

Institution: University of Strathclyde
Unit of Assessment: 29 English Language and Literature
<p>a. Overview</p> <p>UoA29 at the University of Strathclyde is housed in the School of Humanities and includes staff in four areas: literature; literary linguistics; journalism; and creative writing. Staff share in a coherent research culture which includes activities related to focussed research groups, shared PhD supervision, and a weekly research seminar.</p>
<p>b. Research strategy</p> <p>General: Research in the UoA focuses on relationships between literature and its broader contexts – such as publishing and media industries; digital texts and their value; the relations between nations and their literatures; the relationship between storytelling and news reporting; and the reproduction of historical texts in the modern world. It reflects the University's strategic interest in interdisciplinary work as a way of addressing academic and social questions. Language and Literature staff research topics of pressing concern (e.g. digital medias; human/animal relations; journalistic ethics) with publics from within and beyond the academy - including those in the creative industries, non-HE education, and policy fora. Staff are also involved in interdisciplinary work, collaborating with colleagues (from within and outside of Strathclyde) in disciplines including archaeology, computer sciences, history, environmental ethics, and psychology, among others. The unit is a world leader in a number of fields: literary linguistics (Fabb), animal studies (Fudge), Canadian studies (Hammill), digital humanities (Hope), poetry (Kinloch), and neo-Victorianism (Llewellyn). As well as staff with significant international influence and reputation, the unit also includes mid- and early-career staff that are already established in their fields.</p> <p>Areas of Research: Research by staff within the unit is organised in a variety of specialist research groupings in: Journalism (Duncan, Eckler, Higgins, O'Neill – with two vibrant Masters courses with students sent on placements to, among others, The BBC, <i>The Daily Mail</i>, <i>The Times</i> and The Press Association); Creative Writing (Colin, Kinloch, Smith, supported by visiting creative writing fellows); Renaissance Studies (Fudge, Hope, Jajdelska, Thorne – with an interdisciplinary MLitt, and a PGR-led reading group); Literary Linguistics (Fabb, Hope, Jajdelska – with a PGR-led reading group); and our largest grouping, Literature and Place (Andrews, Bell, Colin, Edwards, Furniss, Goldie, Graulund, Hammill, Lang, Niland, Smith – with an MLitt which began at the end of 2007 and has developed since then). These groupings represent a continuation and a development of those outlined in the RAE2008 documentation, with new staff (Andrews, Colin, Eckler, Fudge, Graulund, Lang, Llewellyn, Niland, and Smith) brought in to add strength to existing foci. As well as this reinforcing of established areas during the period of the REF, new areas have emerged with new staff, and interdisciplinary groups reflect fresh strategic directions for research since 2008. Thus the Scottish studies group includes research by Bell, Colin, Furniss, Goldie, Kinloch, and colleagues from History and has a PGR-led reading group. Another example is War Studies, which emerged through the closer collaboration between literature (Goldie), journalism (Higgins, O'Neill) and colleagues in History and hosts a regular seminar series. These areas are identified as core to future developments in the UoA, with internal funding underpinning this recognition and external funding indicative of the unit's growing success.</p> <p>Strategic Exemplars: The UoA's strategy since 2008 can be illustrated with reference to the emergence of two new areas of our research. Canadian Studies is an area which has developed out of our established focus on Literature and Place. New staff and success in external grant awards have expanded capacity in this area: in 2010, Lang was hired and in 2011 Hammill received a substantial AHRC grant for the project 'Magazines, Travel and Middlebrow Culture in Canada 1925-1960' which brought an RA (Smith) and a technician to the unit to support the project's large bilingual digital component. Smith is now on an academic contract. Since 2008 there have been 4 PGRs in Canadian Studies, with 2 currently working in this area; 2 of these PGRs have been fully funded by the university. These developments have made Strathclyde one of the national and international leaders in Canadian Studies with established relationships between Hammill and Lang and colleagues and organisations in the field in Australia, Canada and the USA.</p> <p>With her focus on digital techniques in the analysis of modernist writing, Lang's arrival also consolidated the institution's support for the development of Digital Humanities which has emerged as a key new area in the UoA. This has been made visible through internal resources being deployed to develop an understanding of available technologies through collaboration with a colleague in Computer and Information Sciences at Strathclyde. Hope and Lang have also each</p>

received external funding to develop their research and the reputation of Strathclyde as an institution at the forefront of developments in this field. Hope's research in the linguistic analysis of early modern drama using digital techniques is a collaboration with colleagues at Wisconsin-Madison University and the Folger Shakespeare Library, and is funded by the Mellon Foundation. Lang has received an Independent Scholars Award for Canadian Studies for digital mapping, and an AHRC Cultural Value Research Development Grant (starting in January 2014) to explore user-generated data available on social media platforms about reading and value. Working in the digital humanities from a different perspective, Duncan is currently researching ethical issues surrounding the use of social media in news reporting, and Eckler is exploring the transmission of health information via new media.

To underline the significance of digital techniques for the UoA, the university has given pump priming of £12,500 for a 'Research Cluster' in the Digital Humanities and Literature and Place to encourage more staff in these core areas to engage with developments in the fast-moving field of digital analysis. As well as supporting seminars and bringing in expert visiting speakers, the cluster funding, for example, pays for specialist software training for group members and other interested colleagues, which offers a subject-specific addition to more general training offered by the university's Information Services IT team. The Research Cluster funding has supported Andrews to attend a GIS (Geographical Information Systems) seminar in Lancaster, which enabled her to design the mapping element of her new project on the letters of Hannah More; and it funded a visit by CyArk for a workshop on visualising digital heritage.

Future Plans: Our core strategy is to continue to support the principal research areas outlined above. This has received strong endorsement from the university, with internal funding helping to win external grants and also sustain successful projects when external funding has ended. The internal funding – from a variety of funds - has amounted to more than £100,000 over the REF period. In addition, since 2008 the University has supported 7 strategically directed fully-funded PhD studentships in: Canadian Studies (2), Literature and Place (1), Renaissance Studies (1), Literary Linguistics (1), Scottish Studies (1), Animal Studies (1), and a two-year studentship in Creative Writing, as well as a History PhD in Scottish studies and animal studies which is second supervised by Fudge. Two of the studentships held by the UoA were proposed by staff (Fudge, Hammill) to which students were then recruited; six were proposed by individual students with the support of two staff members. Calls for proposals for these studentships are issued each year by the university and staff are encouraged to apply, and to support excellent students in applying.

At a more local level, the University pump-primed collaborative and/or interdisciplinary activity via the School Staff Development and Research Fund. This totalled £14,000 in 2012-13, and continued at this level into 2013-14. This funding supports a range of activities: from attendance at conferences, attending training courses, and travelling to libraries and archives, to funding the weekly staff and PGR seminar, and supporting the regular readings by visiting creative writers.

c. People, including:

Staff:

The University has made it a priority to develop all staff and help them realize their potential. It also has a policy to recruit staff to add capacity and expand strategically important areas of research. During the REF period, UoA29 has benefited significantly from both aspects of the University's staffing strategy.

Staff Progression: Internal promotions have recognized the career development and progression of UoA29 staff, with research playing a pivotal role in institutional decision-making. Staff promoted during the REF period were: Bell, Edwards and Higgins (from Lecturer to Senior Lecturer); Hammill (from Senior Lecturer to Professor); and Hope and Kinloch (from Reader to Professor).

New Appointments: New staff appointed at Lecturer level were Andrews, Colin, Eckler (from the US), Graulund (from Denmark), Lang, Niland and Smith; while Fudge and Llewellyn were recruited to Professorships to enhance the leadership team. These appointments reflect both support for the strategic foci of the unit and a response to the departure of staff through retirement (Elphinstone and Wicomb – both Professors Emeritae) and promotion to senior positions internationally (McNair - Queensland University of Technology; Montgomery - University of Macau; and Sawday - St Louis University). Through Faculty and University initiatives, there has been a net increase in academic staff numbers during the REF period. In addition to academic appointments, Fellowships in creative writing have brought established writers to the university to further develop our research community. These were: Stewart Home (2006-8), Tim Fountain (2006-9), Rodge Glass (2008-9;

permanent post 2009-12); Doug Johnstone (2010-12), Ewan Morrison (2012-13), and Chris Agee (2013-). The Faculty will continue to fund these fellowships, recognizing the significance of their contribution to the research culture for staff and PGRs, especially in the area of creative writing.

Research leave: In addition to operating a work-load model that protects staff time for research and PGR supervision, the UoA organises a sabbatical system which provides eligible staff with one semester in eight to pursue research without other duties. Internal funding mechanisms and external grants have also provided money for teaching buy-outs to allow staff to pursue concerted research activities outside of the sabbatical system. Staff who have benefited from this arrangement are: Edwards who was Visiting Research Fellow at the Lilly Library, Indiana University (March-April 2010); Furniss who received a Leverhulme Research Fellowship (2013-14); Fudge who used New Professor funding for teaching buy-out, allowing her to be director of the British Animal Studies Network; and Kinloch who held an AHRC Research Fellowship (2012-13).

Staff Development and Training: Staff have access to training programmes offered by the University's Research and Knowledge Exchange Services department, and a well-established 'Researcher Development Programme' is also in place. Thus, Bell, Edwards and Higgins undertook the University's 'Research Leaders for Tomorrow' course on the management of research projects and colleagues. External training on Neatline, software for mapping and online exhibitions, has been offered to staff; and Lang ran a well-attended workshop on Zotero, the bibliographic software package, as part of her Canadian Studies Development Program grant. Other software training is provided by the University's Organisational and Staff Development Unit (OSDU) which offers one-to-one tuition on request. Fudge, for example, received training on Excel and NVivo to assist in her current research on human-livestock relations in early modern culture. September 2012 saw the launch of SPIRAL: the unique Strathclyde Programme in Research and Leadership, the purpose of which is to develop and strengthen leadership across research and KE. Andrews took a course in 'Managing Research Projects' from this programme in preparation for writing a large project grant application. In September 2011, the University achieved the EU HR Excellence Award demonstrating the implementation of the Career Development of Researchers Concordat.

New and ECR Staff: All new ECRs engage in a University induction programme and are required to complete a probation process that involves meeting clearly-defined objectives, including accredited learning under the Professional Development Framework, which is subject to an annual review through the Faculty Review Panel. New staff are formally assigned a mentor in the School who is expected to offer informal advice and guidance and to comment on progress to the Review Panel. There is also on-going support from HR on early career researcher development. Also, since 2013, every grant application submitted by a member of the UoA is given to two colleagues (one junior, one senior) to be reviewed. This internal peer reviewing process has been put in place both to improve all grant applications before submission and to offer the opportunity for junior colleagues to work alongside senior colleagues in gaining experience of grant application writing. The Centre for Academic Practice and Learning Enhancement runs a research supervisor's training course, mandatory for all new staff wishing to undertake doctoral supervision, and one of the strategic aims of the internally-funded PhD studentships is that they offer inexperienced supervisors the chance to work alongside more experienced colleagues.

All colleagues are encouraged to engage in continued training. A decision was taken, for example, to put forward a number of individuals to take up roles on the AHRC peer review college in order that they should both contribute to the discipline and gain experience. Llewellyn is currently seconded to the AHRC as Director of Research demonstrating the institution's interest in developing advanced leadership potential in its staff.

Review Processes: All staff take part in the annual Accountability and Development Review (ADR) which provides a critical opportunity to gain constructive feedback on performance from trained senior colleagues. The ADR has specific sections on personal and professional development, and the review process plays an important role in supporting and developing staff progression. Alongside this, one-to-one meetings take place annually between each individual and the UoA's Director of Research at which future plans are discussed and guidance given. An annual 'Research Day', established in 2012, offers an opportunity for colleagues to hear about and discuss each other's work, thus opening up conversations that have fostered unexpected collaborations (e.g. Duncan and Fudge are currently writing a PhD studentship proposal linking journalism and animal studies).

Equality and Diversity: The University achieved the Athena Swan Bronze Award in August 2011 recognizing good practice in recruiting, retaining and promoting women in STEM subjects and, more generally, a solid foundation for eliminating gender bias and developing an inclusive culture. Recent staff additions in UoA29 also reflect this, and show a shift in the unit's gender bias: in RAE 2008 the male : female balance was 10 : 5.5 FTE; in REF 2014 the balance is 9 : 11.2 FTE, with 3 FTE male and 5.2 FTE female colleagues appointed since 2008. Of the 20.2 FTE entered into REF, 8 staff (7.5 FTE) are aged below 40 (a group which includes 2 members of the unit's professoriate). Colleagues returning to work after maternity leave are offered support in resuming their teaching duties, and also to ensure their successful reintegration into the research culture of the unit. Flexible working is offered as standard to people with care responsibilities.

POSTGRADUATES

As well as receiving 8 internally funded strategically-directed studentships, the unit's postgraduates have received funding from AHRC, the Scottish Funding Council and the British Council (3 PGRs were funded through a link with the Tunisian Ministry for Education and British Council in Tunisia). Other students are self-funding. UoA29 at Strathclyde was also a partner in an AHRC BGP (capacity building) with Stirling University, and is now part of the AHRC DTP awarded to the Scottish Universities consortium, which expands the number of studentships available to us. Through the Scottish Graduate School in Arts and Humanities (funded by SFC from 2014 onwards), our students will have access to Scotland-wide training opportunities, conferences, and the help of a dedicated knowledge exchange officer.

PGR Infrastructure: All PGRs have been housed in the newly refurbished Faculty of Humanities and Social Sciences Graduate School since August 2011 which has work spaces for all students. This represents a move from smaller shared offices which were in different locations on campus, and means that not only are all English PGRs now in one location, but that they also have more opportunity of engaging with colleagues from other areas of the Faculty. This is most obviously reflected in the Graduate School lecture series, which brings in external speakers from the range of the Faculty's disciplines. In addition, all PGRs are supported by the on-site Graduate School Support Team. A Faculty Equality and Diversity manager makes staff aware on a timely basis of relevant issues related to individual students, and from 2013-14 all PGRs will be offered full maternity leave support where appropriate.

PGR Monitoring: All PGRs have two assigned supervisors, one of whom is identified as the primary supervisor, and each student participates in an annual review process in September/October, with an interim progress review required in March/April each year. The annual review is attended by the student, both supervisors and another academic member of staff, and the student must submit 10,000 words of new work for scrutiny. The interim progress review monitors the supervision provided and student progress, requiring contributions from the PGR and the primary supervisor.

The success of provision for PGRs in the Faculty is evidenced through the results of the biennial Postgraduate Research Experience Survey which in 2011 showed that 88% of researchers felt their overall research degree experience had met or exceeded their expectations.

PGR Training:

- A Faculty-wide doctoral training programme has been developed in collaboration with Stirling University (our BGP partner) and is in operation for core generic and transferrable skills, based on common training provision with sufficient flexibility to accommodate subject-specific needs.
- All students are encouraged to attend the weekly term-time 'Languages and Literature' research seminar, and to give a paper in this series as part of the completion of their training.
- Graulund has established a literature and language doctoral training network between Freie Universität Berlin, Copenhagen University, Goldsmith's, University of London, and Strathclyde which has received funding from the Graduate School and the Faculty. This network holds three-day doctoral seminars three times a year at one of the partner institutions, with up to 6 Strathclyde PGRs attending each meeting with financial support from the Faculty and School.
- From 2013-14, all PGRs will take a PG Certificate in Researcher Professional Development - a formalisation of the experiences and training undertaken during the normal course of a research degree. One of the aims of the new Certificate is to increase the employability of our PGRs.

PGR Career Preparation:

- Many PGRs take up the opportunity to teach on undergraduate courses related to their research and, should they choose to do this, they must attend training sessions on teaching strategies.

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These graduate tutors are also observed, and their marking assessed and discussed with them.

- A literary journal – *Ecloga* (ISSN 1473-2769) - is funded by the School, and is produced annually by an editorial board made up of PGRs supported by a staff mentor who advises on selecting and sending manuscripts for peer review, editing, and preparing the edition for final publication. *Ecloga* (with the support of Goldie) received a grant of £3000 from the AHRC to fund its 2012 special issue on the Scottish Network of Modernist Studies, edited by current PGR Campbell.
- School funds and administrative support have been used to support very successful PGR-led conferences. For example: Rodgers' 'Nabokov and Morality' conference (2011), and Stocker's 'Write Now' conference (2012).

PGR Research Grants: As well as the internal Student Travel Fund, and the PGR Activity Fund for conference attendance, PGRs have also won external funding to engage in research and networking opportunities: Ryder and McNair hosted one of the postgraduate 'Crosscurrents' conferences (part of the Irish-Scottish Academic Initiative) at Strathclyde, with support from the AHRC-funded Research Institute in Irish and Scottish Studies (University of Aberdeen). UoA29 PGRs also won: two bursaries from the British Association for Canadian Studies (2009 and 2010); an AHRC Overseas Study Visit award (2009); a Mac Robertson award (2008); an Allan and Nesta Ferguson Charitable Trust award (2011); 'The Marinell Ash' Award from the Strathmartine Trust (2011); and a travel grant from the Foundation for Canadian Studies in the UK (2013). Hope's Mellon Foundation funding has financed PGR Froehlich's travel to Wisconsin to receive specialist software training.

Among the recent successes of our students, Galletly was the joint winner of the Best Presentation of at the 18th Graduate Seminar in Canadian Studies in 2010. In 2011, Stocker won the Gillian Purvis Award for New Writing, and in 2012 Hogarth received the John R. Roberts Award for best graduate essay from the John Donne Society. PGRs have also had success in publishing work: among others, Rodgers (completed PhD 2012) has had work in the journal *Philosophy and Literature*; Tudor (completed PhD 2010) has been commissioned to write the annual review of work on early modern drama for *Year's Work in English Studies* (2010-14).

Planning for Future PGRs: During the REF period, the MLitt Renaissance Studies has been revised to reflect the interdisciplinary expertise (in literature and history) in the School, and the successful Masters course in Digital Journalism has been updated and revised. The website constructed by the Class of 2013 on the latter course won *The Herald* sponsored Multimedia Publication of the Year at the Scottish Student Journalism Awards. The MSc in Investigative Journalism, launched in 2008, was the first degree of its type in the UK, and is offered in the USA through Carnegie Mellon University as part of its PG prospectus. It was singled out by the House of Lords Select Committee on Communications Report on Investigative Journalism in January 2012 for educating students on miscarriages of justice cases through its links to the Innocence Project for which O'Neill serves as director. During the REF period, colleagues in Creative Writing set up a Masters by Research in Creative Writing and this has attracted well qualified candidates from outside the University and has drawn from the undergraduate BA in Journalism and Creative Writing. The established MLitt in Literature, Culture and Place has been expanded with new staff adding to the options and expertise, and it forms a key part of our relationship with Millersville University, USA. It is hoped that such developments at Masters level will provide the basis for a successful research environment in the future, with excellent Masters students continuing on to doctoral study. This is already happening with the MLitts in Literature, Culture and Place, and Renaissance Studies.

d. Income, infrastructure and facilities

Support mechanisms: Staff in UoA29 are supported by the central University Research and Knowledge Exchange Services (RKES) department which provides a range of professional services to support funding applications, manage contractual agreements, and develop engagement with partner organizations. RKES also manages the University's information-gathering IT system and electronic repository (PURE), which has enabled regular auditing. With a primary focus on publications, PURE also records research income, project information, PhD supervisions and other facets of research, enabling more effective management of research at an individual and collective level. As well as RKES, staff have access to the local Faculty Research and Knowledge Exchange Team (RaKET) which offers administrative support to academic staff, and aids in finding funding opportunities. The team also works with staff in putting together

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costings for grants, in submitting proposals, recruiting research staff when bids are successful and developing research networks both internally and externally.

Major grants that have been awarded to staff in UoA29 at Strathclyde in the period 2008-2013 are: Furniss (Leverhulme Trust - £41,774); Hammill (AHRC Networks Grant - £42,000; and AHRC Standard Research Grant - £218,363); Hope (Mellon Foundation - £87,583), and Kinloch (AHRC Research Fellowship - £75,270). Since 2008, staff have also received small grants (i.e. <£40k) from the following funders: Andrews – British Academy (BA); Edwards – BA; Edwards and Hammill – ESRC; Fabb – BA; Fudge – Wellcome Trust (x 2); Higgins – AHRC; Hope – Royal Society of Edinburgh and AHRC; Jajdelska – EU; Lang – Foundation for Canadian Studies in the UK (FCSUK); Llewellyn – AHRC; Smith and Lang – FCSUK.

Grants not administered through the University's accounts include: Hope, \$900,000 from the Mellon Foundation (2013-16) for the project 'Visualising English Print, c. 1450-1800' (with Wisconsin-Madison University and the Folger Shakespeare Library) and \$159,056 from the National Endowment for the Humanities (2012) for 'Early Modern Digital Agendas' (with the Folger Library); Graulund, £1300 from Danish Arts Council; Lang, \$CAD2.1 million from Social Sciences and Humanities Research Council of Canada (2009-2016) for 'Editing Modernism in Canada' (with Dalhousie and Yale Universities), and \$US 3000 plus travel from NEH Advanced Institute, with (Indiana & Purdue Universities).

Knowledge Exchange: The KE arm of RaKET assists with the planning and running of events such as conferences and seminar series: these include 'The British Animal Studies Network' (two meetings a year since 2012), 'Architecture: Textual and Architectural Spaces' (2008), and 'Writing into Art' (2013). The Faculty Planning and Resources Team provide support for financial matters once research awards have been won. The University's Ethics Code of Practice covers all research conducted by University staff and students involving human beings and is facilitated through a Faculty committee which meets monthly.

Library resources: As well as a substantial provision of printed material, staff and PGRs have remote access to key humanities and social sciences journals (on Ingentaconnect JSTOR, etc.); to a wide variety of databases and online specialist resources such as African Writers Series; Colonial State Papers; the Glasgow Novel Collection; JISC Historic Books; Romanticism Redefined; and Scottish Women Poets of the Romantic Period. Among others in the Special Collections of the Andersonian Library, The Young Collection contains a world class collection of books and manuscripts on alchemy and early science dating from the fifteenth to the nineteenth century, and an internally-funded research project on this was led by Sawday (2008). We have a special partnership with the National Library of Scotland in Edinburgh, who are providing training for Hammill and a university-funded PGR on the use of their periodicals collection, as well as buying new materials to fill gaps in their collection identified by Hammill.

Staff accommodation and facilities: In August 2013, in order to co-locate staff from all areas of the School of Humanities, staff moved to the purpose-built, fully accessible accommodation in the Lord Hope Building. This building also houses the Faculty Graduate School. Staff have access to a wide range of specialist software packages which are available for use both on campus and at remote locations on university or personal laptops. The University's Enhanced Web Development Services help in the design, provision and management of websites for research projects and networks (e.g. British Animal Studies Network; Canadian Magazines project; Middlebrow Network).

e. Collaboration or contribution to the discipline or research base

Key aspects of the international research profile of UoA29 are achieved through collaborative partnerships, networks, and other activities. Exemplars will be offered as evidence, with brief reference made to other illustrative examples of our work.

Collaboration exemplar: Higgins' AHRC-funded work with colleagues at Sunderland University on the Kate Adie Archive (2009-2011). This project, analysing and contextualising significant broadcasts from Adie's career as a journalist, took place with the cooperation of Kate Adie and has produced publications in a range of areas including journalism, war studies, gender studies, and cultural studies. It has contributed to debates in journalism on emotionality, objectivity and the reporter as gendered personality.

Other high-profile collaborative work in the UoA includes:

- Bell's work with Angela Bartie (History, Strathclyde) on 'The International Writers' Conference, 1962', leading to their role as academic advisors to the Edinburgh World Writers' Conference 2012-2013, a major strand of the Edinburgh International Book Festival (September 2012-

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September 2013); this features as an impact case study.

- Duncan's collaboration with Jackie Newton at Liverpool John Moores University focusing on media reporting the bereaved; this features as an impact case study.
- Fudge's project with archaeologist Richard Thomas (Leicester University) funded by the Wellcome Trust, which led to a feature article in *History Today* (2012).
- Hope's role as Co-I on an AHRC Digital Transformations Research Development Award: Translation Arrays, with Dr Tom Cheesman, Swansea University as PI (2011-12).

Network exemplar: Hammill established the 'Middlebrow Network' in 2008, with £42,000 from the AHRC Research Networks scheme. This was awarded under a special initiative for collaboration with US academics. The 30 institutions represented in the Network's core group and advisory board include Rutgers University, Monmouth University, the Universities of Delaware, Surrey, and Edinburgh, the British Library and Persephone Books. The Network is an interdisciplinary group, established to bring together perspectives from social and cultural history with critical analysis of literature, film, music, and the media. Its activities have included special events, sponsored sessions at major US conferences, publications, the production of a website and online research resources and the establishment of a publically-accessible Special Collection of early twentieth-century popular fiction in Sheffield. The heavy use of its website indicates the Network's reach and level of activity (63,000 hits by the end of the funding period; 2000 unique visitors in 2012). Follow-on projects emerging directly from the Network include Hammill's AHRC-funded 'Magazines' project, as well as a large public engagement project at Sheffield Hallam, based on the Special Collection.

Other networks with UK and international participants organised from UoA29 at Strathclyde are:

- Fudge's British Animal Studies Network (AHRC-funded 2007-9, now funded by Strathclyde);
- Hammill and Edwards' 'Nostalgia in the Twentieth Century' (ESRC funded, 2009-10).

Conference exemplar: Edwards' 'Architexture: Textual and Architectural Spaces' conference (April 2008) was co-organised with Jonathan Charley (Architecture, Strathclyde) and had an interdisciplinary focus on literature and architecture, with international speakers from literary studies, architectural practice, film, and art history. It received funding from the British Academy, and was sponsored by Routledge, who published the volume *Writing the Modern City: Literature, Architecture, Modernity* that emerged from it in 2011. Since then Edwards has continued her collaboration with Charley and in November 2012 they received internal funding to run a one-day workshop to initiate their next project, 'City of Facades.' This focuses on the functions of urban memory and nostalgia in contemporary Glasgow and other cities within and beyond the UK.

Other conferences organised by colleagues during the REF period include:

- Duncan - Association for Journalism Education Annual Conference (2008-2010);
- Higgins – Media and Politics Group Annual Conference (November 2009);
- Kinloch - 'Writing into Art' - in association with Kelvingrove Museum and Art Gallery, Glasgow (2013 - part AHRC funded).

Lecturing exemplar: Recognizing that lectures and public talks are a well-established way of both disseminating new research and engaging people with new ideas, since joining Strathclyde in November 2010 Fudge has given numerous talks at a variety of institutions in the UK and overseas to both academic and non-academic audiences. These include (in the UK) invited lectures at various HEIs, and The Natural History Museum, London (June 2012); and (international): participation in an animal studies workshop at the Maison Européenne des Sciences de l'Homme et de la Société (MESHS) in Lille (January 2011); Shakespeare's Birthday Lecture at Arizona State University (April 2012); the journal *History and Theory's* meeting 'Do Animals Need a History?' at Wesleyan University, Connecticut (April 2013); and the Mellon-Sawyer seminar 'Animal Magnetism: The Emotional Ecology of Animals and Humans' at Brown University (October 2013). Fudge has also received invitations to speak at public events, ranging from a debate on animal minds at LSE (Feb 2011), a day symposium on art and animals at Shropshire Wildlife Trust (Feb 2012), to being co-panelist with J.M. Coetzee at the Norwegian Festival of Literature, Lillehammer (May 2013) discussing meat production. She has also contributed to a BBC World Service radio programme (March 2011); and to a podcast for the National Gallery, London (Feb 2012).

Other prestigious academic lectures given by staff include:

- Hammill, plenary at the British Association for Canadian Studies conference, Cambridge University (2012) – published as a British Library pamphlet (2013);

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- Hope, Stratford International Shakespeare Conference (2008);
- Kinloch, MLA in San Francisco (2008).

Public engagements have included:

- Andrews' lecture at M-Shed Museum, Bristol (2012);
- Bell's participation in various public panel discussions on the Scottish literary scene in the 1960s; in Glasgow, Edinburgh and Paris (2012-13);
- Edwards' 3 public lectures at showings of cinematic adaptations of Victorian novels at Falkirk Town Hall and Bo'Ness cinema (2011-12);
- Furniss' talk at the Strathblane Heritage Society (2012);
- Higgins' plenary lecture to the Guild of Speechmakers (2012).

As well as this collaborative and KE work, members of the unit make strong **contributions to the discipline** in a number of other key ways.

Work with Funding bodies:

- Llewellyn's secondment to the AHRC (Jan 2012-Jan 2014) as Director of Research, and work as Panel Chair and Chair of the BGP2 Scheme (2011);
- Hammill's membership of AHRC Research Fellowships Prioritisation Panels (2010 and 2011), and chairing of the Standard Research Grants Panel (October 2012); she is also a member of the Young Academy, Royal Society of Edinburgh (2011-);
- Fabb's membership of the board of the AHRC Block Grant Partnership with Stirling University (2011-2013);
- Membership of the peer review college for the AHRC by Bell, Edwards, Hammill, Jajdelska, Kinloch and Lang.
- Report writing for International bodies include: The Estonian Science Foundation (Fabb), Fondation Maison des Sciences De L'Homme, Paris (Fudge), Netherlands Organisation for Scientific Research (Fabb, Hammill), Ontario Premier's Discovery Award (Hammill), Social Sciences & Humanities Research Council of Canada (Fudge, Hammill), and University Grants Committee of Hong Kong (Hammill).

Hammill is also a member of UoA27, Area Studies REF panel.

External examining: Since 2008, staff have been external examiners of 18 PhDs within the UK, and 1 overseas (Canada).

Specialist organisations: We take a lead in various disciplinary and specialist organisations: e.g. Andrews, Executive Committee, British Association for Romantic Studies (2005-); Duncan, Executive Committee, Association for Journalism Education (2005-2012); Llewellyn, Secretary of the British Association for Victorian Studies (2009-12), and Executive Committee member (2007-12); and Thorne, elected member of Council for the Society for Renaissance Studies (2008-2016). As well, staff participate in academic bodies: Bell, the Association for Scottish Literary Studies, as member of Council and International Committee (2002-) and member of the Publication Committee (2006-2010); Bell and Goldie, members of the board of the Irish-Scottish Academic Initiative, and members of the Universities' Committee for Scottish Literature; and Hammill, member of the Executive Committee of the Council for College & University English (2008-).

Editing and consultancy: UoA29 staff have edited *International Journal of Scottish Literature* (Bell, 2006-2010); *Journal of Linguistics* (Fabb, 1997-); and *British Journal of Canadian Studies* (Hammill, 2004-9). Fudge was associate editor for the Humanities of the interdisciplinary journal *Society and Animals* (2002-2011); and Hammill associate editor of *The International Journal of Canadian Studies* (2010-2013). Andrews is the annual reviewer of all publications on eighteenth-century poetry for *Year's Work in English Studies* (2012-5). Colleagues in the UoA have also peer reviewed for well over 50 international journals in the period 2008-13. Fabb was consulting editor for *The Cambridge Encyclopedia of the Language Sciences* (2006-2011); and Hope is Linguistics Advisor to the Arden Shakespeare, and Arden Early Modern Drama series (1995-).

Prizes: Hammill won The ESSE (European Society for the Study of English) bi-annual book award in the category of 'Literatures in English' (2012) for *Sophistication: A Literary and Cultural History*, and in 2013 Professor Emerita, Zoe Wicomb was among the recipients of the first Windham Campbell Prizes for fiction (valued at \$150,000) in recognition of her life's work.