France Inter, with extracts and an interview published in *L'Obs*. Bowd's work on writer

Michel Houellebecq has generated further invitations to appear in the **French media** ('Le Grand Journal' of Canal+, France Inter, Planète+, Antenne2, and Radio Notre Dame, Paris).

An expert on Catalonia, Larios has been interviewed by news channels around the world, including Radio Sant Vicenç (Barcelona), TRT World, BBC Radio Scotland, Sky News, Business News Toronto, Russia Today, Power987 (South Africa).

Ganofsky appeared in the Sky Arts documentary, *Casanova Undressed*; San Román was interviewed about José Enrique Rodó on Uruguayan national radio, and about other aspects of Uruguayan culture for Channel 4 news webpage and Canadian weekly, *L'Egalité*; Talajooy was invited to speak about contemporary Iranian literature, culture and society on Chrome Radio; and Bond was a radio guest on Italo Svevo.

Commercial publisher Planeta's publication of a new translation of Fowler's biography of six-times Mexican president Santa Anna in April 2018 was covered in national newspapers *El Financiero* and *Excélsior*, with Fowler giving a series of interviews on Mexican radio and television (Canal Fórmula, MVS Radio, Radio Oro, and Radio UNAM).

### Research Consultancies

Orr is advisor to **National Museums Scotland** (Edinburgh) on nineteenth-century European history of science and women in science. Kefala advised the **Cyprus Ministry of Education and Culture** on support materials for the teaching of Borges in secondary schools. Donovan has acted as consultant to the **British Library** on a project to re-stage a revolutionary mass festival to commemorate the centenary of the Russian revolution in 1917 and to a **BBC** producer for an episode of *Living History* about the Welsh migration to the Russian Empire in the nineteenth century.

Bildhauer's research on medieval literature has led to a number of consultancy engagements around the *Song of the Nibelungs* project, including as historical adviser to **scriptwriter**, Gesa Scheibner, for a development of the **TV Series *Reincarnated*** (an adaptation of *Völsungasaga*) and to Schäfer/Thieme Productions for the development a puppet theatre play. O'Leary was invited to contribute to a workshop on theatre censorship with **West Yorkshire Playhouse**, Leeds, involving playwrights, Hassan Abdulrezzak, Zodwa Nyoni and Ng Choon Ping.

Elmaz is advisor on the 'Digital Mediations' strand of the Language Acts and Worldmaking Project, funding by **AHRC/OWRI**. Vaysman acts as research consultant to the **British Council** for their Schools online Russian Assemblies Project. Allan is a member of the National Validation Panel and Steering Committee for the AHRC-funded project, 'European Cinema Audiences'.

### CONTRIBUTIONS TO THE DISCIPLINARY RESEARCH BASE

Colleagues have organised and hosted **over 100 academic conferences and workshops** in Scotland during the census period.

The **Lectura Dantis Andreapolitana** lecture series, partly funded by the Italian Cultural Institute of Edinburgh and the Society for Italian Studies, has held 14 public meetings in the census period, moving through the *Divine Comedy* from 'Purgatorio' in 2014 to 'Paradiso' in 2020. Free

and open to all, the series has featured major Dante specialists from around the world, including Profs Alison Cornish (NYU), Zigmund Baranski (Notre Dame/Cambridge) and Lino Pertile (Harvard).

In 2019, Lennon co-founded the cross-institutional, cross-disciplinary 'Scottish Hispanisms' seminar series (with Eamon McCarthy, Glasgow) for Early Career academics.

O'Leary is a founding member of the Scottish Arts and Humanities Alliance (SAHA) and represents the University on the Steering Committee. Established in 2019, SAHA is a joint initiative of 9 Scottish HEIs, the RSE and SGSAH, which works to give a public and collective voice to the Arts and Humanities in Scotland and beyond.

Beyond Scotland, academic staff in the School have organised conferences in several countries around the world (indicated in dark blue on the maps above).

Our colleagues sit on the peer review colleges of the AHRC; Association of Hispanists of Great Britain and Ireland; British Academy; British Institute for the Study of Iraq; Carnegie Trust of Scotland; DFG; ESRC; Leverhulme Trust; Independent Social Research Foundation; and SGSAH.

Members of the School have also held leadership roles in professional associations, both in the UK and in Europe, including: the Anglo-Catalan Society (Larios); Arab-German Young Academy of Sciences and Humanities (Dmitriev); BASEES (Whitehead); Centre Flaubert, Paris (Orr); ICLA (Hutton); International Medieval Congress (Bildhauer); International Medieval Society, Paris (Turner); Society for French Studies (Evans, Jones, Turner); German Studies Association (Osborne); Society for Italian Studies (Bond, Rossignoli); Society for Francophone Postcolonial Studies (Hitchcott).

During the census period, members of the School have held editorial or advisory board positions on more than 20 international journals. Colleagues at all career stages have also refereed for over 70 different journals. These include new interdisciplinary journals emerging from the expansion of Modern Languages research (e.g. *Memory Studies*, *Social History of Medicine*, *Transnational Literature*, *Journal of Literature and Science*, *Journal of Historical Geography*, *Interventions*, *Screen*). We have acted as reviewers for more than 30 international publishers, including CUP, EUP, Liverpool University Press and OUP.

Since 1965, the School has run the peer-reviewed multidisciplinary international journal, ***Forum for Modern Language Studies*** published by Oxford University Press (General Editor: Orr). The journal promotes transnational and interdisciplinary engagement with literature and culture, and awards the annual *Forum* Essay Prize, launched in 2009.