Institution: Cardiff University
Unit of Assessment: UoA 29
a. Overview (Bold: REF terms from the guidelines; ***Bold italic***: emphasis)   Two research groups, *LITERATURE* (65% of staff) and *LANGUAGE*, make up the Unit. It is housed in the School of English, Communication and Philosophy, since 2012 part of the College of Arts, Humanities and Social Sciences (CAHSS). *LANGUAGE* researchers are located in the Centre for Language and Communication Research (CLCR, 1989), organised as 3 internal research clusters (see **b**). *LITERATURE* also has informal groupings, plus two established research centres: the Centre for Critical and Cultural Theory (CCCT, 1989) and the Centre for Editorial and Intertextual Research (CEIR, 1997). In 2011, the Cardiff Rare Books (CRB) was purchased for the University. The significance of this acquisition for the research environment is explained below. The *LITERATURE* and *LANGUAGE* groups each have their own research committee and director of research, and are coordinated through the School's Research Strategy Group. **LITERATURE** hosts 3 PhD programmes: *English Literature, Creative Writing*, and *Critical and Cultural Theory*; and **LANGUAGE** 2: *Language and Communicatio*n and the part-time distance programme *Applied Linguistics (Lexical Studies)*. The Unit benefits from an AHRC Block Grant Partnership and will be part of the South, West and Wales Doctoral Training Programme (SWW-DTP, £14.2M over 5 years from 2014/15), in which English Language and Literature is one of four key areas of strength. Our partners in the DTP are Aberystwyth, Bath, Bath Spa, Bristol, Exeter, Reading and Southampton. CLCR hosts the linguistics pathway in the All-Wales ESRC Doctoral Training Centre (DTC).

b. Research strategy

To **sustain our vitality** and ability to make innovative **contributions to the health** of Language and Literature in a changing context, the main **strategic aims** during the period have been:

*S1.****To preserve and grow*** *the capacity afforded by the array of disciplines in the Unit to produce critical, cultural and linguistic theory-building, literary-historical scholarship and creative interdisciplinary investigation across a range of topics and periods.*

*S2.****To refresh*** *the foci of research in the light of new opportunities as well as evolving intellectual and cultural agendas, both internationally and in relation to our location in Wales.*

*S3.****To cultivate*** *our ability to relate our research to 'real world' questions and to the concerns of contemporary academic, student and wider audiences and users in the UK and beyond.*

*S4.****To nurture*** *a community of researchers engaged in sustained international-quality activities as the seedbed for the sustained production of excellent and world-leading outputs and impacts.*

*S5.****To support*** *the next generation of researchers by* ***communicating*** *our expertise and values.*

*S6.****To sustain and develop*** *the quality and vitality of the research environment, rated 4* in RAE2008, as well as our capacity to contribute to the development of our disciplines.*

LITERATURE has sustained Cardiff's distinctive articulation of historical, critical, editorial work across a broad range of periods and cultural forms (*S1*). Priorities outlined in RAE2008 have been adapted where appropriate in order to develop the Unit's capacity to engage with new issues and contexts (*S2*) and to exploit the acquisition of the CRB collection. Much of the **literary-historical** and **critical work** referred to in RAE2008, primarily centred on CEIR and on the Wales-Ireland network, continues. It remains informed by theory and characterised by an attention to *the historical resources and contexts of literature* and by an increasingly *archipelagic understanding of 'English' literary history*. The focus on *revisions and reconstructions of the past,* featuring in the RAE in relation to Medieval Literature/modern medievalism, has now developed into a major strategic theme which *links historical scholarship and contemporary concerns*, through research on the gothic and neo-gothic, the early and recent American literatures of the 'Middle Passage', the memorialisation of Shakespeare, and contemporary rewritings of the Victorian *(S3)*. ***The University's purchase of the CRB,*** a decision in which the School played a leading part, was a significant event in **CEIR**'s trajectory (*S2*). The 14,000 items from the 15th to the 20th centuries are currently being catalogued. Meanwhile, a strategic rebalancing of resource in Language and Literature enabled the appointment of Bell, former Director of the Edinburgh Centre for the History of the Book, to develop work with the collection (2013). Bell also adds capacity in Illustration Studies. ***The interface between the verbal and the visual***, pioneered through funded research in CEIR (reported in RAE2008), has engendered new interdisciplinary encounters of critical theory and film; law, literature and sculpture; and linguistics and graphic novels (*S1,S3*). **CCCT's** two primary foci, studies of *major critical theorists* and *the understanding of contemporary culture*, have

also enjoyed substantive development. A shift in focus of Norris's philosophical work back to theory and the appointment of two ECRs have invigorated dialogue in *poststructuralist theory* (*S1*). The focus on *revisions of the past in contemporary contexts* is reflected in the application of *postcolonial theory* to the traumatic legacies of S. Asia and other work on cultural memory (see **Plans**) (*S3*). This perspective informed CCCT's contribution to the design and co-leadership of the *Re-Constructing Multiculturalism* interdisciplinary network that, since 2009, has supported PhD students under the University's £4m President's Research Scheme (*S6*). In addition, the School made the strategic decision to establish **creative writing** as a nucleus of research (*S1*), with the return of a member of staff from a career break (Gwyn), the securing of an AHRC Fellow (Hughes), and the enrolment of two staff members as PhD candidates.

In **LANGUAGE**, legacy activity from a £1.1m project on Language and Globalisation (2001-6, Leverhulme) has infused a range of new research (*S1, S2*), particularly in the **Projections of Self (PoS)** research cluster. PoS members examine how language and visual culture relate to identity and reflect and mould attitudes in speech, writing and old and new public media. The work extends into 'peripheral' multilingualism and dialect variation (*S2,S3*). The **Dimensions of Linguistic Knowledge (DLK)** cluster works at the interface of cognitive processing, intonation, lexis and grammar, with interests in language learning and attrition supported by interdisciplinary collaborations (see **e**) (*S1,S3*). DLK hosts the Lexical Studies PhD programme (see **c**) (*S4, S5*), the *Formulaic Language Research Network (FLaRN)* and the *Research Network for Linguistics in Cardiff (LinC)*. **Professional and public discourse (PPD)** applies sociolinguistic, discourse and narrative theory to examine the achievement of personal and social goals in formal interaction. PPD's two main domains of operation—legal and healthcare settings—were united when the Unit hosted the first Applied Linguistics and Professional Practice conference (2011) (*S2,S3*). Recent appointments have ensured critical mass in all three clusters, with a chair in lexical acquisition and processing for DLK (*S1,S3*), and, for PoS, lectureships in social media and variationist sociolinguistics, including quantitative methods (*S1*). The clusters promote focus and coordination, and foster peer support and learning (*S4,S6*), while cross-memberships stimulate new insights (*S2,S4,S6*) and spawn unexpected intra-disciplinary partnerships. CLCR's inherently applied orientation favours 'real world' challenges and concerns (*S3*), e.g. in language teaching, Alzheimer's care, HIV prevention, genetics counselling, public relations, and social inclusion, creating a natural symbiosis between research and impact.

ACTIVITIES AND EVENTS designed to promote the Unit's strategic aims are coordinated by the research committees and are supported by funds devolved to them by the School. Besides those targeted specifically at PGRs (see **c.ii**), **key practices** are as follows:

- *A supportive environment for researchers to develop ideas* is secured by regular *informal reading groups and work-in-progress workshops* for staff and/or postgraduates. Fully-developed work is presented in the seminar series (below) (*S4,S6)*.
- *Dialogue with specialists* from other institutions in the UK and abroad is fostered through CLCR's annual full-day *guest workshop* and through the four *research seminar series* organised by CCCT, CEIR, CLCR and the Medieval and Early-Modern Research Initiative (*S1,S2)*.
- *Visiting academics* from overseas, invited selectively to match current research foci, bring new knowledge and viewpoints to seminars and workshops (see **e**) (*S2,S6*).
- *The development and dissemination of new research, the building of networks and the international visibility of the Unit* (*S1,S5,S6*) are promoted by *organising conferences linked to developing themes and foci of research*. In addition to student-driven events listed in **c.ii**, the Unit has hosted an average of two events a year over the period, including international conferences and symposia associated with the Wales-Ireland network, Deleuze Studies, Partition, Gender and Difference, Zoontotechnics, Multiculturalism, Linguistics and Professional Practice, Systemic Functional Linguistics, and Health Communication (see **e**). The School operates a *free-entry policy for its staff and postgraduates* at all its events (*S4,S5,S6*).
- *Interdisciplinary dialogue* with researchers in other Schools and with specialists from other institutions has been promoted through funded projects, the Wales-Ireland network, and the Crime Narrative in Context group and Re-Constructing Multiculturalism network (*S1)*.
- A fortnightly *School newsletter* advertises events across the College, reports staff and student conference presentations, announces successes and circulates calls for papers (*S4,S6)*.
- The Unit increasingly uses *social media* to develop visibility and to network internationally: the

long-established CEIR blog http://cardiffbookhistory.wordpress.com/ which now includes updates and articles relating to CRB; the LinC blog, http://blogs.cf.ac.uk/linc/; e-FLaRN, http://bit.ly/19uJJaM; and CaLL (Cardiff Language and Law), http://blogs.cf.ac.uk/call/ (*S4*).

APPROACH TO EXTERNAL FUNDING: The Unit's low level of external income in this cycle reflects (i) the legacy activity from previous large projects that postponed new applications; (ii) the impact of maternity leave and approaching retirements; (iii) new staff having as yet little opportunity to win funding at Cardiff. On the other hand, an increased QR settlement resulting from our 2008 performance in 'Research Power', pipelined to the School, secured a sustained and effective level of research support. In this context, the Unit focused funding applications on areas prioritised for development, paying strategic attention to the best use of staff time. Formative applications for small grants (e.g. British Academy) were particularly supported in order to build capacity. Workshops on application writing, along with mentoring and peer review, promoted the University policy of keeping the quality bar high. As detailed in section **d**, the strategy achieved some success, although not in two major EU bids.

PLANS AND ASPIRATIONS: The Unit has *seven specific plans* for the coming period, aimed at giving continuity to the strategic aims (*S1-S6*) listed above:

- **Research mentoring and coaching**, to identify and nurture potential for excellence while sustaining an inclusive environment of international-quality research (*S4*).
- **Research grant capture,** strategically planned to advance projects and themes for which funding will enable high-quality outcomes and to support career development. CAHSS-wide expertise in application development will be available to support less-experienced applicants (*S4;S6*)
- **Full integration of the Unit's impact strategy into research planning**, including the identification of impact potential at the inception of research projects, the proactive promotion of initiatives and institutional links with commercial and third sector partners, and the building and training of teams to deliver impact (*S3,S4*—see **impact statement**).
- **Cross-disciplinary collaborations** *(S1,S3)*. The Unit has plans to draw on expertise within and beyond the College, arising from shared interests around CRB (with History, Music, Welsh), Digital Humanities (Journalism, Computing), in healthcare, aging and dementia (with Social Sciences, Medicine, Nursing, and Psychology), and as a result of additional capacity in psycholinguistics and 2nd language acquisition (Psychology).
- **The 21st-century doctorate**, featuring innovative and collaborative forms of delivery. Alongside existing participation in an ESRC DTC, which includes opportunities for projects co-funded by non-HEI organisations, students will benefit from the SWW-DTP's agenda for embedding research training in cross-institutional, cross-disciplinary and public-oriented contexts. Alongside these programmes, provision will be shaped to the circumstances of self-funded students through structured part-time PhD programmes modelled on CLCR's Applied Linguistics (Lexical Studies) pathway, a proven programme brought to us by Fitzpatrick (2012). A parallel pathway in Professional Communication is under design (*S5*).
- **Collaborations with other HEIs**, particularly within the 'Great Western Four' (GW4) hub for cooperation in research (2013, with Exeter, Bristol and Bath). For example, the Unit is presently coordinating a GW4 project to support community commemorations of WWI *(S3,S6)*. The SWW-DTP's strategy of cross-institutional supervisory teams and collaborative training will provide a seedbed for further collaboration with other institutions in the Consortium.
- **Development of partnerships with non-HEI research institutions.** We will build on the powerful network of non-HEI partners developed by the SWW-DTP, including the Welsh Government Libraries and Museums service, with whom we collaborated on the acquisition of the CRB. We will also build on the experience of a successful Digital Humanities bid in 2012/13 under the Wales and South-West AHRC Knowledge Exchange Hub for the Creative Economy, to develop further collaborative research projects with cultural agents in the region.

At the **topic** level, current research plans reflect the diversity and innovative aspiration of work in the Unit (*S1*,*S2*). In **LITERATURE** plans include a cultural history of women in trousers (supported by a University Research Fellowship), studies of pre-modern sleep, colonial reading practices, and the 'Middle Passage'. Translations of modern South American poetry and French and German critical theory are in preparation. Research on neo-Victorianism is being internationalised through the project *19th-century Cultural Memory in a Global Context* (*S3*). In CCCT, work on the cultural memory of Partition is expanding through an AHRC network grant, with an edited volume and a

monograph planned. Participation in two inter-institutional editorial projects (Stevenson, George Moore) is under way. The CRB will enhance CEIR's reputation as a world-leading centre for Book History, and, through the general editors of the *Edinburgh History of the Book* in Scotland (Bell) and the *Oxford Literary History of Wales* (Walford Davies), also for Celtic literary and book research (*S2*). CEIR has also submitted a bid for the AHRC 'Big Data' scheme. In 2015/16, Cardiff will host conferences for the British Association for Romantic Studies and the British Association of Victorian Studies, as well as major events on Barthes and on Material Culture. In **LANGUAGE**, projects are under development on digital literacies (*S2,S3*), insights into text processing using computer keystroke logging (*S3*), and a critical evaluation of theoretical linguistic assumptions in the diagnosis of Alzheimer's (*S3*). CLCR is also part of a multi-university AHRC-funded collaboration on 'translanguaging' (S4) and in 2014 will host a round-table called *New Theoretical Perspectives on Communicative Dynamism above, below and across the Clause* (*S1*), funded by *Language Learning*.

c. People

i**. Staffing strategy**. The Unit's strategic aims *S1, S2 & S4*—to preserve and grow capacity, to refresh the foci of research and to nurture a community of researchers—have been pursued through the ***management of staff movements*** since RAE2008 according to two principles: (1) *reevaluating research identities and strategic priorities* before defining vacancies; (2) *balancing junior and senior appointments* so as to maximise the capacity of the latter to support the career development of the former. Of the staff submitted in RAE2008, 5 senior members have retired and 5 have taken up posts elsewhere, all but one overseas. In a first phase, continuity of expertise was assured by recruiting 4 junior replacements ahead of a tranche of post-RAE retirements. Future retirees were thus able to establish **mentoring** roles, which, in a policy engrained in our forward planning, continued for a subsequent period through Research, Honorary or Emeritus professorships. In a second phase, some specialisms have again been directly replaced (e.g. in core sociolinguistics and critical theory), but elsewhere shifts in resources enabled support for the emerging directions described in **b** (e.g. a discourse specialist replaced by a psycholinguist; another by a Historian of the Book). In total, 4 professors, a reader, and 5 lecturers (3 ECR) have been appointed since 2011. Two of the professorial appointments (Fitzpatrick, Heilmann) were supported by a University-wide capacity-building initiative.

The Unit bases its approach to **research support** on the twin imperatives of *equality* and *excellence*. Jointly they ensure that all research-active staff are able to *compete fairly* for resources and recognition, and are *supported* in developing plans robust enough to succeed. Equality is promoted by making conference and research travel funding automatic to a threshold (see **d**), rather than on selection by committee; nor is it *pro rata* for part-time staff. **Sustainability** is served by the School's core priority of *valuing and nurturing the potential for research excellence at all career stages*. The teaching time of one highly experienced member of staff, herself a funded specialist in researcher training, has been reallocated to research leadership, a large part of which consists of one-to-one support, including research coaching where required. In addition, each Group is led by an experienced Director of Research. All staff receive **mentoring** from the Directors and other experienced colleagues, including advice on application writing for promotion and research leave. Staff applying for funding receive *formative development of the proposal*, using the School's internal peer review system and individualised support, to ensure submissions are of the highest possible quality. The process is set in train by the completion of an 'early warning' form, which also triggers assistance from the School's Research Funding Manager.

The development of **research careers** takes place within two frameworks: (1) A transparent workload model that ring-fences research time. (2) The University's specification of expectations and responsibilities, which are tied to promotion criteria for each category of staff. These are used to structure both the workload model and the **appraisal** process. Combining these tools ensures that **individuals at the beginning of their research careers** are protected from excessive administrative or teaching duties. 60% of a probationer's time is allocated to research and career development, and no more than 5% to administrative functions. 5% is allocated for impact and engagement activities, designed to embed an awareness of opportunities for public benefit from the start. ECRs have a research mentor and first engage in postgraduate supervision as part of experienced teams. Support for research and career development *continues throughout the career*. Following ESRC-funded research carried out in the School into how top international researchers achieve and sustain excellence, the School is alert to safeguarding research

momentum in mid-career. Following probation, staff have 40% of their 1509 contracted hours allocated for research (postgraduate supervision is counted under Teaching for these purposes) while administrative burdens are carefully shared and monitored through the workload model. Lessons from our REF preparations, including an analysis of the descriptors used by external assessors to benchmark the Unit's outputs against the criteria, now help promote consistency and granularity in the discussion of research progress in appraisal and mentoring.

The Unit recognises that effective researchers may occasionally require additional **training** to develop new skills, enter new areas of enquiry, or respond effectively to new institutional challenges. Training needs are considered in the annual appraisal (or probation) meeting. Most requirements can be met through the University's portfolio of Development and Leadership programmes for different career stages. The University won a Times Higher Award for 'Outstanding Support for Early Career Researchers' in 2010 and holds 'HR Excellence in Research' accreditation by the European Commission, as well as Investors in People recognition. Where suitable training is not obtainable locally, funding for external training is made available.

All staff, other than RAs, are eligible for paid *research leave* on a sabbatical principle, and 'light' workloads are arranged to support the writing up of projects or following periods of parental leave. There is no minimum term of service for eligibility, beyond the standard accrual of six semesters for one semester's leave. Neither externally-funded leave no|r success in the separate University Fellowship competition impacts on eligibility. Leave applications with defined outcomes are assessed against published criteria to ensure fairness and high standards. Mentoring ensures that staff develop their proposals optimally, and use their time effectively. *All members of the Unit eligible for leave* have been granted at least one semester's relief from teaching and administrative duties during the assessment period.

Evidence of the effectiveness of support for **career progression** is seen in the Unit's promotion record: (1) Of the 12 early career researchers submitted to the RAE, 7 have since been promoted to Senior Lecturer at Cardiff (3 others obtained employment elsewhere, and one left the profession). (2) 5 mid-career staff returned to RAE were promoted to Chairs during the period.

Post-doctoral researchers (PDRs) have mostly been located in CLCR or on the technological projects of CEIR. In this period, an increase in cross-institutional collaborations has resulted in fewer PDRs being attached to Cardiff. Five funded collaborations between Cardiff, Swansea and the Queensland Institute for Medical Research during the period created a total of 5 full- or part-time posts in the UK, of which only one was based in Cardiff (two papers included in the Unit's return have this RA as first author). Similarly, an editorial project in partnership with CEIR has a post located in Edinburgh; in a previous project the researcher was located in Sheffield. Nonetheless, the School has provided full *career development opportunities* for its PDRs, such as the opportunities for teaching and supervision offered to a Marie Curie and an AHRC Fellow, and its creation in 2011 of 3 funded *Fellowships* enabling recent PhD graduates to develop publications and obtain mentored experience of teaching (one has since obtained an academic post). Staff have also actively supported PhD graduates by co-applying for funded projects.

ii. Research students (*S5*)**.** Across the period from 1 January 08, the Unit *has recruited an average of 13.8 new full-time and 5 part-time PhD students per annum* into its programmes. The '21st-century doctorate' project (see 'Plans and Aspirations' above) will respond to future funding challenges by widening access to part-time students in a manner that guarantees quality and consistency, particularly through the Applied Linguistics programme (on track to expand from 6 students when established in 2012 to 20 by 2017), and others modelled on it. Like all members of the SWW-DTP, the Unit has committed to a programme of match-funded studentships for the life of the award, and the School also part-funds its ESRC DTC studentships.

Two **ESRC 1+3 and three +3 PhD studentships** have been awarded in the Unit since 2008/9, along with **17 AHRC-funded PhD studentships**, including one CDA and 5 awards previous to BGP1. A PhD studentship was secured from Santander and co-funding for a studentship in 2014 has been agreed with Full Circle Communications in South Africa. Besides one Commonwealth Scholarship, students have also held studentships from the Becas Chile Fund, the Libyan Higher Education Committee, the governments of Egypt, Saudi Arabia, and Thailand, the Universities of Aleppo and Peshwar. The Unit's incoming PhDs are eligible for 3 School 'starter' bursaries per year. In internal University competitions, the Unit has been awarded 4 'President's Scholarships' for projects in Multiculturalism. All studentships were awarded under strict protocols to ensure **equal opportunities**. BGP1 applications were assessed by a committee of experts nominated by

participating Schools, with each application independently scored by 3 assessors, excluding prospective supervisors; School-based awards and President's scholarships replicate this approach. At its mid-cycle review, the *Re-constructing Multiculturalism* network was commended by the University for recruiting applicants with non-traditional entry routes. The Unit offers practical support to students with any special academic needs, normally through the second supervisor. As with staff, financial support for conference attendance (£1K, virable over three years) is automatic for all students giving a paper (subject to the approval of the supervisor).

The **progress** of all students, along with training needs, is reviewed by the student with the supervisory team on a 6-monthly basis. Annual monitoring is conducted by a formal panel, including one member outside the supervisory team. It is based on a substantial piece of writing and an interview. At the end of the interview, students have an opportunity to raise any issues confidentially with the independent member, in addition to meeting at any time with the Director of the Programme. Provision and support for students is reviewed annually by the School's Director of PGR Studies and the CAHSS PGR Activity review group, using feedback from the PRES survey. During the period, the Unit has *averaged 12.5 successful PhD awards per annum*.

The heart of *academic and career skills development* is the weekly 'thesis workshop' organised by the respective programme Director, in which the cohort can assist each other in sharing problems and experience in all aspects of the preparation and completion of the PhD thesis, and gain training on getting published and applying for jobs. The Applied Linguistics distance programme operates its own structured interactions including the circulation of written work. Additionally, the School offers its own 'Learning To Teach' module, accredited by the Higher Education Academy, for students who engage in paid undergraduate teaching. Students also make use of the generic training programme provided by the University Graduate College (UGC), which conforms to the national Researcher Development Framework.

The **integration of PGR students into the research culture** is central to *strategic aims S6 & S5*. From induction onwards the School provides opportunities for students to meet each other and staff across its disciplines, and encourages participation in wider events including seminars, workshops and hosted conferences (at no cost). The students run supervised reading groups and present work to each other in regular events which academic staff attend. Ring-fenced funding is devolved to the research committees to support postgraduate events. Students are allocated desk space in interdisciplinary offices in the School, and a staff/PGR common room is provided. CLCR hosts 2 annual conferences for its PGRs, one of them residential for the distance students on the Lexical Studies programme. Key to the integration of students into a broad research environment is their involvement in co-designing and organising international conferences, supervised by experienced academics, and in proposing and running their own collaborative events. As examples of the first, CCCT's international conference on 'Assuming Gender' (2008) has engendered a student-run on-line journal and a continuing programme of events. 'Alternative Modernisms' (2013), likewise conceived and led by students, attracted over 200 delegates from 32 countries; the student organisers are currently editing a selection of papers. In 2011, a Cultural Translations Postgraduate Symposium was organised in Malta with the local University. The Unit's students play a major role in the Graduate College's annual student-organised 'Voice of the Humanities' conference, and in a variety of interdisciplinary seminar series competitively funded by the University Graduate College, including (2008) 'Early-Modern Mentalities and Politics' (with History), 'Material Culture' (with Optometry), Ideology (with Politics); (2010) 'Visions and Visionaries' (with History); (2011) 'Shield Maidens and Sacred Mothers' (with Religious Studies); and in one-day conferences such as (2011) 'Remembering the Event' (with Social Sciences); (2012) 'Medieval Identities' (with History), 'Young Sexualities' (with Social Sciences), a 'Multicultural Forum for Dialogue on Multicultural Wales' (with Welsh); 'Transgression, Trespassing and Taboos in the Long Nineteenth Century' (with History), and (2013) 'Critical Ecologies' (with Geography).

Students have played an important part in *building a long-term relationship with an outside body*, the Butetown Arts & History Centre (*S3*—see **impact statement**). This has led to an AHRC Collaborative Doctoral Award and an AHRC collaborative skills training award, as well as a range of engagement and impact training opportunities for students from CCCT and the Multiculturalism Network. Students in CLCR have been involved in collaborations with S. Wales Police and with Companies House that include the development of plans for co-funded postgraduate projects located in the institutions in question.

d. Income, infrastructure and facilities

The devolved QR settlement referred to in **b** supported (i) a *research leave scheme* equivalent to 4 FTE per annum to support the development of outputs (see **c.i**), (ii) *individuals' training, conference attendance and other research travel expenses* (automatic access for individual staff to £1K/annum for research travel); (iii) c. £20K/annum devolved to the research sub-committees for *group and PGR activities;* and (iv) a central School budget for the translation of research into impact (£15K). Strategically, priority was given to proposals that would (a) deepen or extending a research theme in a new way (*S2*), (b) enhance the environment (*S6*), (c) assist career development (*S4*); (d) promote collaborations (*S3,S6*); or (e) generate impact (*S3*).

a. The consolidation of creative writing as *a new research area* has been supported by a 3-year AHRC Creative Fellowship (£210K). The opportunity for *a new phase in research* on Partitions was facilitated by an AHRC networking award (£32K). Two bids for £1.8m to the European Research Council for a project on language in Alzheimer's were unsuccessful.

b. The School was awarded £75K by the Welsh Government to contribute to the acquisition of the most significant element of *new research infrastructure*, the Cardiff Rare Books (CRB), at a total cost of £1.2M (Cardiff University £500k, Welsh Government £450k, HEFCW £250k). While the University's special collections unit (SCOLAR), supported by a series of funding awards, proceeds with cataloguing the 14,000 volumes, CEIR has been collaborating in the organisation of a dedicated series of seminars designed to raise the visibility of the collection, featuring international leaders in the field such as the Harvard University Librarian Robert Darnton (2011).

c. An ESRC Researcher Development Initiative award (£79.97K) supported research into expert thinking, for application to mid-career *staff development*. A Marie Curie Integration Grant (£35K) helped an existing Fellow into a permanent post in Australia.

d. External funding from diverse sources facilitated *collaborative application of expertise*, including awards from: the Welsh Government for a share in a £300K project on Welsh for adult learners (£66.8K); the Spanish Government for collaboration on multilingualism with the University of Lleida (£4.2K); Santander to the LinC group for scholars from overseas to engage with staff on System Functional Linguistics (£36K)—an area also supported by a Santander PGR award; from the AHRC (£44,695 during the period) and ESRC (£7,222) for the Unit's participation in a cross-institutional collaboration on language with Australian geneticists and UK psychologists; from the Royal Society of Edinburgh (£7.2K) for a future edition of R. L. Stevenson in collaboration with the University of Edinburgh and others.

e. An AHRC Digital Equipment and Database Enhancement award (£94.4K) has assisted CEIR to *extend access* to its approach to database development, while a grant from the British Association of Applied Linguistics supported a project with S. Wales Police (£5.8K), feeding into impact activities. A project with Companies House (estimated at £120K) was postponed owing to budget cuts, but negotiations have been reinitiated.

Information Resources continue to be the main component of internal **infrastructure supporting research.** For each of the last two years, the University has raised its investment in the Library by 4%. A third module of JSTOR has been added to existing online resources. Systematic annual reviews of journal use and access modes have ensured best fit with research needs, with a successful strategy to redeploy part of the print journal subscription cost (48% down to 41%) to electronic provision (21%) and with monographs protected (33%). Usage of journals is monitored by library representatives on an annual basis and a cost-effective balance of ownership and access is maintained by reserving c 5% of the Unit's allocation for interlibrary loans.

Economies of scale possible in a large but integrated School help ensure an effective resource balance between **scholarly, organisational and operational infrastructure** without losing the ability to tailor provision to the specific group. The Unit benefits from the School's administrative support for research, finance, HR and IT and its annual equipment budget. Clear roles and responsibilities for administrative staff and for academics with management responsibilities ensure smooth operational procedures. Databases of successful grant applications, research leave reports and annual research reports for the School are available on a shared drive. All staff have their publications listed in the University's research repository, which is open-access ready.

e. Collaboration or contribution to the discipline or research base

Four major international conferences were organised in the Unit: European Systemic Functional Linguistics, 2009; Zoototechnics, 2010; Applied Linguistics and Professional Practice, 2012; Alternative Modernisms, 2013 (see **c.ii**), plus an *international roundtable* on Legal-Lay

Communication (2008). Staff have hosted a further 21 one-day conferences with international participants, as well as various colloquia and symposia at international conferences, including the American Association for Applied Linguistics (Chicago 2011) and the Biennial Conference of the Asian Association of Social Psychology (New Delhi 2009). Two *international summer schools* in Systemic Functional Linguistics and 3 in health communication have also been held. Staff have delivered 83 invited *keynotes/plenaries* at international conferences, and 38 public lectures, and have participated in 35 external training events. Numerous staff have made research visits to overseas universities, some supported by the University's Collaborative Initiative fund, and 5 taking full *visiting fellowships* (Germany, Australia, Norway, Hong Kong). The Unit *hosting options for researchers from overseas*, including the visiting scholar and Advanced Research Residency schemes, enable selected applicants to add to the vitality of our research environment in return for drawing on it to enhance their own research capacity. Over the period, 30 visitors from 14 countries including China, Egypt, Israel, Italy, Norway, Poland, Spain and Turkey spent a total residency time of 13.8 years.

Research **partnerships** with individuals or teams link Cardiff with 15 UK and 24 overseas universities (12 in Europe, 4 each in Australia and N America, 2 each in China and India), leading to joint publications, shared research funding, research visits, and the development of major funding bids. Twenty research collaborations involve other disciplines, including geography, genetics, media studies, computer science, history and law. Research partnerships focus on a range of traditional and innovative themes, including:

- **LANGUAGE:** *Twins' writing and word association behaviour* (psychologists at Swansea and geneticists in Australia); *the discourse of counselling* (medicine and nursing in Hong Kong, Norway and Malaysia); *lexical competence* (Spain) and *multilingualism* (Spain, Finland, USA, Ireland); *Alzheimer's language* (USA, Canada and New Zealand); *Shetland dialect* (Glasgow) and *metaphor in comics* (Durham). FLaRN, the *Formulaic Language Research Network* (2002-), based in CLCR, has over 200 members, and biennial international conferences.
- **LITERATURE:** *Wales/Ireland* (Aberystwyth, Cork); Partitions (St Andrews); Stevenson's works (Edinburgh); computing and conservation (Sheffield and Netherlands), *Literary Illustration: Conservation, Access Use* (Victoria & Albert Museum), transnational histories of the Book (Göttingen). Under development is *19th-Century cultural memory in a global context* (Australia, China, Spain, USA)—see 'Plans' above.

Contributions to **the health of the disciplines** are also made through extensive *editorial activity*. Staff have responsibility for 11 publishing series, including *Palgrave Studies in the History of Media*, *Gender and Genre* (Pickering & Chatto), *History of Feminism* (Routledge), *Oxford Studies in Sociolinguistics*, and for 23 journals, including the *European Journal of English Studies, The Library*, and *Text and Talk*, and they are members of 27 editorial boards for journals and book series. A member of the Unit has been appointed co-editor of *The Year's Work in Critical and Cultural Theory* (2013-). Staff have *reviewed* 325[+] journal papers for 118 different journals, and 126 book proposals and full book manuscripts, 34 UK and 13 overseas research funding proposals and 8 overseas promotion applications.

Several Unit staff have contributed to the discipline through *participation in national and international research evaluation and validation projects*, including a REF panel member (our member of the RAE2008 panel retired during the period). Seven staff are or have been AHRC panel members and/or members of the Review College, and 2 are members of the ESRC Review College. Staff have undertaken REF-like evaluations of research performance in Paris universities and in an HEI in Sweden and taken Research Council panel roles in Finland and Ireland. Specialist subject advice has been provided to 7 UK and one overseas University, South Wales Police, the Cypriot Ministry of Education and the Hong Kong Clinical Genetics Service. Over the period staff have been *external examiners* for 32 PhDs in the UK and 14 overseas.

Staff have contributed to a number of *professional associations*, holding office on the executive committees of CCUE and NCUP, the Bibliographical Society, the Contemporary Women's Writing Association, the British branch of the International Arthurian Society (ECR), the British Association of Irish Studies, the International Association for the Study of Irish Literature, the British Association of Applied Linguistics, the Association for Language Awareness, the International Association of Multilingualism and the International Association for Forensic Linguistics. There are 3 Fellows of the English Association, 3 Academicians of the Academy of Social Sciences, and one Fellow of the Welsh Academi, who is also the Chair of Literature Wales.