

<b>Institution:</b> University of Sheffield
<b>Unit of Assessment:</b> 28A - Modern Languages and Linguistics: Languages and Culture
<p><b>a. Overview</b></p> <p>The School of Languages and Cultures (SLC) boasts a thriving and inclusive research community: the 34 research academics in this submission represent 90% of eligible staff and include a large proportion (18%) of Early Career Researcher lecturers (ECRL). Our community also includes 5 Postdoctoral/Early Career Research Fellows (ECRF) and 36 postgraduate research students (PGR), with 27 completed since 2008. In RAE2008 each of the School's 4 academic departments-- French, Germanic Studies, Hispanic Studies, Russian and Slavonic Studies--was entered in a distinct UoA. Their consolidation into a single subpanel for REF2014 corresponded to an internal integration process of the research environment within the School. Staff research covers a broad geographical and chronological range from the Middle Ages to the present, using a variety of methodologies and falling within a range of disciplines (mostly in Arts &amp; Humanities but also in Social Science). Research in French, German, Russian and Spanish languages and cultures, is complemented by unique expertise in 'lesser studied' language areas: Catalan, Czech, Dutch, Luxembourgish, Polish, and Portuguese.</p>
<p><b>b. Research strategy</b></p> <p>Key objectives underpinning our <b>Research Strategy 2008-13</b> are <b>sustainability, integration, internationalism and high quality, and benefit to a range of 'users'</b>. We have built a robust platform for international excellence in language-based research across a range of disciplines to produce consistently leading-edge individual and collaborative research and to contribute to the development and public profile of the range of ML disciplines nationally and internationally, providing research leadership in, and ensuring the continued advancement of, the profession. Since 2008, SLC has delivered its planned research outcomes following core aims and values set out in Departmental returns to RAE2008, while responding flexibly to an increased focus on impact, collaboration, and engagement with external partners, embracing the new opportunities created by organizational and spatial integration of the School and Faculty since 2008 (see <b>d</b>).</p> <p>Strategic efforts have achieved an <b>integrated and inclusive</b> School-wide research culture, while maintaining the strengths of language-based, area-specific investigation. Thus, we have invested in a dual structure whereby the established Departmental organization is complemented by new mechanisms to facilitate exchange and collaboration across the School and beyond. Staff and PGRs were asked to identify common interests and approaches from which we developed 6 <b>School Research Clusters</b>: Literary Studies &amp; Cultural History; Gender Studies, Identity &amp; Sociology; Visual Cultures, Film &amp; Performance; Linguistics; Intellectual History &amp; Politics; Migration, Culture &amp; Community. We participate actively in <b>Faculty Research Centres</b>, many led by SLC staff; these reflect and promote interdisciplinary strengths across the University. Clusters now provide a strong and dynamic basis to allow collaboration on larger project bids. Clusters and Centres also help integrate ECRs into the culture of grant capture and attract excellent postgraduates, facilitate research mentoring and provide leadership experience (<b>c.i, c.ii</b>). Departmental structure supports language-specific identities and initiatives through away days, conferences and informal discussions, peer review of manuscripts and grant applications, and seminar series (<b>d</b>). Through targeted funding (<b>d</b>) we foster national and international network-building and collaboration (<b>e</b>). We seek to diversify sources of funding, and to build relations with the business community and with public organizations and governments abroad (see <b>d, e</b>). The Research Strategy aims to nurture and develop a research community that engages with a range of beneficiaries (see REF3 for detail).</p> <p>Since 2008, retirements of senior researchers, combined with strategic investment in the appointment and development of ECRs and commitment to <b>sustainability of the profession</b> (Staffing Strategy, <b>c.i</b>), have rejuvenated SLC's staff, with 11 new academic appointments, of whom 8 were ECR when appointed. We have embraced research leadership and mentoring via the dual Departmental/Cluster structure and other measures detailed below (<b>c.i</b>). Through strategic appointments, we have shifted our centre of gravity towards the study of modern cultures, enhanced Impact and External Engagement, and further committed ourselves to multidisciplinary and School integration via representation of each Research Cluster across all Departments (e.g. expanding Linguistics and Visual Culture). We have enhanced our international reputation for research on areas beyond Europe (e.g. Latin America, Hispanic USA, Francophone and Lusophone Africa, and Soviet and post-Soviet Asia) and in the lesser-studied languages. As one of</p>

only a small number of UK universities researching these lesser-studied subjects, we have a high profile in the 'home' countries; research staff in these languages collaborate with local scholars, review research grants for their national agencies, and serve on boards of journals published there (see e). Our success is evidenced by the selective examples in section e; by the fact that we are returning 90% of eligible staff, including all 6 current ECRLs, and by the quality and range of our publications across diverse specialisms.

#### Research Strategy 2014-19:

- **to enhance our position as an internationally recognized centre for excellent ML research and push back the discipline frontiers** by:
  - developing our position as a centre of excellence, including in lesser-studied languages and their cultures;
  - using the School-wide Clusters to promote innovative work in their spheres of specialism;
  - enhancing our position as innovators **in digital humanities ML** research, working closely with UoS's renowned Humanities Research Institute (HRI) (d);
  - building worldwide reputation, research collaborations and networks (e) and research leadership in the Anglophone world and in the regions we study;
- **to raise significantly the level of external research funding we attract** by:
  - building the culture of project bids through the Clusters to reinforce team activities;
  - at the same time continuing to support sustained quality and innovation in individual research via use of our non-staffing research budget (£6k pa);;
  - building on recent successes to further diversify income sources, by working with the University's development office to raise philanthropic donations and by cementing our relations with the business community and with public and governmental organizations in UK and abroad, utilising our strategic advantage in lesser-studied languages;
  - developing new and existing interdisciplinary consortia, interactions and networks internally, nationally(e.g. via White Rose and N8) and internationally;
  - encouraging ambition in individuals and teams through annual research mentoring meetings, and maximising success rates through obligatory internal review of proposals, tied to School and Departmental planning;
- **to maintain and enhance our role as leading trainers of the next generation of ML specialists and future research leaders**, by:
  - recruiting high quality PGRs and PDRAs nationally and internationally, e.g. by building opportunities into funding bids wherever appropriate, and by effective use of the Clusters and Centres to advertise our key strengths;
  - further developing a culture of research leadership and mentoring and continuing to promote a diverse workforce and equal opportunities through the School Research mentoring scheme (2011-)(c.i) and using the University's Research Mentoring Programme (2013-);
  - enhancing postgraduate training and experience by engaging with national opportunities such as the Centre for East European Language-Based Area Studies (CEELBAS) and the newly established White Rose College of the Arts & Humanities, which will support postgraduate training 2013-18;
  - continuing proactively to support Postdoctoral and Early Career Researchers (c.i), e.g. by offering former PhD students Honorary Research Fellowships in SLC (c.ii);
- **to build on our track record of quality research impact to bring benefit to non-academic users in UK and abroad**; to raise national and international recognition of the significance of SLC's research and of the public value of ML research more broadly (see REF3a).

#### c. People, including:

##### i. Staffing strategy and staff development

School practice is guided by **sustainability and inclusion**. By appointing, developing, and mentoring 8 ECRLs, and by sponsoring externally-funded ECRFs, we invest in the discipline's sustainability. Through a range of research exchange fora, mentoring, staff development, targeted funding (d) and supporting grant applications, SLC continues to provide an inclusive research environment offering leadership, support and opportunities for all researchers, and promoting excellent research at all levels.

Following senior retirements in 2009, SLC's Executive Board adopted a new staffing policy prioritizing ECR rather than chair appointments, and enhancing administrative support offered to academic staff to free them from routine tasks that had accrued to their roles over the years. The

**focus on ECRs** underpinned the thematic Research Clusters (see **b**), representing each Cluster across the 4 Departments and so providing appropriate mentoring and scholarly environments in both language area and research discipline. This resulted in the appointment of a visual arts specialist in Hispanic Studies, social historians in Hispanic Studies and French, and linguists in French, Hispanic Studies and Germanic Studies. New colleagues' interdisciplinary, external-facing work has proved energizing and dynamic. The appointment of a School research and PGR secretary with links to the University's Research Services has further enhanced support for our research culture. The fruit of this strategy is thus a younger academic staff contingent than in RAE2008, one better supported by appropriate research mentoring and by an administrative team, and which is at the cutting edge of the discipline and more engaged in the community. International staff recruitment is buoyant (3 non-UK vs. 5 UK appointments since RAE2008), demonstrating the international draw of SLC. Research excellence and potential underpin all academic appointments; thus all 11 academic staff appointed since 2008 are included in our REF submission.

**Supporting equality and diversity:** Our **appointment procedures** follow the Two Ticks scheme and associated University guidelines. Our staff are drawn from a wide range of social and national contexts. 2 academic staff have registered disabilities and of academic appointments made since RAE2008, 8 are women and 3 men, making women 73% of SLC's academic staff. In managing applications to e.g. the Leverhulme ECR Fellowship scheme, we welcome well-qualified applicants whose academic trajectory has been interrupted through caring responsibilities or other career breaks. Given the age profile of SLC staff and our commitment to sustainability and inclusion, we emphasise **supporting staff's career development as researchers**. The School is committed to the 7 principles of the *UK Concordat for the Career Development of Researchers*, and in 2012 the University earned the EC's *HR Excellence in Research* award. SLC's ECR Lecturers benefit from reduced teaching loads and a mentor with an active interest in their research. Along with our 5 ECR Fellows, they access the University's 'Think Ahead' framework of ECR support. Staff participate in the University's 'IMPACT' mentoring scheme to identify and overcome obstacles to women's career progression. 17 staff have benefited from the 'Sheffield Leader' scheme since 2010. Staff at all levels benefit from the University's **Staff and Leadership Development Unit**, which offers online resources and training for needs identified through annual review and research mentoring meetings.

The existing system of collegial support and advice has been formalized (2011-12) in the School-wide **Research Mentoring Scheme**. This uses Research Clusters to encourage mentor/mentee pairings crossing Departmental divides where appropriate. At yearly research mentoring meetings, staff discuss research, dissemination, funding and impact plans with a mentor/adviser and identify support needed to achieve those aims. All research-active staff are expected to participate, including those on fractional, temporary and teaching-only contracts. Research also forms an essential part of the reflection and review in the University's annual staff review process. All academic staff have dedicated research time allotted through our Work Allocation Model, including a weekly research day in term time. Staff qualify for regular **research leave**, in accordance with the institutional norm of 1 semester in 7, with plans discussed in **research mentoring** meetings and reports reviewed by the HoD and **Director of Research and Innovation (DRI)**. Externally funded leave is incentivized by being additional to--not a substitute for--institutional. These measures support individual as well as collaborative research. Research is central to **promotion procedures**, following the University's published criteria. All staff, including fixed-term and part-time, can be considered for promotion annually. During the REF census period 16 academic staff (47% of those returned) were promoted to SL, Reader or Personal Chair, 4 of them twice, with 13 promotions of women and 7 of men.

A key means in building a School-wide research community has been the **School's 'double-header' research seminars**, introduced in 2009 (7-8 p/a), where we frequently pair an external, international, senior speaker with an ECRL, or a local senior staff member with a PGR or ECRF, for example. These events ensure a larger audience for the ECR, provide the opportunity for enhanced feedback and help establish their reputation and networks, often initiating continued scholarly exchange (e.g. Collis with von Stuckrad, Groningen).

A significant contribution to the research culture is made by **externally-funded ECRFs**, of whom SLC has hosted 5 since 2008: 1 Leverhulme ECR Fellow (Collis 2010-12); 2 Newton International Fellows (Shcherbenok, Russian Federation, 2010-11; Matonoha, Czech Republic, 2012-14); 1 British Academy Postdoctoral Research Fellow (O. Johnson 2009-13); and 1 AHRC Research

Associate (Skradol 2013-2017). ECRFs gain professional experience by contributing to research-led teaching (where their fellowships allow); playing active roles in Centres; initiating, fundraising for, and running events, e.g. *Freemasonry* seminar series (Collis, 2009); *Blockbuster Russia* film festival (2011) (Johnson, Collis) and conferences and networks (examples in e); and editing the PG journal *Track Changes* (O. Johnson).

#### ii. Research students

SLC has made 27 doctoral awards (2 non-resident) in the census period, with a 100% submission rate. We have an international reach and reputation: PGR students from UK, Europe, Latin America and Asia form an integral part of the School's research culture. PhD applications are assessed by the Departmental Graduate Tutor and by at least 2 colleagues with specialist knowledge of the proposed research area. An IELTS score of 7 is required of non-native speakers, and all applicants must have successfully completed a relevant taught PG programme, or demonstrate equivalent experience. Equal opportunities legislation governs review of applications for places, funding, and maternity arrangements.

The high quality of applicants is reflected in our excellent record of external and internal **funding** (30 students since 2008), including the University Prize Studentship, AHRC (12), Leverhulme, and named Faculty awards. Sheffield was one of only 9 universities nationwide to receive PGR funding from the Wolfson Foundation (£158K annually from 2012), funding matched by the University, on top of its existing Faculty-level investment in PhD studentships. Wolfson has funded 5 awards in SLC to date. Our endowed Chair in Luxembourg Studies (see d) provides funding for one student, while a £150K private donation to Russian has provided 2 full PhD scholarships to research folklore of the Caucasus. PhD studentships for specified projects are included in external grant applications wherever appropriate, e.g. Leverhulme. SLC regularly accepts visiting PGRs from abroad, most recently from eastern Europe and Spain (e); thereby we enhance our research networks with future research leaders in the regions we study.

**Research training and supervision:** Our 100% submission rate testifies to the excellence of our **supervision arrangements and support**, and the QAA's 2012 institutional review praised Sheffield's provision for research students. PhD students have 2 supervisors (either primary and secondary, or co-), one of whom oversees progress on the Doctoral Development Programme (see below). A further 'lay' member of academic staff completes the Research Support Group, offering advice and pastoral guidance. Interdisciplinary research co-supervised across Schools and Faculties is increasing; recent co-supervisions have involved Human Communication Sciences, English, History (3), and Architecture. Supervisions take place monthly and a record is agreed between student and supervisors and held centrally (the QAA noted the effectiveness of these mechanisms). At the end of the first, probationary year, students undergo a Confirmation Review in which a portfolio and DDP progress report are presented to a panel including both supervisors and a third member (usually the Graduate Tutor). Progress of all students is monitored formally at Review meetings twice annually. Departmental Graduate Tutors provide additional support to PGRs and supervisors to ensure timely completion, and the appointment in autumn 2012 of a School PGR Officer has strengthened our monitoring. Prior to the *viva-voce* examination, all PGR students are offered a mock *viva* and/or give a short presentation followed by questions to a mixed audience of PGRs, PGTs and academics, often led by the appropriate Research Cluster.

Sheffield is the only Russell Group university to deliver compulsory **Good Research Practice training** for all research students, tailored to their discipline. All new PGR students receive a thorough University, Faculty and School-level induction (commended by QAA) covering research integrity, e-theses, the supervisory relationship and the University's Code of Practice. A Training Needs Analysis at the start of the degree (and reviewed annually) guides discipline-specific training under the **Doctoral Development Programme (DDP)** umbrella. The **DDP**, commended by QAA, offers training individually tailored to students' needs. It is organized into 3 broad areas: discipline-specific skills (e.g. advanced German for research; statistics for linguists); generic/transferrable skills (e.g. public engagement), and career development (e.g. Sheffield Teaching Assistant and teaching practice). On the recommendation of supervisors, PhD students are offered appropriate mentored undergraduate teaching experience. Less formal training and networking takes place within the Arts & Humanities PGR Faculty Forum and an informal PG reading group (Lawless) encourages supportive relationships between PGR and PGT students. In addition to training offered by the University, research students participate in the Northern PhD Hispanists Network (Littlewood, Lavilla 2012); White Rose Skills Development Network (Lavilla 2013); PILAS British

Library Seminars (Lavilla 2012); training schemes run through CEELBAS Russian Archival Research Training scheme, Moscow (Huang 2011, Auclert 2013); PGR teacher training workshop and Cognitive Linguistics summer school (Lecic 2013); BBC media training (Cubbin 2012). Morris and Thomas benefited from CEELBAS and AHRC Collaborative Research Training projects (with Leeds) to develop language teaching methods for researchers. The calibre of our PGRs is reflected in the external research training funding they receive, including AHRC research training support grants (Williams, Dunlea, Lloyd) and ESRC Overseas Fieldwork Award (Williams). We also stimulate and facilitate **professional development** opportunities with external institutions (e.g. working with Sheffield United FC on the club's historical tours to Latin America, or with the city's Showroom Cinema). PGs are supported in developing their own public engagement, e.g. by working on Crawley Jackson's Furnace Park urban development project (Elms) and advising the Tatarstan government on language policy (Wigglesworth-Baker).

Our postgraduates are fully **integrated into the research environment** of the School, Faculty, and of the Research Clusters and Centres most relevant to their projects. The School awards the Prokhorov PGR Student Prize to one PGR annually for exceptional contribution to the School's research culture and community (Moir 2013). In line with the University's 2012 'Research Student Proposition' our research students are treated as professional colleagues and members of an intellectually stimulating community of scholars. They participate in and often propose speakers for School, Departmental and Centre research seminars, Cluster workshops and colloquia, and reading groups (e.g. Centre for Visual Studies run by PGR Cubbin). 89% (18) of the School's research students who completed PRES 2013 were satisfied with our seminar programmes (compared to sector average 73%). PGR and PGT students collaborate in organizing an annual Languages and Cultures Colloquium, where they present work-in-progress and trial papers for external fora to a cross-Faculty audience of staff and PG students. Examples of our students' initiative include a regional PGR conference in 2012 organized by Moir (£1900 grant from PDF), which brought together Sheffield and Leeds students. In 2013, PGR student Thomas inaugurated the [School blog](#), open to PGT and PGR students alike, which brings remote-located and part-time postgraduates together with their full-time peers. SLC postgraduates gain professional experience through active involvement in organizational and academic aspects of international conferences and knowledge exchange events hosted at Sheffield (see examples in **e**). They have also taken lead editorial (Dunlea, Hodgson, Lloyd, Moir), copy-editing and peer-reviewer roles in [Track Changes](#), the Faculty-wide online postgraduate journal launched in 2011, published articles with the journal (17 students), and benefited from its training workshops on the peer-review and publishing process. With support and guidance from staff, research students have published over 42 chapters in edited volumes or articles in high-quality refereed or postgraduate journals. Our postgraduates disseminate their research in national and international fora; 81% (21) of the School's PGRs who completed PRES 2013 had presented their research at an academic conference (compared to sector average 58%), including high-profile international conferences at, e.g. Arizona State, UNAM Mexico City, Boston, Barcelona, Copenhagen, Hong Kong, Luxembourg, Moscow, Berlin, Princeton. Financial support for PGRs' research and conference costs is provided at Faculty and School level (see **d**).

The School's commitment to the postgraduate experience in all areas is evidenced by our students' track record in obtaining academic jobs, research and research-related posts. Students awarded PhD since 2008 currently hold academic posts or postdoctoral fellowships at UK universities (including Cambridge, Exeter, UCL, KCL, Leeds, Sheffield x3) and abroad (Brown, Leipzig, Augsburg, Olomouc). Recognizing the challenging climate for entering the profession, we offer former PhD students the status of Honorary Research Fellow in SLC; this institutional affiliation provides postdoctoral researchers with vital support at a critical stage in their careers, giving them access to research resources, mentoring and institutional support via the University's Professional Development Programme and 'Think Ahead' framework for ECRs.

#### **d. Income, infrastructure and facilities**

**Income:** All academic staff are expected to apply for external research funding, either individually or collaboratively. Over 100 applications have been made since August 2008, to a value of £11,450,439, of which 34 were successful to a value of £1,467,496, including £567,694 from Research Councils. Major grants awarded during the census period include: AHRC (£521K: Dobrenko 2013); Leverhulme (£130K: Bermel 2012; £15K Artist-in-Residence award to Crawley Jackson, 2009); and British Academy (Thompson £86K: 2008). Dobrenko's AHRC award

demonstrates the effectiveness of our strategic support (see **c.i**) for individual research projects, which continue to be a significant source of income. Staff are also CIs on major inter-faculty or inter-institutional collaborative grant programmes, including a £4.2 million AHRC/ESRC Connected Communities project (Reid). In addition to the above income reported in HESA, we have substantial funding from overseas including a Senior Research Fellowship from the Research Council of the Basque Country (Ikerbasque) 2009-10; a 25K EUR grant from the Spanish Ministry of Economy and Competition and 'la Caixa' (PLJohnson); and 700K EUR from the Luxembourg government to endow a chair in Luxembourg studies (2009-). Diversity of research funding is exemplified by an annual grant of £30K from the Mikhail Prokhorov Foundation (Russia), a £150K private donation for PG research on Caucasus Folklore (**c.ii**), and support from the Herbert Hughes Memorial Trust (HHMT) for research activity in Hispanic. We have attracted funding from local business, primarily to support impact, e.g. from industry (Roxspur) and legal firm DLA Piper for Crawley Jackson's 'plastiCities' research group and related Furnace Park project 2013 (REF3).

**Internal funding, research support and governance:** Within SLC, advice, internal review and support are provided by the School DRI and other experienced colleagues, exploiting both Departments and the Cluster structures as appropriate. Applications are supported via the School's **research mentoring** scheme (see **c.i**), with opportunities and applications discussed at one-to-one meetings. ECRs are integrated into the culture of grant capture via the Clusters and Centres. Faculty Finance and 4 dedicated research officers in the University's Research & Innovation Services (RIS) provide costings and information on opportunities for funding and collaboration with external partners. Help with conference planning and research administration is provided by Faculty Finance and SLC's Research Secretary. The Development & Alumni Office supports philanthropic funding such as the Caucasus Scholarship (above and **c.ii**).

University restructuring in 2008 devolved greater powers to faculties, including in regard to research governance. Through its Director of Research & Innovation and associated committee, Faculty provides strategic oversight of research funding and other developments affecting Arts & Humanities research. It allocates the **Faculty research budget** via internal grant schemes. Management and support of research in **SLC** rests with the School **DRI**, supported by the Research Secretary and the **School Research Support Group (SRSG)**, which s/he chairs and which includes experienced research leaders and the Head of School. The School Director of Graduate Studies is responsible for research students, supported by Departmental Graduate Tutors. Both Faculty and School provide financial support for research, largely in the form of 'seed money' for projects and external funding applications and for research travel, conferences and networking activities. All research staff and PGRs can apply to the **Faculty Rapid Response Fund** (up to £400). Staff and PGRs may also apply three times p/a for up to £350 for **participation in conferences** from the Faculty's Learned Societies Fund, supplemented if necessary by Rapid Response funds. Allowances for library and workshop travel are available through SLC's Staff Development funds (c. £6K pa), while the School's PGR Professional Development Fund offers support for conference attendance, workshops, advanced training and archival research. We contribute to subventions to enable ECRs to publish a first monograph.

School research funding supports the School's interdisciplinary Research Seminar series and Cluster events. SLC's £2K pa Research Seminar budget allows 3-4 seminars a semester. There have been over 30 School seminars since September 2009, including 15 speakers from outside UK. While under the DRI's oversight, their operation has increasingly been devolved to Research Clusters. This has resulted in a rich range of seminars, study days or workshops supported by SLC's Seminar budget. Examples include study days on *Translating Cultures: New Debates* (2011); *Gender and Protest* (2012, co-sponsored by Centre for Gender Studies in Europe); *The Challenge of Community in Contemporary Cultural Production* (2013), *'Feast and Famine' in Morphology* (2013), *Photography/Authenticity* (2013, co-sponsored by Centre for Visual Studies with £5K external CEELBAS funding). *Departmental* seminars continue to play an important role, stimulating debate focused on national cultures. Research Centres (e.g. Bakhtin Centre and Nineteenth-Century Studies) offer 6-8 seminars p/a, with at least one allied to the School Seminar series. Faculty funds enabled e.g. the Centre for Dutch Studies to invite external international speakers in 2011-13, and supported a Luxembourg Studies seminar in 2010 to celebrate Newton's work on his retirement. Prestigious externally funded series include the annual Prokhorov Lecture in Critical Theory and Cultural History inaugurated 2013, funded by the Prokhorov foundation; the Pérez Galdós Lectures, sponsored by the Spanish Embassy and HHMT.

To develop growing research strengths and interests across different disciplines, the Faculty Research & Innovation Committee invited proposals for new Faculty Research Centres in 2012. New Centres include 2 directed by SLC staff - Visual Studies (Reid) and Research in Film (Dobson) - into which SLC's Visual Cultures, Film and Performance Research Cluster feeds. These new Centres complement established Faculty Centres for Luxembourg Studies, Dutch Studies, Gender Studies in Europe (all hosted in SLC), Nineteenth-Century Studies, and Linguistics Research (co-director Divjak 2012; Vismans 2008-11).

**Infrastructure and Facilities:** The University's new £21m purpose-built Arts & Humanities facility in Jessop West (JW) has been home to SLC, History and English since 2009. Relocation to JW has enhanced communication and facilitated interdisciplinary collaboration across Faculty and School. The complex includes a spacious foyer, used for small exhibitions to publicise Faculty research; and a large Exhibition Space for research-based exhibitions open to the public, such as *Inhabiting Space* (2011). SLC works closely with the HRI located opposite JW. HRI supports collaboration and interdisciplinary initiatives, offering a purpose-built venue for seminars, workshops and international conferences, free of charge. HRI Digital, comprising 7 members of staff, supports leading-edge applications of ICT in Arts & Humanities research. Examples of collaboration include the Froissart Online project (Ainsworth) the Galdós Editions Project and projects on statistical linguistics (Divjak). University **computing facilities** are supplemented by support from the School's two IT and Learning Technology Officers.

The University's well-stocked **research libraries** hold 1.5 million volumes and subscribe to 26,881 ejournals and 259 databases. Since RAE2008, the University Library has spent c. £17.5m on acquisitions and access for Arts & Humanities (including books, subscriptions and inter-library loans). Library funding is allocated at Departmental level broadly pro rata across research areas, with priority given to new initiatives, for which the Library also provides earmarked resource through an annual bids process. The University's holdings include the National Fairground Archive (including material on the Russian and Soviet circus) and Special Collections of national and international as well as local significance, such as the Bakhtin Centre collection, the Peter King Collection for Dutch, the 'Private Presses Collection' with rare poems by Matisse, the Madeleine Blaess Papers (Michallat), and a major collection of 'Bandes dessinées'. These support our research and funding applications and attract visiting national and international researchers.

#### **e. Collaboration or contribution to the discipline or research base**

SLC promotes multidisciplinary and international research, embedded in national and international networks, exemplified by the following representative selection.

**Networking – fellowships and collaborations and conferences:** SLC attracts a regular stream of internationally renowned visiting scholars from overseas who seek to benefit from working with our researchers in the stimulating environment we provide. The School's international profile is reflected in its hosting 16 non-UK **Visiting Scholars** for periods between two weeks and one year, including from Russia (5), Lithuania (2), Latvia, Czech Republic, Argentina, and 3 from Asia. In addition, we have 9 **Honorary Research Fellows** of whom 5 are non-UK residents. We support mobility of scholars via Marie Curie and Newton International fellowship schemes (Scherbenok, Matonoha) and internal schemes (De Velling Willis, Vice Chancellor's Fellowships); through the ERASMUS-MUNDUS consortium 'Crossways in Cultural Narratives' (Deluga, Warsaw; Zaretsky, Moscow), of which we are a leading member; and via the Prokhorov Foundation (**d**) which sponsors 4 outstanding Russian scholars annually to come to work with us for periods of 3 months. Visiting scholars contribute to the vibrancy and diversity of our research environment and benefit from opportunities to present and discuss their work (in School and Departmental seminars or work-in-progress workshops organized by Research Clusters and Centres) and make extensive use of our special collections (**d**). Numerous leading international scholars have given papers since 2008 including Katherine Davis (Hawaii), Gerhard Höhn, Isabel Hoving, Katerina Clark (Yale), Maya Turovskaya (Moscow/Munich), and Mohar Daschaudhuri (international visiting scholar 2012-13, Calcutta). The longstanding Pérez Galdós Lecture series regularly attracts international scholars; and the first Prokhorov lecture (2013) was given by Yuri Slezkine. As a centre for the study of Dutch literature, Sheffield has attracted influential Dutch/Flemish authors including Joost Zwagerman, Abdelkader Benali and Hafid Bouazza. Likewise, we have hosted prominent visiting authors from Luxembourg (Claudine Muno, 2011; Jean Portante, 2013), Russia (Olga Slavnikova, 2009; Vladimir Sharov, 2013), and Argentina (Cristián Aliaga, 2012).

Every established researcher in the School participates in or leads **international networks and**

**collaborations**, as do many ECRs and PGRs, including Gide's Complete Fiction and Camus's Complete Works (Walker), *Partonopeus* (Eley), Froissart (Ainsworth, emeritus), Corpus Grammar and Languages in Interaction (Bermel), and Second World Urbanities (Reid, Cubbin). SLC staff collaborate on **specific research projects** with colleagues across the world, including Thompson with Žižek, Dobrenko with Clark, and Reid with networks hosted at Trondheim; UIUC (Socialist Sixties); Bloomington (Everyday History). Research cooperation agreements with Moscow Higher School of Economics (signed 2013 thanks to a Santander Research Mobility Award), and with Russian State University for the Humanities, Moscow (enabled by a CEELBAS network grant 2013) build on existing collaborations. With colleagues at the University of Luxembourg, Horner secured a RESCOM Exploratory Workshops grant from the Fonds National de la Recherche (Luxembourg) for the field-building international seminars in *Multilingualism and Mobility in Europe*, and co-organised *Multilingualism as Social Process* with Universities of Luxembourg, Strasbourg and Frankfurt. At a **national** level, we also lead and participate in numerous **research networks and field-building** initiatives, e.g. Russian & Slavonic has been an active contributor to CEELBAS since its foundation, directing 7 collaborative CEELBAS-funded workshops which were national field-building exercises, with participation from PGRs and advanced undergraduates interested in pursuing research: *Experimental Methods in Slavic Linguistics and Language Pedagogy*; *Between History and Past* (ECRF Shcherbenok, 2010); *Soviet Culture in Context 2010*, and *Photography/Authenticity, 2013* (both run by ECRF O.Johnson); *Doing Culture, 2010*, and *Situating Culture, 2011* (both with Warwick, Manchester).

The latter 2 workshop series brought together scholars from ML, History, Anthropology, Sociology, Education, Geography, Architecture and Art History. **Multi- and interdisciplinarity** is characteristic of many of our collaborations. Staff bring language- and area-specific expertise to university-wide bids and cross-cutting themes (e.g. Leverhulme programme grant bids and the successful AHRC/ESRC Connected Communities project *Imagine (d)*). They lead and participate in interdisciplinary networks such as the Cold War Cultures network (with York) and *Materializing Culture*. The latter, led by Reid and Harvey (History), held 2 interdisciplinary workshops on material culture of the home 2008, 2010 and mounted 2 interdisciplinary research exhibitions (2010, 2011). The Centre for Visual Studies embraces staff in all 5 faculties. Via the Centre for Linguistic Research, SLC staff collaborate with English, Human Communication Sciences and Computer Science. We engage in research **collaborations with non-academic bodies**: TRAC Community Theatre, Vaucluse, France (Walker); Berlin Museums (Pearce); Czech National Heritage Institute (Bermel); Showroom Cinema (Wood, Dobson, O.Johnson); V&A, Estonian Art Museums, Museums Sheffield (Reid); Bank Street Arts, Site Gallery, Art Sheffield (Crawley Jackson).

SLC academics and PGRs have been extensively involved in **organizing conferences, workshops and symposia** (over 50 such, mostly international, since 2008). Those with external funding hosted at UoS include: the interdisciplinary *Visual Physical: Discourses on Sport and Performance Cultures* (2010, funded by HHMT), *Society for Latin American Studies* (SLAS) (2012, funded by HHMT, Foreign and Commonwealth Office and SLAS), *Association of Hispanists of Great Britain and Ireland* (AHGBI) (2008), *LVIII Anglo-Catalan Society Conference* (2012, funded by HHMT); *Socialist Realism in Eastern European Literatures* (2013, Visegrad Fund); *Revolutionary Films* (with Showroom Cinema, 2009); *Forum for Germanic Language Studies* (2012); *Luxembourg Studies Symposium* (2010); and 3 conferences (co)funded by the Association for Low Countries Studies: its *9<sup>th</sup> Biennial Conference* (2012), *Seventeenth-Century Britain and the Low Countries* (cofunded by Netherlands Embassy and Flemish House, co-organized with History, 2009); *A Germanic Sandwich* (Centre for Dutch Studies, 2008); and a workshop on the Corpus of Spoken Dutch (coorganized with Nottingham in 2009, supported by Instituut voor Nederlandse Lexicologie, Leiden). Staff also (co)organized conferences at other institutions in the UK and abroad including Södertörn University and Moderna Museet, Stockholm (O.Johnson 2012) and Berlin (Vismans 2013). Horner led the academic organisation of a two-day postgraduate workshop with participants from Universities of Frankfurt, Luxembourg, Sheffield, Southampton and Strasbourg.

**Service to the national and international research community:** Our contribution is especially significant in parts of the world that have undergone major transitions, e.g. in Central and Eastern Europe and post-Soviet successor states, Latin America (Banwell, Rea, Swanson, Watt, Wood) and Africa (Small, Crawley Jackson), and in the home countries of the lesser-studied languages. Bermel, for example, participates in research projects based in the Czech Republic and reviews

grant applications and articles for Czech journals and research activity in Czech HEIs.

We help set international research agendas and standards through our own world-leading research outputs and collaborations, and through co-supervision and external examination of doctoral research at HEIs worldwide. The School regularly accepts visiting PGRs from abroad, and staff serve on PhD supervisory committees for doctoral students at HEIs in Europe, USA and UK (Tartu, Leiden, Tallinn, CEU (Budapest), Rutgers, SOAS). Staff contribute extensively to external examining of PhDs, including at c. 20 UK HEIs and abroad: Amsterdam, Antwerp, Bologna, Dublin, Florence, Ghent, Granada, Padua, Paris (Sorbonne), LaTrobe (Australia), Pittsburgh, Kiev, Moscow. Staff participated in **peer assessment** of colleagues for awards, tenure, and promotion to chairs etc. at c. 20 universities in UK and abroad, including in Canada, Italy, Russian Federation, and 17 HEIs (21 cases) in USA. Staff across the School serve(d) on the AHRC peer review college (5) and assess funding applications for AHRC, Leverhulme, and for research councils in Canada, USA, Russia, Georgia, Estonia, Lithuania, Poland, the Czech Republic, Austria, Switzerland, Germany, Belgium, Luxembourg, and the Netherlands. Swanson was appointed to the Research Assessment Panel of the Romanian National University Research Council; Reid was an assessor for a Russian Federation International Research Assessment Exercise.

SLC staff play a key role in assisting publishers as **advisers, editors**, and frequent **reviewers** of book proposals and manuscripts. Walker is a member of the editorial board of Liverpool UP's Contemporary French and Francophone Cultures series; Horner is on the advisory board of Peter Lang's Historical Sociolinguistics series; Swanson is on the advisory board for University of Wales Press Latin American Series, Legenda Hispanic Series, and others; de Berg advises on publications of the English Goethe Society. Staff make a major contribution as peer reviewers and editors, editorial/international advisory board members of over 35 leading refereed journals including: *French Studies* (Walker 1999-2010, McCallam 2009); *Dix-Neuf* (Abbott coeditor 2013-); *International Journal of Sociology and Social Policy* (Windebank 2009-); *Teia Literária* (Brazil, Ramos-Villar); *Bulletin of Latin American Research*, *Journal of Hispanic Research*, *Palabra Clave* (Swanson); *Slavonic & East European Review*, *Naše řeč* (Bermel); *Journal of Cultural Narratology* (Amsterdam: Dobrenko); *Journal of Germanic Linguistics* (Vismans). PL Johnson is sole non-Spanish editorial board member of *Els Marges*. The majority of academic staff have served as officers of national and international **professional associations** e.g. Windebank as President of Association for the Study of Modern and Contemporary France (2013-), and Swanson of AHGBI (2009-11). Senior staff contribute to formal consultations e.g. the AHRC's Review of ML Research. Vismans, Walker and Swanson served on RAE2008 panels.

**Standing:** The **international recognition and prestige** of Sheffield ML research is indicated by the volume and regularity of invitations to present our findings in **keynote lectures** and to participate, fully funded by host organizations, in international conferences. Staff delivered **keynote addresses:** Perraudin (Stuttgart, Dusseldorf x2); McCallam (Szeged, 2011); Walker (Aix-en-Provence, 2013); Horner (Luxembourg, 2010, 2013); Dobrenko (Moscow, 2012; Chicago, 2011; Urbana-Champaign, 2011; Helsinki, Kiev, 2010); Reid (Jyväskylä 2013, Berlin 2013). Keynotes in UK include Windebank (Nottingham 2008) and Reid (Royal College of Art, 2011). A consortium of Brazilian universities invited Brandist for 2 month-long lecture tours 2011 and 2012, funded by a Brazilian state agency. Wood gave invited lectures in Mexico and Peru, including a conference plenary in Mexico City (2008). Horner was invited to lecture on the Sixth Summer School in Historical Sociolinguistics (2012, Frauenchiemsee). Crawley Jackson spoke at the PanAfrican Festival, 2009 by invitation of the Algerian Ministry of Culture and Museum of Modern Art, Algiers. SLC staff have held **visiting international fellowships** at institutions abroad, including at the Forum des Images, Paris (Dobson), Utrecht University (Louwerse), Aleksanteri Institute, Helsinki (Brandist), University of the Basque Country, Spain (Weinert). Dobrenko held a Guggenheim Fellowship 2009-10, and a Visiting Fellowship at CRASSH, Cambridge, 2008. SLC academics have been awarded prestigious **book prizes:** Dobrenko received the Efim Etkind Prize for best book on Russian Culture for *History of Russian Literary Theory and Criticism*, 2012, and was finalist of the 2008 Andrei Bely Award for Best Russian Monograph in the Humanities. Bermel's monograph *Linguistic Authority, Language Ideology and Metaphor* was awarded Best Book in Slavic Linguistics (American Association of Teachers of Slavic and East European Languages, 2008); and the George Blazyca Prize for Best Book in East European Studies, BASEES, 2009.