

Institution: University of Durham
Unit of Assessment: 28 (Modern Languages and Linguistics)
<p>a. Overview</p> <p>Research in Modern Languages at Durham University has been integrated within a single operational unit since 1985. The School of Modern Languages and Cultures (MLAC), which coincides with the submitting unit, co-ordinates activity in seven languages. Part of the Faculty of Arts and Humanities, it carries out research into literature, culture and language which is extensive in historical and geographical scope. It provides a unified financial and administrative structure that ensures the sustainability of all language units, in particular those of national strategic importance (Arabic, Chinese, Russian). The School's four themed research groups foster an intellectual environment that advances cross-cultural and comparative activity, drawing on a variety of methodologies and disciplines.</p> <p>Research activity is overseen by the Head of School (HoS), its Director of Research (DoR) and its Research Committee. Their responsibilities include: developing and implementing the School's research strategy; co-ordinating staff development as it relates to research; disseminating information on internal and external funding opportunities; and managing peer review for publications and research grant applications. The DoR is supported by two deputies with specific responsibility for research impact and grant income. Postgraduate research is overseen by the Director of Postgraduate Studies (DPGS), responsible for postgraduate recruitment, admissions and funding strategy; postgraduate induction; and monitoring of research student progress. DoR and DPGS represent the School on research and postgraduate committees in the Faculty of Arts and Humanities. Institutional research strategy and policy is developed by the University Research Committee. Research activity is supported by the University Research Office, which provides administrative assistance, including research information, bid preparation and financial costings. Responsibility for policy relating to research students lies with the University Education Committee.</p>
<p>b. Research strategy</p> <p>The School is committed to supporting and developing Modern Languages as a collective discipline. The sustainability of individual languages underpins interdisciplinary exploration, and this broader commonwealth further strengthens those languages' distinctiveness. The School thus federates expertise to generate innovative research practices and activities that cross historical, geographical and methodological boundaries. Its research spans all periods from the medieval to the contemporary. It includes expertise in literary criticism, critical theory, literary and cultural history, visual culture, translation studies, linguistics, post-colonialism, gender and sexuality.</p> <p>The School identified the increased integration of its research environment as a strategic priority following RAE 2008. This integration stimulated comparative, methodological and theoretical exchange between researchers specialising in different languages, cultures and historical periods. The School's conviction that creating such frameworks is crucial to the future of Modern Languages research in the UK was endorsed in feedback from the German and Iberian languages panels in RAE 2008. The strategy was implemented through the creation during 2008 of four themed research groups which testify to the diversity of the School's activity and reflect key concerns of Modern Languages research more widely: Culture and Difference; Literature, History, Theory; Translation and Linguistics; Visual Culture and Performance. The themes encompass interests and strengths shared across the School's language areas: gender, sexuality, post-colonialism and cultural difference (Culture and Difference); literary and cultural history, critical theory, and the nature of disciplinarity (Literature, History, Theory); translation, language and inter-cultural communication (Translation and Linguistics); and theatre, film, photography and visual studies (Visual Culture and Performance). The groups are deliberately trans-historical, trans-linguistic and trans-cultural in scope. All academic staff and research students are members of at least one research group. Alongside research seminars given by external speakers from film-makers to philosophers, academic staff and research students, research group activities include multi-day workshops with invited speakers, roundtable discussions on theoretical and methodological issues led by academic staff and research students, and peer review sessions focused on strengthening research projects, publications and grant applications. These activities have promoted intellectual debate and exchange beyond the confines of traditional disciplinary and</p>

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language boundaries. Results of these activities include: funding success in Leverhulme and AHRC Fellowship applications that were developed through group-based peer-review (**Byford, Caruso**); publications (co-edited volume by **Cairns** and **Fouz Hernández**, including contributions from research group members and external participants), and conferences (**Roberts**'s symposium on heteronomy in literature; **Banks**'s, **Ní Dhúill**'s and **Renfrew**'s 'No Future' conference). The development of research groups has informed the School's recruitment strategy during the assessment period, with a number of recent appointments responding to one or more of the thematic strands (**Bellem, Zheng** in Translation and Linguistics; **Moore, Nitschke, Sunderland** in Literature, History, Theory; **Pérez Marín** in Culture and Difference; **Hernández Adrián, Wynn** in Visual Culture and Performance).

Modern Languages research is often organised according to specific language areas in the UK and overseas. The School's constituent language units are thus engaged in furthering research within their particular subject domains. Section e, below, emphasizes the contributions that staff have made to their respective language disciplines through leadership of subject associations, editorial work, refereeing and consultancy, and conference organisation. The School's commitment to sustaining research capacity in a range of languages has been confirmed both by investments in staffing set out in section c below, and by expansion into Chinese Studies since 2008, which complements its existing expertise in Arabic and Russian, recognised as having national strategic importance by bodies such as the British Academy and the AHRC.

Members of the School play leading roles in the University's institutes and centres, thereby implementing the School's strategy for interdisciplinary exchange. The Durham Centre for Advanced Photography Studies (DCAPS), co-directed by **Long** and **Noble** since 2005, has organised international conferences (most recently in 2013) and externally-funded research networks, and provided a template for more recent research centres. These have grown out of the School's research groups and aim to extend beyond Modern Languages, bringing together researchers from across and beyond the Faculty of Arts and Humanities, and establishing the School as a driver of innovative humanities research. Work emerging from the Literature, History, Theory research group gave rise to the Centre for Humanities Innovation (established in 2013 and directed by **Epstein**), which aims to explore intersections with the sciences and technology to create a new future for the academic humanities. **Federici**'s work within the Translation and Linguistics research group led to the establishment of the Centre for Intercultural Mediation; he is also Deputy Director of the Institute for Advanced Research Computing, focusing on issues of machine translation. The Centre for Visual Arts and Cultures – currently co-directed by **Long** and **Jordanova** (History) – evolved from the Visual and Performance research group; its aim is to stimulate debate about the range of approaches, methods and theories that are most generative for research on the visual.

More broadly within the University, the School is a major partner in the Institute of Medieval and Early Modern Studies (IMEMS), which replaced the Centre for Medieval and Renaissance Studies in 2011. It has been directed by **Cowling** since its inception; his contributions include extending its geographical and chronological scope to include colonial-era Latin America and the seventeenth century; identifying four areas of interdisciplinary research focus to guide the Institute's research planning; and instituting a small research grants scheme to provide seedcorn funding for interdisciplinary research projects. Members of the School participate in the University's Institute of Advanced Study (IAS), a hub for scholars and intellectuals from a variety of backgrounds, by leading research strands, lecture series and international conferences associated with the Institute's annual themes. They have also held internal, competitively-awarded IAS Fellowships (**Banks, Clarke, Ní Dhúill**).

The School has enhanced the cohesiveness and international visibility of its research community. It attracts postgraduate research students and world-class academics at all career stages. Its success in this regard is reflected by the growth during the census period of an increasingly international PGR cohort, and by the recruitment of new staff across its constituent languages, many of whom have an international background. Moreover, the expansion and development of Arabic, Chinese and Russian since RAE 2008 confirms its ability to nurture smaller but strategically important language units.

In the next assessment period the School aims to strengthen its position in the international exchange of research and ideas. It will do so by pursuing the following objectives

- To enhance the **diversity of research** across the languages. Recent appointments in

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Russian, German and Hispanic studies will give momentum to the School's research in fields such as visual studies and Caribbean/Atlantic studies.

- To continue to strengthen **individual research** through peer review, mentoring and research groups.
- To extend connections with external academic partners through **collaborative research**. Plans for interdisciplinary research include projects on Hispanic hagiography and collective authorship in the European Enlightenment, both of which benefitted from institutional seedcorn funding and will bring together scholars from a range of UK and international institutions.
- To increase our **external funding**, to diversify our funding sources, and to exploit both the anticipated and the unforeseen results of research projects. For instance, staff leading an AHRC-funded photography study are developing as an unanticipated outcome a project on the 'Cold War Camera'.
- To catalyse research by engaging both new and established staff in **research centres**, including the University's new Centre for Nineteenth-Century Studies.
- To identify opportunities for **non-academic impact**, and to build on emerging partnerships such as those with the National Trust (**O'Brien**), and the Bowes Museum (Barnard Castle, County Durham) with which the University has a memorandum of understanding that provides the basis for future collaborations with, in particular, staff working in visual culture (**Beresford, Caruso**). The School's Deputy Director of Research for Impact and the Senior Engagement Manager for Arts and Culture will advise staff on new and forthcoming institutional support such as seedcorn funding.

c. People, including:

i. Staffing strategy and staff development

The School's staff base has been substantially renewed during the assessment period through replacement and expansion. Strategic investment to ensure the sustainability of smaller language units has led to increased staff numbers in Arabic (+1 FTE), Chinese (+2 FTE) and Russian (+3 FTE). Expansion has also benefited French (+1 FTE) and Hispanic Studies (+4 FTE).

The School's staffing strategy during the assessment period has been guided by its research strategy. An aim in early-career appointments has been to contribute to the sustainability and development of research in specific language areas within a comparative and interdisciplinary research environment. This is reflected in recent appointments in Arabic (**Hamdar**), French (**Moore**), Hispanic Studies (**Henry, Oloff**) and Russian (**Byford**). The intention is for these appointments to open up new areas of research enquiry in the School, its research groups and University-wide centres. For example, appointments in Russian and French at senior and early-career levels (**Epstein, Moore**) are central to the distinctive research culture of the new Centre for Humanities Innovation. The School also took advantage of investment by the University in new senior posts to recruit **O'Brien**, who will lead research activity in the area of Renaissance studies in the School and the Institute of Medieval and Early Modern Studies.

The School has a strong track record in staff development, underpinned by clear, effective policies. All contracted staff maintain a personal research plan (PRP), which forms the basis for annual review meetings with a review team comprising DoR, Deputy DoR and HoS. PRPs are the primary tool for planning and reflecting on career development as it relates to research activity. PRP meetings explore research projects' intellectual content and associated practical and strategic issues (such as targeting of appropriate publishers, journals and funding sources). They set out current and future research objectives over a three-year period, including public engagement and non-academic impact activities, and record details of outputs, research students, and grant income. They allow for research-related training requirements to be identified; this training is co-delivered by the Faculty of Arts and Humanities and the University's Centre for Academic and Researcher Development, and covers topics such as publication strategies, research networking, and project management.

For career progression, the University has guidelines on expected levels of performance for promotion to higher grades (Senior Lecturer, Reader and Professor), adapted as appropriate for the discipline. For research, these refer to the quality and quantity of outputs; evidence of international scholarly activity and academic collaborations; work with non-academic partners; and

public engagement. Staff are supported and mentored towards promotion by the DoR and HoS. The number of promotions during the census period (seven to Senior Lecturer, two to Reader, one to Professor) testifies to both the quality of the research produced by its staff, and the School's proactive approach to staff development.

The School provides a range of opportunities for academic leadership. Research group directorships have given early-career researchers (including **Byford, Ní Dhúill, Oloff, Pérez Marín**) experience in planning and implementing a research programme and managing the associated budget (total £3,000). Directorships of research centres (**Epstein, Federici, Long, Noble**) enable mid- and later-career researchers to develop large-scale cross-disciplinary agendas and to network extensively within and beyond the institution. The quality of research leadership within the School is further evidenced by the progression to senior research-related roles in the University of **Cowling** (Director of IMEMS from August 2011), **Long** (Deputy Head of Faculty for Postgraduates, 2010-2013) and **Noble** (Deputy Head of Faculty for Research, 2009-12).

Clear policies are in place to support early-career researchers. All those who join the School undertake a probationary period of two or three years. In accordance with University policy, they have a reduced teaching and administrative load that rises incrementally (70% of the norm in year 1, rising to 80% in year 2 and 90% in year 3). They complete the University's Postgraduate Certificate in Academic Practice (PGCAP), which includes dedicated sessions on preparing funding applications, research practice, research policy, and research student supervision. A probation agreement includes targets related to research, publication, and grant applications. Probationary staff are assigned a mentor whose responsibilities include advice on research-related matters and the targets identified in the probation agreement. Those staff in the School who fall under the purview of the Concordat to Support the Career Development of Researchers (Postdoctoral/Junior Research Fellows) are fully integrated into the formal processes for career development by means of PRP. The same is true of postdoctoral research assistants employed through externally-funded research grants.

All permanent members of staff may apply for University-funded research leave once in every seven terms. Applications for leave can be accelerated (or delayed) to advance the research priorities of the School and individual colleagues. Applications for research leave must offer a detailed account of plans for the period of leave, and are reviewed by the HoS and DoR and received by Research Committee, before being forwarded to the Head of Faculty for approval. Reports on research leave are submitted at the start of the term following the period of leave for review by HoS and approval by the Faculty.

Cultural diversity and inclusivity are central to the School's research agenda, and are manifested in the diversity of its research staff. Of the 18 appointments made during the current assessment period, 12 have been staff whose academic background and training has been wholly or partly international. The School undertakes an international recruitment search for staff at all levels. The result is a research culture that brings a variety of critical perspectives and traditions to bear on the School's research practices and agendas. The School has actively sought to address issues of diversity, particularly in relation to gender, at all levels of appointment. While intellectual and academic excellence remains the determining factor in recruitment, the School is committed to achieving a gender balance among its research staff, which currently stands at 16 women: 27 men, or 37%: 63% (as at 15 September 2013). In terms of equality of opportunity, the School supports staff who require flexible working arrangements. Maternity/paternity leave is supported, and four colleagues have had flexible working practices over the census period. The School's diversity officer liaises with the University's diversity co-ordinator not only to ensure legal compliance, but to help the School realise the benefits of promoting diversity.

ii. Research students

The School fosters a research culture that encourages and recognises the contributions made by its PGR students. It inducts PGR students into its research communities and activities, enabling them to develop their own research profiles and to contribute to the academic environment both within and beyond Durham. The School makes a substantial budget available to PGRs for research-related activities (currently £8,000 per year), and PGRs may also apply for additional funding for larger projects such as conference organisation. All PGRs are members of at least one research group: this provides them with career development opportunities through participation in specific activities, such as work-in-progress seminars or roundtable discussion. Through the

School's individual language units, PGRs are connected to national and international language-based subject communities. PGRs also participate in interdisciplinary activities co-ordinated within University research institutes and centres, such as the research seminar of the Medieval and Early Modern Student Association as part of the IMEMS. Additionally, the School's PGRs benefit from the University's commitment to postgraduate activity, epitomised by its £1.8m investment in a new Postgraduate Hub for Arts and Humanities students, with state-of-the-art IT facilities.

A total of 63 PG research students – approximately a third of whom are international – were recruited during the census period, continuing the momentum of PGR growth begun during the RAE period. Students have enrolled across all languages, with sustained growth in Arabic and Italian. The School's suite of taught MA programmes – particularly those in Arabic-English Translation and Interpreting, Medieval and Early Modern Studies – provide important conduits to doctoral research in the School. Photography Studies and Translation Studies are proving effective domains in which to develop research collaborations with non-academic partners at doctoral level and beyond. In the case of Photography Studies, professional curatorial staff at the Impressions Gallery (Bradford) and Autograph-ABP (London) have embarked on PhDs in the School after completing its taught MA in the Photographic Image. They have participated in the research activities of the Durham Centre for Advanced Photography Studies and secured funds from their own organisations to support its conferences.

Following Durham's bid to the first round of the AHRC Block Grant Partnership in 2008, the School was awarded funding to support doctoral research in French (two studentships), Photography Studies (one studentship) and Translation Studies (one studentship), an outcome which recognised the latter two in particular as emerging areas of research strength for the School. At the same time, the School has addressed the challenges posed by the current funding environment by diversifying the funding opportunities it makes available to prospective students. A number of its candidates have been successful in securing full funding through the University's competitive Durham Doctoral Studentship scheme. In 2009-10 and 2013-14, the School awarded its own, fully-funded doctoral studentships; and in 2010-11, it secured alumni funding for two further doctoral studentships, and continues to work with the Development and Alumni Office to identify further sources of postgraduate support. In 2013-14, the School secured a Strategic Initiative Studentship from the University linked to the appointment of **O'Brien**.

In recognition of the School's excellence and significant growth as a centre for doctoral research over the census period, Modern Languages featured prominently in the successful application of the Northern Bridge Doctoral Training Partnership (NBDTP, comprising Durham, Newcastle, and Queen's Belfast) to the AHRC's BGP2 scheme, with 13% of the indicative studentships requested for Modern Language subject areas. From October 2014, the NBDTP will fund 157 full studentships over a five-year period. As part of the NBDTP bid, the University will fund 60 new 'matched' studentships, available only to Durham Arts and Humanities students. These are in addition to the existing Durham Doctoral Studentship scheme, which funds 10 PhDs annually at RCUK rates. Our record of success in past competitions shows that Modern Languages attracts the calibre of student likely to succeed within this substantially enhanced funding environment.

The School's PGRs participate in national and international research networks, including the Popular Cultures Research Network (University of Leeds) and the Centre for Independent Social Research (St Petersburg, Russia), and have secured visiting fellowships at institutions in the United States and Italy. PGRs have organised postgraduate conferences on topics including the Right in contemporary Italian politics (2011, awarded a *medaglia di rappresentanza* by the President of the Italian Republic 'in recognition of the scholarly quality of the Colloquium's programme'); French crime fiction (2012); and Translation Studies (2013, organised as part of the launch activities of the Centre for Intercultural Mediation). They have led research seminars and organised conference panels nationally and internationally (Belgium, France, Hong Kong, Mexico, Russia, United States). Several students have published their work in academic journals and edited volumes, some co-authored with members of staff. One PhD student is collaborating with Opera North (Leeds) on issues of surtitling and access to opera for audiences with hearing impairment and related disabilities.

Admissions practice is aligned with the UK Quality Code (section B2), ensuring transparency and equality of opportunity for all applicants, irrespective of mode of study. Induction, supervision and monitoring accord with section B11 of the Quality Code and with the Researcher Development Framework. The School's Director of Postgraduate Studies (DPGS), who is responsible for

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implementing institutional policy, runs an induction session for new students that covers the School's research environment, the role of research groups, supervision and monitoring policies, and mechanisms for student feedback. Students have a supervisory team of two, the weighting of which is typically 80%-20% between main and assistant supervisors (50%-50% in the case of joint supervision). School policy stipulates a minimum of one supervision a fortnight (one a month for part-time students), and records of supervisory meetings are kept. Monitoring of progress takes place every academic year beginning at month nine of study, and is carried out by a team of two monitors from within the School who are independent of the supervisory team. Those students entering continuation at 36 months agree upon a timetable for completion with the DPGS, with whom they meet regularly until submission.

Skills training and career development for research students are reviewed regularly. At their core is the Training Needs Analysis (TNA), which is completed in conjunction with supervisors at the start of every academic year. The TNA promotes reflection on the development of skills required to undertake the research project. It maps on to the University's centrally-organised Doctoral Training Programme, which meets most training needs and includes courses tailored to students with different academic and disciplinary backgrounds, and to different modes of study (full-time/ part-time). In addition, courses provided at School and Faculty level cater to highly specialised training needs, such as workshops on palaeography and codicology. To ensure that our graduates remain competitively equipped to enter an evolving academic environment, PGR training sessions also focus on academic publishing, funding proposals and impact activities. The School, in partnership with colleagues at the University of Newcastle and supported by two AHRC Collaborative Skills Training awards in 2010 and 2011, has developed training courses in foreign languages for academic purposes through its Centre for Foreign Language Study. These are available to research students and early-career researchers in Durham and Newcastle working in a range of disciplines. Wherever possible, the School offers its research postgraduates the opportunity to undertake teaching from the second year of doctoral study (in accordance with Research Council guidelines). Prospective postgraduate teachers receive training at School and institutional level before undertaking these duties.

The School's emphasis on comparative, interdisciplinary and cross-cultural approaches to research gives its research students a broad-ranging and cohesive environment in which to develop a range of skills which equips them for future careers both within and beyond academia, nationally and internationally. Seven former PGRs now hold teaching positions at universities in Europe, USA, Australia and Kuwait. Other recent career destinations include university administration, museum curating and the French film industry.

d. Income, infrastructure and facilities

Since 2008, the School has demonstrated sustained success in securing external grant income from national and international funding bodies for both collaborative and solo projects. Total income for the period has amounted to over £924k, more than double the £414k income for the RAE period. The range of funding has also significantly increased during the census period. The diversity of funding streams demonstrates the vitality and international competitiveness of the School's research. From the AHRC, funding has been forthcoming through its Research Fellowship scheme (**Byford**) and Research Networking scheme (**Noble, Cracolici**). Twelve staff have obtained funding from the British Academy under its Small Research Grants scheme. Cracolici won BARDA funding for work on the Arcadian Academy in eighteenth-century Rome. Substantial funding has been secured from the Leverhulme Trust, including Research Fellowships for **Banks** and **Newman**; a Major Research Fellowship for **Caruso**; and a Leverhulme/British Academy Senior Research Fellowship for **Clarke**. The Trust has also funded three Visiting Professors during the census period in Russian and Italian (Profs Etkind, Lazzarini and Capitelli). **Noble** secured funding from the European Union through its Marie Curie Fellowship scheme to support a major project on the history of emotions in Mexico. In addition, staff have been successful in obtaining non-HESA funding from international funders and organisations, including research fellowships from I Tatti (Harvard University) and the Getty Research Institute for **Cracolici** and **Tessicini**. Funding amounting to £198,000 over five years has been obtained to develop a Ruskiy Mir (Russian World) Centre at Durham for collaborative and interdisciplinary research in Russian studies building on expertise across the School and the University more

widely.

This collective success indicates the effectiveness of the School's formal and informal mechanisms to support the development of research grant applications. All applications over £10,000 go through the School's early-stage peer review process several months before the competition deadline, when an outline proposal is discussed by the applicant, DoR and two other experienced colleagues. Advanced drafts are anonymously peer reviewed at School and Faculty levels. Research groups offer informal feedback on applications. The University Research Office gives practical and administrative support for developing research grant applications. The School has the services of a Research Officer for the Arts and Humanities, who offers guidance and assistance on issues of financial costing and project design, and disseminates news and intelligence regarding external funding opportunities. The Research Office provides further specialist support on research policy and research ethics.

The School's Research Committee oversees an annual budget currently amounting to £45,000. All staff receive an individual allocation for research activity and related costs (such as funding for conferences and research trips; image reproduction; publication subventions; inter-library loans). Staff can also apply to the School's strategic research fund, administered by the Research Committee, to support larger activities such as conference organisation and impact-related projects. Similar funding of up to £1,000 is also available from the Faculty of Arts and Humanities. The University's Research Office offers seedcorn funding of up to £20,000 to support the development of substantial external grant applications and impact-related activity. **Banks, Beresford, Byford, Noble, Sunderland and Wynn** have secured this funding to initiate projects on subjects ranging from Russian child science (see impact CS2) to medieval libraries. This is part of a general approach that builds on funding success to develop longer-term research momentum. For example, in 2007 a BA conference grant awarded to the Durham Centre for Advanced Photography Studies ('Locating Photography') led to a successful AHRC Network grant application ('Photography and the Politics of Affect'), to collaboration with partners in Canada and the US, and to **Noble's** Marie Curie award.

The School benefits from and contributes to an extensive scholarly infrastructure. The University Library provides generous funds for the establishment and maintenance of specialist print collections, as well as online access to a wide range of academic journals, databases and other electronic resources. It has undergone a 42% expansion (completed April 2012), allowing for much more of its 1.6 million stock to be on open access. The School's current annual budget for library purchases and journal subscriptions is over £81,000. This budget increased by over 50% between 2008 and 2012, underlining the University's commitment to enhancing research capability in Modern Languages. The School's Library Officer works with an Academic Liaison Librarian to develop the holdings in accordance with its research strategy, investing particularly in areas of expansion, which have included Italian Studies, Visual Culture, Caribbean Studies and Translation Studies. Staff working in the medieval and early modern periods draw in their research on the internationally renowned collections including the Chapter Library and Meissen Collection of Durham Cathedral, and Bishop Cosin's Library. The latter, as well as the University's Chinese Collection, was awarded designated status by the Museums, Libraries and Archives Council in 2005 in acknowledgement of its international pre-eminence. The School is centrally involved in a new University initiative to develop the internationally-important library and collections of Ushaw College, the former Catholic seminary to the west of Durham city. The library will be catalogued to modern standards, and its resources will be used for research projects within the University (via the Centre for Visual Art and Culture and IMEMS) and beyond.

Substantial recent infrastructural investment has been made in translation technologies, in recognition of Translation Studies as an area of research and postgraduate growth for the School. Funding of £530k from the University's Capital Fund, awarded in November 2012, has built and equipped a new interpreting suite, featuring the latest eye-scanning instruments and software. This technology supports research projects in, for example, audiovisual translation, AVT accessibility, cognitive approaches to audience reception. With the support of the School's IT officer, the equipment will be used in 2014 to explore an innovative approach to research on the visual dimension of poetry.

e. Collaboration and contribution to the discipline or research base

Central to the School's strategic aim of strengthening its position in the international exchange of ideas is the understanding that innovative research is best achieved by interdisciplinary collaborations underpinned by strong disciplinary identities. Collaborative activities by staff at all levels have created new ideas and perspectives, challenged assumptions, identified communalities, and generated research momentum towards other projects.

Within Durham, the School has exploited the collaborative opportunities afforded by the Institute of Advanced Study (IAS). The IAS promotes an annual research theme, and funds visiting Fellows, workshops and public lecture series. **Cowling** led a series of inter-disciplinary dialogues on 'Metaphors as Models' as part of the 'Modelling' theme (2008). In 2011, under the 'Futures' theme, **Renfrew** organised the 'No Future' conference, working with **Epstein** as a Visiting Fellow. Epstein's term as an IAS Fellow encouraged him to take up a permanent position in the School in 2012. As part of the 'Time' theme in 2013, **Cracolici**, **Ní Dhúill**, and **Pérez Marín** organised a public lecture series on 'Forms of Time'.

During the assessment period **Lloyd** and **Thompson** completed collaborative projects funded by the AHRC (on Second World War fiction in France and theatre censorship in Spain respectively). In 2010 **Banks** and **Cowling** concluded a series of three interdisciplinary colloquia co-organised with scholars at the Universities of Groningen and Copenhagen on commonplaces in Western Europe, with funding from Netherlands Organization for Scientific Research (NWO) and the British Academy, leading to three edited volumes. Between 2010-2013, **Banks** was a Research Lecturer on the Balzan project, 'Literature as an Object of Knowledge', directed by Terence Cave (Oxford), and involving colleagues from disciplines including psychology, philosophy and linguistics. Durham's founding membership of the international Matariki network of universities has enabled collaboration with Uppsala (**Hernández Adrián**, **Ní Dhúill**), Otago (**Saul**) and Western Australia (**Noble**), resulting in research visits, workshops and conferences. **Ní Dhúill** works with the Verein für die Geschichte der Arbeiterbewegung (Vienna) and the University of Kent, Canterbury on the Emma Adler Project, including a new edition of Adler's work. She also collaborates with the Ludwig Boltzmann Institut für Geschichte und Theorie der Biographie, (Vienna) and the Zentrum für Biographik (Germany) on the theory of biography. **Wynn** co-directs the Phoenix research group with Pierre Frantz (Paris-Sorbonne) on eighteenth-century French drama, organising two conferences and publishing five critical editions so far; these activities have spawned a new, separate project on authorship in the Enlightenment. **Noble** secured AHRC network funding in 2010 to develop research activities with colleagues at the Universities of Toronto and Western Ontario on the theme of 'Photography and the Transnational Politics of Affect', resulting in a conference in 2013 and two journal special issues. The collaboration has in turn generated a new project on the 'Cold War Camera', involving academics, gallery/museum professionals and practitioners from the UK, Guatemala and Vietnam.

The School's staff have made substantial contributions to academic leadership within Modern Languages in the UK and abroad. They have broadened the scope of several associations' research activities, contributed to policy debate about Modern Languages, and ensured the quality and integrity of those associations' processes. Staff have contributed to strategic planning and assessment of Modern Languages research through membership of Sub-Panel 28 of REF 2014 (**Cairns**, **Saul**), and of humanities research more broadly by serving as national reviewers for the second round of the AHRC Block Grant Partnership scheme to determine postgraduate funding (**Cairns**, **Cowling**). As President of the Association of University Professors and Heads of French between 2007 and 2010, **Cairns** promoted the cohesion of the French studies community in the UK and Ireland, and strengthened its links with the French Embassy. As a member of the Executive Committee of the University Council of Modern Languages, she has steered the body towards a greater attention to research issues within Modern Languages. As President for the Agence Nationale de la Recherche's Laboratories of Excellence scheme (from 2011) and then as President of the Agency's grants selection committee covering the human and social sciences in France (from 2012), Cairns promoted equal opportunities for all researchers irrespective of gender or ethnicity, and ensured as wide a representation of Humanities disciplines as possible in the final funding decisions. As council member of the English Goethe Society, **Saul** was instrumental in broadening the journal's field of publication to include Romanticism and Modernism, as well as the history of ideas and sciences. Since 2012, he has been a member of the Präsidium of the

Internationale Novalis-Gesellschaft, whose journal he helped to re-launch and which he reoriented towards an international (rather than specifically German) readership. **Caruso** is a member of the Faculty of Archaeology, History and Letters at the British School at Rome; his activities include evaluating applications to the School, peer-reviewing of its publications, and contributing to its research strategy. **Thompson** is a member of the Executive Committee of the Association of Hispanists of Great Britain and Ireland, where he has improved internal and external communication networks; and **Newman** is a member of the Council of British Society for Middle Eastern Studies. **Clarke** began a four-year term in 2012 as Secretary General of the International Federation for Theatre Research, the world's largest organisation for performance research; in collaboration with Professor Christopher Balme (Ludwig Maximilians Universität München), she is currently engaged in a fundamental revision of the Federation's constitution with a view to expanding the Federation's current two language policy and thereby enhancing participation in the countries (over eighty in number) where the Federation has members.

Staff in the School make a range of strategic contributions to the development and evaluation of research in Modern Languages and the humanities. They have served as external assessors for senior appointments at many UK and international institutions (including Cambridge, Edinburgh, London, Manchester, Oxford, Alberta, SUNY, Toronto), enabling them to inform decisions about subject leadership within those institutions. They have participated in the renewal of their disciplines by serving as PhD examiners at institutions in the UK and abroad, including Cambridge, Leeds, Manchester, Oxford, Queens Belfast, Warwick, Bologna, NYU, Oviedo, Paris, Salamanca, Murdoch (Australia). As panel members for departmental and institutional reviews (at Bristol, Lancaster, Royal Holloway, Schiller-Nationalmuseum Deutsches Literaturarchiv Marbach, Università Statale di Milano), they help shape the direction of research activity within specific institutions. Several staff have helped to maintain and monitor standards of research excellence across Modern Languages as members of the AHRC Peer Review College (8 in total), and as peer reviewers for funding bodies in Austria, Belgium, Canada, Denmark, Ireland, Israel, Switzerland and the European Union.

Our contribution to the intellectual life of Modern Languages and the humanities is emphasised by our peer review and editorial work for a substantial number of national and international academic journals. Our staff carry out peer review for leading academic publishers in the UK and the USA, including Blackwell, Oxford UP, Palgrave, Routledge, University of Minnesota Press, Ohio UP, University of Texas Press, Yale UP. They act as referees for subject-specific journals – including *French Studies*, *Austrian Studies*, *Journal of Germanic Linguistics*, *Hispanic Review*, *Russian Review*, *Slavonic and East European Review* – and for the following cross-disciplinary journals: *Culture, Theory and Critique*, *Feminist Media Studies*, *Forum for Modern Language Studies*, *Modern Language Review*, *Visual Studies*. *Slavonica*, the major journal of Russian, Central and East European Studies, was based in Durham from 2010 to 2013 with **Renfrew** serving as Editor, and **Byford** as Reviews Editor. **Cowling** is Series Editor of *Textes de la Renaissance* for Éditions Champion (Paris). Reflecting the breadth and interdisciplinary nature of our expertise, staff are on the editorial boards of journals including *Journal of Visual Studies*, *Journal of Austrian Cultural Studies*, and *Le Moyen Français*. Thompson is Series Editor of the Durham Modern Languages Series (DMLS), founded in 1980 to support research across Modern Languages. Six volumes have been published during the census period, on a range of literary and cultural topics including medieval literature and modernist representations of Rio de Janeiro and St Petersburg. The series' stature is confirmed by the decision of the major academic publisher Manchester University Press to reissue (from 2010) 21 volumes from the DMLS backlist.

The School has, with these activities, laid a strong foundation for achieving its strategic aim of enhancing its international position in the next assessment period and beyond.