

Institution: Royal Holloway, University of London

Unit of Assessment: 28 Modern Languages and Linguistics

a. Overview

At the time of RAE2008, the School of Modern Languages, Literatures and Cultures (SMLLC) had been in existence for just three years. It was formed out of four separate language departments (French, German, Hispanic Studies, Italian), each having distinctive structures and practices. In 2008, each language still had its own Director of Research and Director of Graduate Studies. In the intervening years the School has shaped itself into a unified body which shares good practice in teaching and research across its four languages. The Research and Postgraduate Committee (RPC) oversees all research matters, such as sabbatical leave, progress of graduate students, internal research grants, and external applications for funding. Progress in unifying the School is underscored by the fact that we now have a single Director of Research and a single Director of Graduate Studies. Research seminars and groups are organised on both language-specific and School-wide bases. The School's research staff comprises 8.5 Professors, 1 Reader, 9 Senior Lecturers, 6.5 Lecturers and 3 Post-doctoral Researchers. Expertise across its four constituent language areas ranges from the middle ages to the present day, encompassing literature, film, intellectual history, cultural studies and the visual arts. In difficult economic times, we have progressively increased our financial commitment to the support of individual and collaborative research and impact activities. In the course of the current assessment period the SMLLC has turned itself into a coherent unit committed to maintaining a vibrant and sustainable environment for the development and dissemination of research in Modern Languages, with an increasing focus on Comparative Literature and the visual arts.

b. Research strategy

In the light of RAE2008, the SMLLC comprehensively revised its research strategy, and identified a number of goals for the future:

- To support individual researchers (via the work of RPC; mentoring and research meetings; sabbatical leave rota; research expenses budget; reduced teaching and administrative loads for early career researchers)
- To acknowledge and maximize the opportunities for multi- and interdisciplinary research at School-level and in collaboration with other departments and faculties (via School Research Seminar, research groupings, participation in activities of the Humanities and Arts Research Centre (HARC) and support for Royal Holloway's research themes)
- To embed PGR students (including MA by Research students) into the research culture of the School (via the activities of language-specific and School-wide seminars, research forums, and the annual PG mini-conference)
- To increase research funding from external sources (through the encouragement of individual research plans, peer review and support for applications both within the School and through specialist administrative support from Royal Holloway's Research and Enterprise unit)

One of our principal ambitions has been to establish a cross-language, interdisciplinary research culture, drawing together strengths within the School and exploring links with other departments. The launch in 2009 of the School seminar series 'Trauma, Fiction, History' represented a major commitment to the development of a School research culture. Seminars and lectures have covered all the School's language areas, as well as related topics in History and English, bringing in major international speakers such as Lawrence Schehr and Marina Warner, as well as academics from Royal Holloway and other HEIs in the UK, Europe and the US. The seminar has its own website which hosts an archive of podcasts (www.traumafictionhistory.org). This commitment to a shared research culture was taken further in 2011 by the establishment of **research clusters** in **early modern literature**, **visual culture** and **prose fiction**, and by the launch of a Comparative Literature research seminar. The theme of that seminar's first year was the flâneur in European culture from Augustan Rome to the twenty-first century (see <http://backdoorbroadcasting.net/2012/01/the-flaneur-research-seminars-in-comparative-literature-and-culture-2011-12/>). Lectures, seminars and discussions are routinely podcast. These cross-

language events co-exist with language-specific research lectures and seminars, the annual David Vilaseca Memorial Lecture, a staff-student research forum and a postgraduate 'work-in-progress' seminar.

Key to the SMLLC's strategy has been the development and promotion of the research of individual staff. In particular, we aim to enable early career researchers to fulfil their potential, whilst also consolidating the research culture of the School as a unit. Success in these aims is indicated by the completion rate of major projects and the high submission rate of staff to the current exercise. Support for early career researchers from RAE2008 in the form of reduced teaching load, research mentoring, sabbatical leave and generous research funding have enabled them to become established figures in their fields; Chesters (now at the University of Cambridge), Cruickshank, Jeremiah, Vazquez-Medina and Watt (now at the University of Exeter) all completed major monographs during the assessment period. Important work completed by established scholars includes Wilson's monograph on Goethe, Longerich's studies of Himmler and Goebbels, Harvey's AHRC-funded three-volume edition of Occitan dialogue poems, Davis's books on issues in contemporary criticism and two studies of the films of Jean Renoir, Bowie's book on Adorno, and the first phase of Everson's AHRC-funded Italian Academies project.

Much of the research done in the School is inherently interdisciplinary. Interdisciplinary and collaborative research is specifically promoted by Royal Holloway's Humanities and Arts Research Centre (HARC), which draws together research in the Faculty of Arts and Social Sciences (to which the SMLLC belongs) with that of other Faculties. Building on the successful visit of Alain Badiou in collaboration with the British Library in 2007, HARC has hosted visits and public lectures by such major international figures as Etienne Balibar, Françoise Balibar and Jacques Rancière. SMLLC staff have been actively involved with HARC since its inauguration. Its founding director (Bowie) is included in the current submission, and O'Brien (now at Durham) was its director until 2013. Our commitment to HARC's programme is ongoing and undiminished. For example, the 'Philosophy and Literature' programme of 2011 was convened by O'Brien and included papers by Bowie, Cruickshank, Davis and Chesters, in collaboration with other Royal Holloway speakers from Drama and English, and colleagues from across the country.

The interdisciplinary focus of research in Royal Holloway was enhanced in 2013 by the launch of a number of cross-faculty research themes, one of which – 'Society, Representation and Cultural Memory' – foregrounds issues which have been at the centre of the School's research, directly linked, for example, to the work of the 'Trauma, Fiction, History' seminar. This research theme will draw together future work across Royal Holloway, with the enthusiastic participation of SMLLC staff and students. At the inaugural workshop held in June 2013, principal speakers included Davis and Pieri; Hemus was one of the summarisers who concluded the event; and one of our PGRs made a highly-praised display to present her work over the lunch break.

Within our discipline, we are intensely aware that funding for individual research, including conference attendance and international study, are essential. So it is a central plank of our School research strategy to provide funding to the highest level we can sustain. Within the SMLLC, the most significant support for research comes from the Research and Postgraduate Committee (RPC), chaired by the Director of Research (currently Davis). RPC is responsible for all operational and strategic matters relevant to the support, encouragement, funding and dissemination of research. We have stretched resources so that funding for staff research has increased throughout the assessment period. The total budget of RPC now stands at £15k per year, with an additional reserve of £35k available from the School's Impact and Publication Fund, which supports publication and impact activities on a competitive basis. So far, this fund has supported publication costs for Vazquez-Medina, Jeremiah, Thompson and Williams, and impact-related activities such as Hemus's participation in the launch event for an exhibition in Copenhagen, for which she co-wrote the catalogue. In addition, the Faculty makes circa £15k available each year to support research projects and activities related to the Institutional Research Strategy. This funding is used to support early career researchers and postgraduates as well as experienced researchers, and particularly to facilitate projects relating to impact or cross-departmental work. Staff members can now expect to receive at least £850 per year for research activities, more if funds permit.

Postgraduates and postdoctoral researchers can claim up to £350 per year. RPC also provides funding for expenses related to the School Research Seminar and Comparative Literature Seminar, including the costs of visiting speakers and podcasting.

Our plan over the next five years is to build on the School's strengths in visual culture and Comparative Literature, and to develop further the role of research clusters in drawing on cross-disciplinary research energies. Comparative Literature occupies an increasingly important place in our teaching and research. In 2013 we launched an MA by Research on Comparative Literature to build upon the BA in Comparative Literatures and Culture first taught in 2010. These developments reflect the research expertise of colleagues, which ranges across genres and languages. Collaborative research and international networking are central to our vision of the development of our subject area, and will play a key role in future appointments and research initiatives. The School has striven to maintain and to improve levels of research funding, to support new and ongoing projects, and to ensure their appropriate public dissemination and potential for impact. Overall, we aim to support the production of high class research at all levels, from postgraduate to professorial; to encourage the dialogue between colleagues and disciplines within the School, across Faculties, and at national and international levels; and to promote impact activities by providing funding and appropriate administrative support.

c. People, including:

i. Staffing strategy and staff development

During the assessment period the structure and coverage of the School has been thoroughly reviewed by Royal Holloway, and this has led to the creation of new posts in the strategic areas of Latin American Studies and early modern Spanish literature, and the development of courses in Comparative Literature. Some colleagues have moved on to prestigious posts at other institutions (O'Brien to Durham, Watt to Exeter, Chesters to Cambridge), whilst new appointments (Mayo, Vazquez-Medina, Fisher, Pajević, Bishop) have ensured the continuing vitality of the School.

In line with policy across Royal Holloway, the SMLLC has well-established and robust practices to support the development of staff at all stages of their careers. All early career researchers serve a three-year probationary period during which they have a reduced teaching load and are not expected to undertake important School administration roles. During this period they are assigned a Probation Adviser with whom they meet at least four times a year. They also undertake the Certificate in Academic Practice in Teaching and Learning (CAPITAL), which is available to all academic staff. CAPITAL is accredited by the Higher Education Academy. In addition, the University runs an established development programme for all staff called 'On Track'. This comprises a mentoring scheme whereby ECRs are mentored by a senior researcher in another Department, and a series of 15 workshops open to researchers at any stage in their careers. Workshops are led by a mixture of external facilitators and internal experts, and are often tailored specifically to Arts and Social Sciences. They are valued for their networking opportunities as well as their content. From 2014 all staff on probation are required to complete a number of On Track modules.

Two of the School's post-doctoral researchers are Research Assistants on Everson's AHRC-funded Academies project. Their work and academic development are directly overseen by Everson. This entails regularly discussing progress on their research and publications with them, advising them on good outlets for their publications, drawing to their attention suitable fellowships and academic positions and assisting them in formulating their applications. The project team meets once a month to monitor all aspects of the project, and the RAs are required to produce a monthly report for these meetings. The third post-doctoral researcher is funded by the Spanish Ministry of Education, for which she writes periodic reports. At Royal Holloway she is mentored by Wright, with whom she has also presented joint papers which will lead to future publications.

Royal Holloway and the School actively endorses the seven principles outlined in the *Concordat to Support the Career Development of Researchers* and has policies and practices at both institutional and departmental level designed to facilitate full implementation of these principles, for example; mandatory training for all members of selection panels including equal opportunities training, equitable treatment for part-time and fixed-term staff, clear and an equitable promotions process. Extensive staff development opportunities are offered to all research staff; and there is a

comprehensive annual equality and diversity data monitoring and review exercise. Regarding equal opportunities in the recruitment and support of research staff, the School adheres to Royal Holloway's statement of its commitments available on its website at <http://www.rhul.ac.uk/aboutus/governancematters/equalops/home.aspx>. The College Equality and Diversity Committee reports to Council on EO matters and has two sub-groups; an Equal Opportunities Adviser is responsible for co-ordinating the development of equal opportunity matters. Moreover, Royal Holloway publishes a bi-annual equality monitoring report which analyses employment patterns in terms of gender, disability, ethnicity, nationality and age. General EO training is provided by Staff Development, in addition to specific Equality Impact Assessment training for those with REF2014 responsibilities.

Appraisal and peer observation of teaching take place for all staff at least once a year. This allows for extensive feedback and discussion of areas of strength and weakness, as well as for the setting of goals for the next year. All non-probationary, non-professorial staff are considered annually for promotion by the School Promotions Committee, comprising the Head of School, the professoriate and the Dean. The Promotions Committee makes recommendations for promotion to Royal Holloway which then, in appropriate cases, gathers evidence from external experts. Promotion is not quota-based, but rather it is awarded entirely and solely on merit, i.e. at no stage is cost a factor in the decision. In the assessment period ten colleagues benefitted from our promotion policy: from Lecturer to Senior Lecturer (Haddu, Cruickshank, Hemus, Chesters, Harris, Jeremiah, Jossa, Watt), from Senior Lecturer to Reader (Pieri), and from Reader to Professor (Harvey). For professorial staff, in 2010 a new system of professorial banding was introduced to ensure fairness and equality. Professors' research, teaching, impact and leadership are now assessed every two years to ensure that they are at an appropriate point on the banding scale.

As reported in RAE2008, the SMLLC endeavours to retain a scheme for sabbatical leave which is amongst the most generous in the country. Royal Holloway normally awards one term's leave after eight terms service, but the SMLLC aims to do better than this and award a term's leave after six terms service when this is compatible with the proper functioning of each language area and the School as a whole, and subject to approval of an appropriate project. Reports on the outcomes of sabbatical leave are required as a matter of routine. RPC regularly reviews a sabbatical rota which plans five years in advance. In addition, in 2010 the School introduced a Strategic Research Focus Scheme (SRFS), designed to fund additional periods of leave for staff to make progress with well-advanced projects. Beneficiaries of this scheme include Williams, Hughes, Harris, Jossa and Thompson. In 2011 the SRFS was converted into the Impact and Publication Fund to support research as well as impact activities capable of facilitating exchanges between staff and non-academic sectors.

In summary, the SMLLC protects the research time of ECRs by giving them a reduced burden of teaching and administration; it operates the most generous sabbatical scheme which is compatible with the fulfilment of its other duties; training and mentoring are available to all staff, and at all levels staff are regularly reviewed to ensure that their careers are progressing appropriately. Over the assessment period the research strengths of School have been assessed, and new appointments have been made in areas of strategic importance.

ii. **Research students**

As indicated in b., above, one of our principal goals over the current assessment period has been to embed postgraduate students into the School's research culture. On undertaking their research at Royal Holloway, students can be confident that structures are in place to secure their intellectual and professional development. Recruitment of doctoral students has been reasonably strong, with 3 recruited in 2008, 5 in 2009, 10 in 2010, 7 in 2011, 5 in 2012. Our students were successful in gaining AHRC studentships in 2010, 2011 and 2012. There are also a number of Royal Holloway studentships awarded each year at PhD and Masters level and, in 2013, a Santander Scholarship for an outstanding PhD candidate in Hispanic Studies. Royal Holloway is strongly committed to equal opportunities for its students and applicants and ensures that no disadvantage is suffered on the basis of protected characteristics.

Support and monitoring of research students are offered through our supervisory teams. Each student is allocated at least one supervisor and one advisor. First-time supervisors are always supported by a more experienced second supervisor. All postgraduate matters are overseen by the Director of Graduate Studies (currently Wright), who monitors recruitment and the progress of individual students, and offers support and advice where necessary. We keep a log of every meeting between students and supervisors, including a record of what was discussed and future steps to be taken. At the beginning of each year, students agree a programme of research training with their supervisors. They are initially registered as MPhil candidates and are enrolled onto PhD programmes only when sufficient progress has been made, normally after two years of full time research or four years of part time research. All students have a formal annual review with the Director of Graduate Studies, their supervisor and advisor. For this annual review, they are required to submit draft research material, a progress report, a timetable for future work, and a log of research training undertaken in the preceding year. All participants in the annual review sign an agreed statement concerning the progress that has been made, and students receive advice about their future work.

Postgraduate students attend research seminars such as the 'Trauma, Fiction, History' series and other events and lectures organised both by the School and by Royal Holloway's Humanities and Arts Research Centre (HARC). HARC supported the international postgraduate colloquium 'Welcoming Strangers' (2012) to which students in the SMLLC contributed. HARC also runs a critical thinking and methodology course which forms part of the core training provision for PGs in the Faculty. A PG representative sits on the HARC Steering Committee and is the key link to the Faculty PG community. PGs may apply for HARC project funding to run their own seminars and workshops.

A number of initiatives have helped to consolidate the place of postgraduate students within our research culture. In 2011 we established an annual Postgraduate Colloquium in the School, co-ordinated with the annual reviews. Since 2012 the Postgraduate Colloquium has featured a keynote lecture from a high-profile speaker (delivered by Professor Laura Mulvey in 2012, Professor Griselda Pollock in 2013). In 2011 we introduced the 'Student/Staff Forums' which now run regularly throughout the year. In these forums, a member of staff and a postgraduate student give short overviews of their research interests to colleagues, other postgraduates, and undergraduates considering staying on for postgraduate study. Furthermore, in 2012 we launched a 'Work in Progress' seminar at which postgraduates have the opportunity to present their latest research to staff and students. We have also instituted an e-bulletin with news from staff and students and a Moodle page as the basis for a 'virtual community' which was most useful for those students who were pursuing research during periods abroad. Students' research is supported by the RPC which accepts applications for funding for travel, conference attendance or organisation up to an annual maximum of £350. Supervisors also help their students with funding applications to Royal Holloway and external bodies to augment this allowance.

Royal Holloway offers a programme of research training and career development workshops based on Vitae's Researcher Development Framework. This programme, known as the 'Generic Skills Programme', comprises a varied mix of workshops delivered by both internal experts and external facilitators, as well as a number of online courses. Royal Holloway also subscribes to the Epigeum 'Research Skills Master Programme' which offers 18 courses on diverse topics and is especially valued by students spending periods abroad. The Generic Skills Programme has separate discipline strands where appropriate, and is supplemented by provision at Faculty and Department level. The INSTIL programme enables research students who wish to make a career in HE to develop skills as a university teacher, to share ideas with peers, and to determine which approaches will work in teaching situations. The course is accredited by the Higher Education Academy. Our students are also required to attend PG training days at the Institute for Modern Languages Research (formerly the Institute of Germanic and Romance Studies, IGRS), of which we are an institutional member. These sessions cover topics such as project development, conference presentation and publication, and have the advantage of being subject-specific. Postgraduates in Italian benefit from the Joint Training Programme with Oxford, Cambridge, UCL and Reading. This scheme was originally funded by the AHRC, and is now supported by the five constituent units. Overall, we ensure that our postgraduate students receive the best possible

training, supervision, monitoring and mentoring at all stages of their progression.

d. Income, infrastructure and facilities

Royal Holloway provides infrastructure and facilities which encourage world-class research and income generation. The key elements in this are: impressive premises on our main campus and in central London; administrative expertise provided at both School and University level to ease burdens on research staff and to support bids for external funding; a committee structure, led by the RPC, which encourages and advises on research planning; generous research funding for primary research and its dissemination through conference organisation and attendance; administrative support for funding applications through the Research and Enterprise unit; and an ambitious programme of library provision looking far into the future.

In RAE2008, research income over the seven years of the assessment period in the four separate entries made by the SMLLC in French, German, Spanish and Italian came to a combined average of £120k per year. As detailed in REF4, our income from external sources in the five years from 2008 was over £1.148 million, averaging nearly £230k per year, thus representing an average annual increase of more than 90%. This reflects the SMLLC's strategic priority to increase research income from external sources. Staff are expected to consider how their research plans might benefit from external funding; and all applications for funding are now overseen by Research and Postgraduate Committee (RPC), so that applications are coordinated and benefit from a wide variety of input.

We have been successful in attracting both major and minor grants, notably from the AHRC. Everson is Principal Investigator in the 'Italian Academies 1525-1700: The first intellectual networks of early modern Europe' project (see www.italianacademies.org). This received a major award from the AHRC (£800,000, 2010-2014), building upon and enhancing research undertaken as an AHRC-funded Resource Enhancement Project (2006-2009). Pieri was co-investigator on the project 'The Cult of the Duce: Mussolini and the Italians 1918-2005' (2006-2010), which received total funding of £482,500 from the AHRC. The completion of Harvey's critical edition of Occitan Tensos and Partimens was enabled by an AHRC Resource Enhancement grant of £180k (pre-FEC). Other examples of projects completed with external funding include books by Wilson and Wright, supported by grants from the Leverhulme Trust and the AHRC respectively. We have also benefited from a Marie Curie Research Fellowship (Annalisa Perrotta) and an Erasmus Visiting Scholar Fellowship (Hanna Meretoja). More recently, Pieri has been awarded AHRC funding for an international networking project, 'Interdisciplinary Italy 1900-2015: Art, Music, Text', which runs from August 2012 until August 2014. Royal Holloway is to lead the TECHNE Consortium - one of the 18 new AHRC Doctoral Training Partnerships – through which around 230 consortium PGR students will be funded over the next five years.

The SMLLC operates a point-based workload model which ensures that administrative duties are shared equitably across staff. The School also employs 4 administrative staff who assist academics in running the School effectively and managing their research finances. Details of research funding made available to colleagues by the School and the Faculty are given in b., above.

All research staff have immediate online access to Royal Holloway's world-class collection of e-journals and growing collection of e-books. A subject specialist librarian oversees provision and purchases. In addition to the substantial Library and archive resources at Royal Holloway, our researchers have access to the University of London's Senate House Libraries, including the Germanic Studies Library and the Romance Languages Collections, and to the many specialist and national collections in central London including the British Library. The College has recently announced a £35 million investment in a new library, which will ensure the provision to staff and postgraduates of world-class research facilities.

Throughout the assessment period, the SMLLC and HARC have used Royal Holloway's central London premises in Bedford Square to host numerous seminars and workshops, such as events in the 'Trauma, Fiction, History' series, HARC's critical thinking and methodology course, and the 2011 Italian Academies workshop. Another important example of initiatives in the provision of infrastructure is Royal Holloway's membership of the Centre for Creative Collaboration, Acton

Street, a University of London initiative supporting new types of collaboration using the principles of open innovation (see <http://creative-collaboration.net/>). This was supported originally by HEFCE and the London Development Agency, and partly funded by the European Development Fund. The Acton Street premises in central London were used for the 'Queer, The Space' project, co-organized by Jeremiah, which ran from September 2011 until May 2012, and which was followed up by the 'Queer Senses' symposium held at Royal Holloway's Bedford Square premises in London, organised by Jeremiah and Williams (see <http://www.rhul.ac.uk/mlc/events/eventsarticles/26march2013,queersenses-researchseminar.aspx>).

e. Collaboration and contribution to the discipline or research base

It is essential to Royal Holloway and the SMLLC's commitment to the development of our disciplines that we encourage and support multiple forms of staff involvement in the wider research base at both national and international levels. Our researchers are integrated into extensive national and international research networks. RPC, the Faculty Initiative Fund, and the Research Strategy Fund all share a remit to promote interdisciplinary and collaborative research. This is achieved by fostering major grant applications, the award of pump priming resources, and the provision of physical infrastructure. This entails:

Participation in conferences and research seminars in the UK and abroad. As explained in b., above, we aim to provide the most generous funding we can sustain for conference participation. During the assessment period staff have given lectures and conference papers in Europe, Australia, North America and South America. Notable examples include Wilson's Presidential Forum at the conference sponsored by the Goethe Society of North America, Pittsburgh, US, November 2008; a public plenary in Halberstadt, Germany, in June 2010; and the keynote lecture at the 8th International Summer symposium held in Oxford, May 2011. Everson has given lectures and invited papers in the UK, Italy and France; Davis had given keynotes, plenary talks and invited papers in the UK, France, the Netherlands, Finland, Norway, the US and Canada. Bowie's appearances as a plenary speaker include lectures in Germany, Denmark, Bosnia, the Czech Republic and the US. Royal Holloway staff are now a significant feature at international conferences across the world.

Conference organisation. We encourage staff to be both participants and leaders in the dissemination of research. To this end, in 2012 RPC established a dedicated conference-organisation budget, currently amounting to £5k per annum. During the assessment period Fisher co-organised the AHRC-funded conference 'Negotiating Power in the Literature of the Iberian Inquisitions: Courts, Crowns, and Creeds' (Oxford 2009), and the AHRC-funded 'The Limits of Literary Translation' (Oxford 2010); Everson co-organised the AHRC-funded international conference on the Italian Academies, held in conjunction with the British Library (London 2012); Pieri organised 'The Personality Cults of Modern Dictators' (IGRS 2010); Davis and Watts organised the 'Proustian Afterlives' symposium (Royal Holloway 2010); and in 2010 DeDonno co-organised a conference on 'Religion, Mysticism and Heresy in Italian Culture' held in Venice, and he is now editing a volume of papers resulting from the conference. A striking example of how individual research, the School research culture and funding, and international collaboration have come together is provided by Thompson. In 2013 her work on disability led to the 'Disability and Culture: Whose Tragedy?' workshop held in London as part of the School's 'Trauma, Fiction, History' seminar series; this was then followed up by the co-organisation of the international 'Histoire de la cécité et des aveugles' conference held in Paris in June 2013 (at which O'Brien was also one of the principal speakers), which was co-funded by the School.

Involvement in networks and collaborative arrangements. The School has invested heavily both financially and in time to encourage and to enable colleagues to participate in national and international networks. These include: Everson's direction of the Italian Academies project in collaboration with the British Library and the University of Reading, and her participation in the 'Charlemagne in Europe' publication series initiative; Jeremiah's membership of the AHRC-funded network 'Motherhood in post-1968 European Literature', and the 'Love Research Network'; Lee Six is also on the steering committee of the 'Motherhood' network, and of the Centre for the Study of Contemporary Women's Writing at the IMLR; Fisher is external affiliate of the University of

Glasgow's Medieval and Early Modern Research Cluster; Cruickshank is a founder member of the 'Global Cities and Visual Culture' research group which involves the Universities of Amsterdam, Edinburgh, RHUL and QMUL; Davis is international collaborator on the 'Experience of History and the Ethics of Fiction in the Contemporary Arts' project, University of Turku, Finland, funded by the Emil Aaltonen Foundation; Thompson is a member of the international research network 'Histoire du handicap', based at Paris VII, and organiser of the national research network 'Cultural representations of disability'; Wright is a member of the 'El mundo de las películas' research group based in Madrid, funded by the Spanish Ministerio de Economía, and has also been involved with the 'Mujer, literatura y esfera pública en la literatura española' group, also based in Madrid and funded by the Consejo Superior de Investigaciones Científicas (CSIC); Williams is a member of the Screen Studies Group, University of London; Harvey is Co-investigator on the AHRC-funded project 'Lyric responses to the Crusades in medieval France and Occitania' with colleagues in Warwick, Rome, Naples, Salerno, Palermo and Montpellier. Jossa co-ordinates international research groups which have led to the publication of two special issues of the journal *Italique* on European Petrarchism.

Involvement in professional organisations and editorial work, and other professional service. A striking feature of the School's research culture has been the high level of engagement with the research base. Davis has been Co-editor of *French Studies* (2007-2012) and a member of the executive committee of the Society for French Studies; he is now on the *French Studies* Advisory Board; he is also Chair of the Editorial Board of the publisher Legenda, which publishes around 30 books a year, mainly in the field of Modern Languages (www.legendabooks.com); as Chair of the Editorial Board, he is responsible for all academic and publication decisions, and he has taken the lead in the foundation of new series in film (Moving Images, first volumes published 2012), Germanic Literatures (first volumes published 2013), and Studies in Hispanic and Lusophone Cultures (first volumes published 2013-2014); he is also a trustee and member of the board of the Modern Humanities Research Association (MHRA). Everson has been Associate Director of the Institute of Germanic and Romance Studies and a member of the Advisory Council of the Warburg Institute; she is currently Italian editor of the *Modern Language Review* and Italian editor of the MHRA's Texts and Dissertations Series, and Critical Texts; Cruickshank is a member of the General Editorial Board of *French Cultural Studies*; Lee Six is on the Editorial Board of the *Journal of Romance Studies* and the Advisory Committee of the *Hispanic Research Journal*, and has also served on the Editorial Committee for Grant and Cutler's series Research Bibliographies and Checklists; Wilson is Honorary Secretary of the English Goethe Society and Co-editor of *Publications of the English Goethe Society*; Hughes is reviews editor of *Austrian Studies* and was Co-editor of an edition of the journal in 2010. Wright is Association Secretary of the Association of Hispanists of Great Britain and Ireland, member of the editorial board of *Journal of Gender Studies*, and of the editorial board of ALEC (*Anales de la literatura española contemporánea*); Williams is on the Advisory Board of *Studies in French Cinema* and the Advisory Board Network of the US journal *Film Quarterly*; Harvey is a member of the Advisory Panel for the journal *Mot, So, Razo*; Pieri is editor of two book series for the University of Wales Press, 'Studies in Visual Culture' and 'European Crime Fictions'. In addition, colleagues have examined doctorates in the UK, as well as in France, Spain, Italy, Finland and the US; and they have served as readers and assessors for publishers and peer-reviewed journals on innumerable occasions, and advised funding boards in the UK, Finland, the Netherlands, Canada, Italy, Switzerland, the US and France. Colleagues have also worked closely with organisations such as the British Library (Everson), the British Film Institute (Williams, Wright), and museums and art galleries in the UK and abroad (Hemus, Robertson, Pieri, Williams); further details of such engagements are given in REF3.