

<p><b>Institution:</b> St Mary's University College</p>
<p><b>Unit of Assessment:</b> 29: English Language and Literature</p>
<p><b>a. Overview</b></p> <p>UoA 29 is from within the School of Culture, Communication and Creative Arts (CCCA, but re-organised as Arts &amp; Humanities in September 2013). It is drawn from the 5.7 FTE programme team in English Language and Literature whose jobs are devoted largely to undergraduate and postgraduate teaching, doctoral supervision and programme management. In English Literature the team comprises Cian Duffy, Allan Simmons, Peter Howell and Brian Ridgers, with Michael Foster and Pauline Foster in English Language. In addition, there is 1.0 FTE Research Professor (Fiona Robertson) and 2.5 FTE Research Fellows (John Stape, Peter Skehan, Martin Bygate and Jack Donovan) who offer seminars and doctoral supervision. As in RAEs 2001 and 2008, the research strengths in English Language and Literature are in three main areas: Joseph Conrad Studies, Romanticism, and Second Language Acquisition, with a recently emerging strength in Textual Editing. Accordingly, our REF2014 submission is framed around these areas of expertise.</p>
<p><b>b. Research strategy</b></p> <p>In the RAE2008 submission, the University College entered the English Literature and Language Unit of Assessment with 9.5 FTE drawn broadly from the School of CCCA as a whole. It included staff from related programmes in Professional &amp; Creative Writing and Drama. While 20% of our submitted outputs were ranked as 3* and 4*, the ranking of 15% of our outputs as 'unclassified' suggested that the School might do better in 2014 with more narrowly focused submissions. Accordingly, for REF2014 we are submitting for UoA 29 only staff from the English programme (7.5 FTE, headcount of nine), while staff in other CCCA programmes (namely Drama, Film &amp; Popular Culture, Irish Studies and Media Arts) are being entered for the first time in UoA 36.</p> <p><b>(i) Following through on the strategy laid out in RAE2008.</b> Our main strategy set out in RAE2008 was to maintain and develop our existing areas of research expertise. In regards to <b>Joseph Conrad Studies</b>, we were working with Cambridge University Press to transfer the preparation of <i>The Cambridge Edition of the Works of Joseph Conrad</i> from its base at Kent State University, Ohio, to St Mary's. This was achieved, and the project is now under the joint editorship of Professor Allan Simmons and Dr John Stape. They were tasked with revivifying an edition that, begun three decades ago, had yielded a mere five volumes. Since the project moved here, <i>The Cambridge Edition of the Works of Joseph Conrad</i> has been transformed: no longer a moribund venture, it is being completed at a rate of two volumes per year. Eight new volumes have been published since 2010. Other forthcoming publications mentioned in the RAE2008 narrative have appeared: Stape and Simmons both had chapters in <i>Joseph Conrad: Voice, Sequence, History, Genre</i> (Ohio State UP, 2008); Stape completed his critical edition of <i>A Personal Record</i> (CUP, 2008); and Simmons produced <i>Joseph Conrad in Context</i> (also for CUP, 2009).</p> <p>Regarding <b>Second Language Acquisition</b>, the RAE2008 narrative mentioned that Pauline Foster had just been awarded an ESRC grant for £43,959 for a one-year research project to begin March 2008. Due to illness, the start date was delayed, but the project was completed within its year and a final report sent to the ESRC in 2010, receiving rapporteur assessments of 'good' and 'very good.' In a departure from her previous focus on task-based second language acquisition (SLA), this project investigated the phenomenon of idiomaticity in SLA and its relationship to age and aptitude variables. It has generated three major research conference presentations: The British Association of Applied Linguistics in Newcastle (2009), The Canadian Association of Applied Linguistics in Ottawa (2009) and the American Association of Applied Linguistics in Atlanta (2010). Foster has been invited to present the results at a number of UK Universities (for example, Southampton 2010, Reading in 2011, Bristol in 2012, Birmingham and Edinburgh in 2013) and at the University of Stockholm in 2011 and 2012. An article based on the results (her REF output 4) has appeared in <i>Studies in Second Language Acquisition</i> and a further journal article is in preparation.</p> <p>Foster's other works in progress mentioned in the RAE2008 narrative have all appeared. One was published in <i>Language Learning</i> in 2008 (subsequently re-issued in 2011 in P. Robinson (ed.) 'Task-based Language Learning' in <i>The Best of Language Learning</i> series). In 2009 she had a related article accepted by the same journal. These are her outputs 1 and 2 for REF2014. The</p>

promised book chapter also appeared in 2009 in *Vocabulary studies in first and second language acquisition: the interface between theory and application* (Daller, H. et al. (eds.)).

Another strand of our strategy was to encourage promotion of research-active staff: Cian Duffy was promoted to Reader in 2011, while Pauline Foster and Allan Simmons were promoted to Professor in 2009, delivering inaugural lectures in 2011 and 2012 respectively. John Stape's post was upgraded to permanent full-time Research Fellow in 2011. Our RAE 2008 narrative mentioned seven individual staff in the school of CCCA who were research-active but not sufficiently published to merit inclusion in the submission. One of these, Peter Howell, is part of the English programme team and is included in our submission this time. His research on the early seventeenth-century poem *Pimlyco* is central to an impact case study. His scholarly edition of the poem is now published on the department's new website Otranto.co.uk.

The CCCA School strategy to support research activity through awarding QR funding was successfully followed through, with all academic staff invited four or five times a year to make applications. Between 2009 and 2013, this money funded 34 conference papers, enabled five staff to have extensive teaching remission, paid for three research assistants to gather empirical data, purchased a valuable Conrad archive, covered some costs incurred by the Joseph Conrad Edition, and underwrote the organisation of ten conferences and colloquia. In addition, successful applications were made for research equipment and training.

We had planned in RAE2008 to double the number of CCCA research students in the coming years. This was a very modest aim, given the very low number of 3.5 FTE (headcount of four) in 2008. But with the help of some strategic use of QR funding we have exceeded this. As of the end of July 2013, CCCA had 11 currently registered PhD students, six of whom are being supervised by staff in English Language and Literature.

**(ii) Achievements, plans and aspirations.** As outlined above, our 2008-2013 strategy was to build on our key areas of strength, and this will continue to be the main aim for 2014-2019, along with the development and expansion of textual editing and the continued encouragement for all staff on the English programme to be research-active.

### **The Works of Joseph Conrad**

In 2011 we established the *Centre for Joseph Conrad Studies*, and inaugurated an annual Colloquium on Textual Studies at St Mary's, at which scholars actively contributing to the field are invited to deliver papers on various topics related to the editing of Conrad's work. Papers from these colloquia are being gathered into a volume to be published by Rodopi of Amsterdam in 2016. Plans for 2015 include broadening the focus of these colloquia to include papers on other Modern authors including James Joyce and E. M. Forster.

In 2012 we used QR funding of £9,860 to purchase an archive of periodicals in which Conrad's works first appeared. A current PhD student who expressed an interest in maintaining the collection has been sponsored to attend workshops on Archive Preservation at the British Library. Once the archive is restored and fit for purpose, it will form the centre of an annual conference devoted to the serial publication of Conrad's works and, with the physical documents to display, will be open to the public as well as subject specialists. Dedicated campus space for this has been provided at St Mary's.

As noted above, during the assessment period of the REF2014 the rate of production of the Cambridge Edition has increased markedly, with Simmons and Stape not only overseeing the publication of the volumes but also actively involved in editing volumes themselves. They have co-edited together *Tales of Unrest* (2012) and *The Shadow-Line* (2013) while Stape has co-edited *Last Essays* (2010), and *Lord Jim* (2012). Their future publications in the series include *An Outcast of the Islands* (scheduled for delivery to the Press in 2013) and *Victory* and *The Nigger of the 'Narcissus'* (scheduled for delivery to the Press in 2015). On the strength of this work, Simmons and Stape successfully proposed to Cambridge University Press to edit the four-volume *Contemporary Reviews* of Conrad's work. This collection was published in 2012, with Simmons and Stape as General Editors and Simmons responsible for the editing of volume 1. Stape has signed a contract to edit *The New Cambridge Companion to Joseph Conrad* (forthcoming 2015), following in the wake of his *The Cambridge Companion to Joseph Conrad* (1996). In addition to the Preface, he is also contributing an essay on Conrad's textual situations and Simmons is contributing a chapter on 'Heart of Darkness'.

### **Romanticism**

Our plans are to establish St. Mary's, whose campus abuts Horace Walpole's Strawberry Hill

House, as a locus for the study of the literature of the long eighteenth century, reflecting the School's long-standing research expertise in this area. Accordingly, the post of *Horace Walpole Professor of English Literature* was created in 2012, with the appointment of Professor Fiona Robertson. We have now recruited a fully-funded PhD student to be supervised by the Chair, and have secured internal funding to assist her in new research initiatives bringing together literature, architecture, and design. The role of the Chair will be to strengthen the School's existing research profile through publications, PhD supervision, conference organisation, and applications for external funding, especially applications which reflect a commitment to extending its interdisciplinary profile. An application for £239,877 is currently with the Leverhulme Trust for a project entitled 'The Integrated Arts: Literature, Architecture, and Design in Britain, 1760-1840'. Two interdisciplinary conferences (*Emblems and Enigma: The Heraldic Imagination* and *The Grammar of Ornament*) are planned for April 2014 and autumn 2015 respectively; a joint conference *The Reserve of Superstition* is planned with the Institute of Creative and Critical Writing, Birmingham, for January 2015.

Two conferences focussed on eighteenth-century and Romantic-period culture have taken place at St. Mary's. The first – *Romantic Adaptations* – was held over two days in March 2011. It was organised jointly by the departments of English and Film & Popular Culture, and considered the place of adaptation in the cultural praxis of the Romantic period as well as subsequent adaptations of Romantic cultural texts, attracting delegates from across the world. Cian Duffy and Peter Howell (English), and Caroline Ruddell (formerly Film & Popular Culture), edited a collection of essays from the conference entitled *Romantic adaptations: essays in mediation and remediation* (Ashgate, 2013). The second conference, co-organised by the department of English and Strawberry Hill Trust took place in March 2013. On the theme of *Gothic: Culture, Subculture, Counterculture*, the two-day conference again attracted a range of delegates from different disciplines and backgrounds. A collection of papers from the conference, edited by Cian Duffy and Peter Howell, is scheduled to appear in 2015. A third conference is planned for the same year.

In addition to their collaboration on conferences and conference-volumes, Cian Duffy and Peter Howell have edited a critical anthology of writings about the sublime across a range of different areas of enquiry and genres of writing, entitled *Cultures of the Sublime: Selected Readings, 1750-1830* (Palgrave Macmillan, 2011). A new MA programme, on the theme of *Gothic: Culture, Subculture, Counterculture*, convened by Peter Howell and run jointly by the departments of English and Film & Popular Culture, began teaching its first cohort in September 2013.

Cian Duffy has over the last five years moved from textual editing (in both the Longman edition of the *Poems of Shelley* and in *Cultures of the Sublime*) towards more cultural-historical research in his latest monograph, *The Landscapes of the Sublime, 1700-1830: 'Classic Ground'* (Palgrave, 2013). He has since had accepted for publication three articles on different aspects of Shelley's life and work, and has begun work on a critical anthology of British Romantic writings on the Ottoman Empire (forthcoming, 2015). His current research projects also include Mary Wollstonecraft's travels in Scandinavia and verse responses to the British bombardment of Copenhagen in 1807. In 2013, Jack Donovan (formerly Reader at the University of York) was taken on as a Research Fellow for three years. He worked with Duffy on volumes 3 and 4 of the Longman edition of *The Poems of Shelley* and they are currently collaborating on an updated edition for Penguin of *Shelley's Poetry and Prose* (forthcoming, 2014). Donovan will contribute to the School research seminars programme, to the MA in *Gothic*, and will co-supervise a new PhD student in Romantic studies.

### **Second Language Acquisition**

In the REF assessment period 2008-13, Pauline Foster has continued to publish extensively on the topic of task-based language learning and teaching. There have been two papers in *Language Learning* (with Parvaneh Tavakoli) on the effects of task design on second language performance, one of which has been reprinted in *The Best of Language Learning* (2011), and a book chapter on the impact of learning environment on lexical proficiency in a second language (Palgrave-MacMillan, 2009). She has also published two outputs with Peter Skehan: a journal paper (*Canadian Modern Language Review*, 2013) on the impact of post-task activities in task performance, and a book chapter that synthesises the results of their collaborative empirical work over the past 15 years (Benjamins, 2013). In addition, Foster has published in the *International Review of Applied Linguistics* (2009) a paper which considers and critiques the expectations and misapprehensions of second language acquisition research. She has also contributed both to the

*International Encyclopaedia of Applied Linguistics* (Wiley-Blackwell, 2012) and the *Encyclopedia of Second Language Acquisition*, (Routledge, 2013). Her recent research into the lexical nature of second language knowledge is the topic of a paper (her output 4) in *Studies in Second Language Acquisition*. This work has also contributed to a book chapter (with Cylcia Bolibaugh) published by Benjamins in 2013, and represents ground-breaking research evidence for an age and memory effect on the acquisition of idiomaticity in SLA. A further journal submission on this data is in preparation.

Two further aspirations for the future are to win more external funding for empirical work in task-based approaches to language acquisition, and to recruit more PhD students. To that end both Peter Skehan and Martin Bygate were taken on as 0.5 FTE Professorial Research Fellows on three-year contracts to aid in the planning of research bids, to act as co-supervisors for PhD students, and also to contribute to seminars on the MA in Applied Linguistics. Skehan, who has collaborated on seven research studies with Foster, is currently working with her to draft a bid to the ESRC or Leverhulme Trust to fund a new longitudinal project into task-based second language learning.

Bygate and Skehan are very experienced in doctoral supervision. They will help us to attract more PhDs in the field of language learning and teaching, as well as improve the quality of our supervision teams overall. Bygate is already the co-supervisor for our newest PhD student who is working on the effects of task repetition on second language classroom performance, something which Bygate has published extensively on. Skehan recently acted as internal examiner in the viva of one of our recently completing PhD students.

Foster, Bygate and Skehan all have international profiles in task-based language learning, and bringing them together at SMUC gives us a good base from which to produce excellent collaborative research and supervision in this field. To raise St. Mary's profile in this regard, Foster organised the 2013 conference of the BAAL Teaching and Learning Special Interest Group with four invited plenaryists (Rod Ellis, Jill Wigglesworth, Leila Ranta and Zoltan Dornyei), attracting 60 paper proposals and over 80 delegates.

#### **Textual editing**

In recognition of the quality of the editorial work on the works of Conrad, the MLA Committee awarded their Scholarly Editing Seal of Approval to Simmons and Stape's editions the *Tales of Unrest* and *The Shadow-Line*, and to Stape's editions of *Last Essays* and *Lord Jim*. This is a mark of the growing international profile in textual editing that we are developing at St. Mary's. In addition to this work on Conrad, we have Duffy and Donovan's work on Percy Shelley, while the appointment in 2012 of Robertson (works of Walter Scott) has raised further this part of our research profile. We aspire to build on this by acquiring the task of editing the letters of E. M. Forster. Negotiations for this with Cambridge University Press, who have approached us on this matter, are moving forward. If we are able to bring this editing project to St. Mary's we would have the basis for a very impressive 'stable' of collected works and letters, and would be able to consider setting up further seminars and conferences in editing literary texts and on biography for scholars and researchers in the UK and abroad. Such plans are dependent on attracting either QR or external funding, but we are hopeful this can be achieved during the next assessment period.

**(iii) Interdisciplinary and collaborative research.** As detailed above, in the past few years we have increased our focus on interdisciplinary collaborations with the 2011 *Romantic Adaptations* conference organised jointly by staff in the English and the Film & Popular Culture programmes, and the 2013 *Gothic cultures* conference in conjunction with Strawberry Hill House. We look to explore other productive overlaps between Gothic Studies and Film & Popular Culture in another conference in 2015. Also noted above, Professor Robertson's plans include two interdisciplinary conferences in literature and architecture for 2014 and 2015 and another with the Institute of Creative and Critical Writing for 2015.

Strengthening the existing connection between the University College and the Strawberry Hill Trust, we have garnered a large amount of material from our library to form a Horace Walpole and Gothic archive and housed it one of the towers of Strawberry Hill House. This material is available to students and staff of the University College, and by special request to scholars from outside the institution. It collects in one place a large amount of historical and contemporary resources relating to Strawberry Hill, Horace Walpole, and the Gothic Revival. Part of our case study on connecting research to a public audience has involved a collaboration between the St. Mary's Drama Programme and Dr. Howell in a production described further in REF3b: *Shakespeare in Hackney*;

or, *'Tis a mad world at Hoxton.*

The Conrad Studies field is by its nature international and the Textual Colloquia have involved not only researchers from UK universities but the participation of scholars from Norway and Switzerland. The editing of the Cambridge Edition is likewise collaborative, involving teams of scholars from universities at home and abroad. For example, future volumes include *Victory*, edited by John Stape, Alexandre Fachard (Lausanne), and Aaron Zacks (Texas); and *Chance*, edited by Allan Simmons, Susan Jones (Oxford), and Justin Tonra (Galway).

### c. People, including:

#### i. Staffing strategy and staff development

All staff in UoA 29 are based in the School of CCCA (now reconfigured as Arts & Humanities) and as such have access to the School QR budget. In 2008-9, this was £47K, rising to £79K in 2010-11, falling slightly to £60K in 2012-13. The School Research Committee invites bids up to six times in the academic year and assesses them in accordance with the School's research strategy and policy on staff development. The committee is made up of representatives from across the programme profile of the School. Bids are made for research-related activities such as: giving papers at conferences, teaching remission, visits to libraries or collections, buying in research assistants and the purchase of equipment. In addition, staff can claim up to £300 per year each for staff development, to be spent on conference attendance, equipment (such as digital recorders) or training courses of one kind or another. The School is small enough (as of August 2013, the FTE of academic staff is 40) for everyone to know each other and to know each other's research; newly employed members are warmly encouraged to approach more experienced staff for help in getting started in research. Additionally, SMUC offers regular in-house training in research methods, statistics and applying for external research grants. There is training regularly offered in supervising research students.

Staff and PhD students are encouraged to present at the School's fortnightly research seminar series that runs in both autumn and spring semesters. This gives people with little experience of presentation a chance to perform in front of a non-threatening audience and to benefit from constructive feedback from colleagues before presenting their developed ideas in professional and public forums. All staff participate in an annual appraisal at which their research activity is discussed to see if or how the staff member needs to be further supported. There are clear procedures for promotions to Reader or Professor.

As a small and specialist institution, SMUC has invested in and has benefitted from membership of the GuildHE's Consortium for Research Excellence, Support and Training (CREST), a body of 27 HEIs working together to develop research potential. Staff and students at SMUC have thus been enabled to attend symposia, workshops and conferences across a range of disciplines at CREST partner institutions. The institution participated in the 2013 CROS survey and is preparing an application to the European Commission's HR Excellence in Research Award. In doing so, it supports fully the principles of the Concordat to Support the Career Development of Researchers and is working towards full implementation through its institutional policies and procedures. The institution is also committed to aligning fully with the Concordat of Research Integrity by the end of 2014.

#### ii. Research students

PhD students are invited to take part in the School research seminar series as both audience and speaker. The University College holds an annual research student conference in June attended by their supervisors and other interested staff, as well as all research students.

Increased recruitment of PhDs since 2008 has been to some extent driven by fees-only studentships. The University College has a strong and supportive community environment which has been evidenced by feedback from annual research student surveys completed by students undertaking research programmes on both part-time and full-time modes of attendance. The UoA currently has six students enrolled on the research programme within English Language and Literature (on a part-time mode).

All PhD students must complete a six monthly review that is sent to the SMUC Research Students Sub-Committee for approval. Any problems flagged up by this are referred to the supervisor for appropriate action. Contacts between the supervisor and students are logged to make sure that students do not 'fall off the radar.' To give a voice to PhD students two student representatives sit on the SMUC Research Committee and their feedback is sought at each meeting. Moreover, there is an annual survey, including the biennial PRES (postgrad research experience survey). As part

of the PGR Annual Review, each student is asked to complete a skills audit aligning to the Vitae Researchers Development Framework.

In addition to the training facilities offered in-house, our PhD students have access to approximately £200 per year of funding for external training courses, conference presentations, and other research-related activities. From 2008, all but one of the PhD students associated with UoA29 have taken up this opportunity. One student in Second Language Acquisition, funded to present at both the 2011 and 2013 EUROSLA conferences, has had her 2011 paper published as a chapter in a 2013 book. Three other students can boast publications in international journals arising from their work on Conrad and Hardy.

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

Foster was Principal Investigator on ESRC project RES-000-22-2645 (£43,959) *Native-like selection in second language acquisition: the effects of age, aptitude and socialisation* (Oct 2008-Sept 2009). Simmons and Stape received British Academy grants of £7,300 (2010) and £10,000 (2012) towards their work on the Cambridge Edition of the Works of Joseph Conrad. They also receive £900 every year from the international Conrad community towards the running costs of the Edition, £400 from the Joseph Conrad Society UK, and £250 each from the JCS USA and JCS Japan.

As noted above, we have used £9,860 of QR funding to buy a Conrad archive for the Centre for Conrad Studies, and intend to display it (after suitable archiving) for staff, students and visiting scholars. Also as noted above, the School of CCCA created the posts of Horace Walpole Chair in English Literature and five 0.5 FTE Research Fellows in key research areas for UoA 29. This represents a considerable investment in experienced research staff who will contribute to the research environment through seminars, conference organisation, the supervision of PhD students and mentoring of staff. More centrally, SMUC has set up an institutional Research and Enterprise Development Unit (RED) which supports staff, especially those new to research, in everything from the preparation of grant applications to the dissemination of research outcomes. Its role is also to oversee the development, dissemination and implementation of the institutional research strategy and research policies to create a strong and sustainable research culture.

The growing number of PhD students in the School, and across SMUC, has led to the creation of a dedicated space, the Postgraduate Study Centre, where they can work and meet socially with fellow postgraduate students.

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

Given that the bulk of their work is delivering teaching to under- and post-graduates, staff in the Unit nevertheless made considerable contributions to their discipline in the period 2008-2013. We lay this out in tabular form below, recording activities by the staff entered into REF 2014 during employment at SMUC. Specific details of some of these contributions are highlighted here:

- *The Poems of Shelley*, is a **joint project** involving scholars from SMUC, Liverpool and Newcastle Universities. The fifth volume includes an editor from the University of Milan.
- Leading positions in **subject associations** include: Robertson on the Executive Committee, Council for College and University English; Bygate as past President (and still active) for International Association of Applied Linguistics; and Simmons on the Executive Committee of the Joseph Conrad Society UK.
- **Editorial positions** include: Stape and Simmons as Co-General Editors of *The Cambridge Edition of the Works of Joseph Conrad* and of the *Conrad Studies* series; Simmons as General Editor of *The Conradian* and Stape as Advisory Editor, Bygate as Series Editor for *Benjamins Task-Based Language Teaching: Issues, Research and Practice*.
- **Editorial Board members** include: Foster for *Language Teaching Research*; Bygate for *Applied Linguistics*; Stape for *English Language in Transition*; Duffy for *Romantik*; the journal of the Nordic Association for Romantic Studies; and Robertson for *Symbiosis*.
- Unit staff have **examined doctorates** at UK and overseas Universities, including London, Lancaster, Bristol, Glasgow, Melbourne, Auckland, Chinese University of Hong Kong, and Lausanne.
- **Organisation of conferences** includes the BAAL SIG 2013, the annual conference of the Joseph Conrad Society UK 2008-2013, St Mary's Conrad Colloquia on Textual Studies 2010-12, *Romantic Adaptations Conference*, 2013, and *Gothic: Culture, Subculture, Counterculture*, 2013.
- **Refereeing of research proposals** includes Foster for the UK Economic and Social

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- Research Council (ESRC), and Skehan for the Hong Kong Research Council.
- **Invited Keynote lectures** include: Foster at the *High L2 Proficiency Conferences* at Stockholm University in 2011 and 2013, the *International Language Skills* conference in Lublin 2012, the 2013 conference on *Speaking in a foreign language: psycholinguistic and sociolinguistic perspectives* at Konin University, Poland; Skehan at the *International Conference on English, Discourse, and Intercultural Communication*, (EDIC), Macao, China, 2013; and Simmons at the *Gothic: Culture, subculture, counterculture* conference at St Mary's 2013, and the *Conrad in Amsterdam* conference, University of Amsterdam 2013.
- **Invitations to give talks** at Universities include Edinburgh, Lancaster, Southampton, Reading and Essex.
- **Peer review for conference papers** includes Foster for TBLT 2009 and AILA 2008.
- **Journals reviewed for** include *Language Teaching Research*, *Classroom Discourse*, *Applied Linguistics*, *Australian Review of Applied Linguistics*, *Canadian Modern Language Review*, *International Journal of Applied Linguistics*, *Issues in Applied Linguistics*, *French Language Studies*, *Language Learning*, *TESL Canada Journal*, *TESOL Quarterly*, *Applied Psycholinguistics*, *Modern Language Review*, *Scandinavian Journal of Psychology*, *Conradiana*, *English Literature in Transition*, *Conrad Studies*, *Forum for Modern Language Studies*, *European Romantic Review*, *Keats-Shelley Journal*.
- **Publishers reviewed for** include *Routledge* and *OUP*.
- **External examining** includes BA, MA, Ed Doc and PhD programmes at the Universities of Bristol, Reading, Lancaster, Napier and Oxford.

<i>Staff Initials</i>	AS	CD	FR	JD	JS	PH	PF	PS	MB	<b>Total</b>
Joint projects with other organisations		1		1						<b>1</b>
Leading position in professional subject assocs.	1		2						1	<b>4</b>
Editorial positions	3				3				1	<b>7</b>
Editorial board membership	1	1	1		2		2	1	4	<b>12</b>
Examination of doctorates	2	1					9	2	2	<b>16</b>
Organisation of conferences/colloquia	9	1			3	2	1			<b>16</b>
Refereeing research proposals	1						5	10		<b>16</b>
Invited keynotes	3				1		4	2	3	<b>13</b>
Invited lectures		1	2				10	3		<b>16</b>
Peer reviewer for conference papers			3				3	1	1	<b>8</b>
Regular peer reviewer for journals/publishers	1	3	4		1		15	6	4	<b>34</b>
External examiner for other HEIs	2						3	1	1	<b>7</b>

(Data from our new Research Professor and Research Fellows refer only to the period after they joined SMUC in 2012 or 2013.)