

<p>Institution: Queen's University Belfast</p>
<p>Unit of Assessment: 28 - Modern Languages</p>
<p>a. Overview</p> <p>The UoA is broadly coextensive with the School of Modern Languages which comprises French, Irish, Spanish and Portuguese, as well as a postgraduate unit in Translation and Interpreting. The Unit was formerly part of a School which included Drama and Film, but restructuring in 2011 has provided an increased visibility, focus and coherence for Languages, both within the University and the wider academic community. A single member of staff in the submission is located in the interdisciplinary Institute for Collaborative Research in the Humanities (ICRH). Research in the UoA embraces linguistics, literature, visual culture, practice-led research and socio-historical studies and encompasses a range of methodologies (traditional and newer modes of investigation) and periods.</p> <p>There are currently 23.4 staff in the UoA, all of whom have been submitted to REF. The research strategy set out below is coordinated by a Director of Research (DR) who chairs the Research Committee comprising the Head of School and senior researchers. The staffing strategy and operational infrastructure are designed to ensure the sustainability of high-quality disciplinary and interdisciplinary research which are the central planks of our research strategy. The research strategy also supports evolving areas of excellence, promotes a vibrant postgraduate culture, and enables staff to contribute to the wider discipline.</p> <p>b. Research strategy</p> <p>The UoA's strategy aims to support current and developing research strengths. Literary and textual studies in French, Irish, Spanish and Portuguese have always had the most substantial critical mass in the UoA, with significant temporal breadth and geographical spread. Research encompasses the medieval, early modern and modern periods (the majority of outputs are concentrated in the latter) and includes Europe, the Americas, the Caribbean and Asia. Various theoretical and methodological perspectives inform our approaches to literature (including, amongst others, postcolonial theory, gender studies, cultural studies, intertextuality and reception theory) and there is also expertise in the production of critical editions. Research is well established in translation studies, in linguistics (both French and Irish), in socio-historical studies (e.g. in medical humanities and the history of the book) and in visual cultures (notably art, film and photography); each of these fields has benefited from recent expansion in terms of staffing (see C i below). Developing areas within the UoA include popular and digital cultures.</p> <p>i. Realisation of RAE 2008 plans</p> <p>The individual language units submitted to RAE 2008 shared a strategy for sustainability that was informed by three mutually reinforcing objectives:</p> <ol style="list-style-type: none"> a) to recruit and retain high-quality staff and research students; b) to enhance our international publications profile; c) to consolidate and develop a proactive culture of grant application. <p>Across the language units we have exceeded targets set in 2008 in all specified areas of research activity: publications, PGR recruitment, retention and completion, grant income, collaborations and conference organisation (see C for staffing). Evidence of the successful realisation of the 5 year strategy outlined in RAE include the following:</p> <ul style="list-style-type: none"> • AHRC-funded outputs have been published or are forthcoming (monographs: Ó Mainnín, Torres; scholarly edition: McCusker; digitised corpus: Carruthers) • Other planned large-scale projects have been realised (monographs: Jeannerod, Quance); edited volumes: Carruthers & McCusker, Clark, Davies x 2, McCusker & Soares, Moran & Jeannerod, Torres). • We have produced over 20 books in the period including 10 large-scale projects (monographs, creative works and critical editions) as well as two substantial digital projects. • Modern Languages recruited an average of 9 research students each year during the census period. A total of 14 PhD awards were obtained from BGP1 and a further 26 from the Department of Employment and Learning NI (DEL) in the census period (see C ii below).

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- The number of PhD completions has risen from 22.5 in RAE 2008 to 28 in the current period (av. 5.6 per year, up from 3.2 per year).
- Research income has increased despite greater competition for fewer resources through two major AHRC grants in translation (£260K) and lexicography (£225K). Also awarded in the period: five AHRC research leave awards, two fellowships (Wellcome & Fulbright), and one British Academy Research Development Award (BARDA).
- The N.I. Place-Name project has benefited from additional funding of £240K from EU and local government agencies (see D below) and its online database was launched in 2013.
- We considerably exceeded plans to host 11 conferences and workshops at Queen's: 25 such events have been organised by staff and postgraduate students across all areas of research (see D and E below).

Where there have been significant changes of direction, these have been in the strategic interests of the unit and can be mapped onto evolving plans for income generation and knowledge transfer. For instance, the planned LASID project has been re-developed as a collaboration with the Dublin Institute for Advanced Studies. Johnston prioritised practice-led research rather than a planned monograph, generating both income and impact. Sánchez postponed completion of a large-scale editorial project on Azara in order to participate in the international project that is outlined in the Ibarra Real Impact Case Study.

ii. Support for interdisciplinary and collaborative research

For the greater part of the census period, staff in Languages led four centrally-funded interdisciplinary research fora (Postcolonial, Latin American Studies, Translation and Cultural Encounter, and Eighteenth-Century Studies), the largest number of fora in the university. Languages staff have also promoted interdisciplinary research through participation in other University-wide groupings, for instance: the Gender Research Forum, the Medieval Forum, and the Interdisciplinary Linguistics Group (ILinG). The core activities of each of these groups have included an interdisciplinary seminar series, involving staff, postgraduate, postdoctoral and guest speakers, and a variety of conferences and postgraduate training workshops (see C below).

The University has extended this model of collaboration by establishing an Institute for Collaborative Research in the Humanities (ICRH) whose remit is the promotion of inter-School and interdisciplinary research across the University. The ICRH has appointed five fixed-term research fellows to work on collaborative projects; it also funds two one-year fellowships and five interdisciplinary research projects per year. Languages are centrally positioned across all strands of the Institute's activity: two of the five fellows appointed to the Institute in 2012 are languages scholars; three of the four fora led by the School were successful in obtaining project funding to continue their interdisciplinary work (see D below) and two new projects proposed in 2013 and one continuation project were also successful. The ICRH will lead the management of BGP2 in the Faculty, providing a hub for cross-disciplinary and collaborative postgraduate activity.

External collaborations are supported through conference funding and a dedicated Internationalisation Fund (see D). The latter finances invitations to international scholars and supports initiatives involving travel abroad where there is demonstrable evidence that such activities will further our internationalization objectives. As outlined below (section D), the Unit has had some success in obtaining external funding to support collaborative research with national and international partners. It will continue to seek funding to support collaborative research, notably in the areas of linguistics, lexicography, popular culture, and translation and cultural encounter.

iii. Strategic aims and goals for research 2014-19

Our current strategy represents an ambitious step forward in response to national and international research priorities, but it is also aligned with established and evolving strengths. The key aims of the Unit's research strategy for 2014 – 2019 are:

- to sustain and expand the current level of permanent staff across the Unit and obtain fixed-term posts through external project funding;
- to provide a vibrant and sustainable research culture to advance thinking and enhance quality of research through an effective staff development strategy and an energetic programme of seminars and conferences;
- to increase the total number of publications in world-leading journals and the most prestigious presses by 25%;
- to establish strategic goals for increasing citation levels as measured against benchmarks currently being prepared by the University;

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- to consolidate external funding for individual and collaborative research, targeting in particular RCUK, and to expand EU funding;
- to reinforce and reconfigure international collaborations so that they result in more concrete networks with joint outputs and results;
- to increase the proportion of staff with large projects (monographs etc.) to 60%;
- to consolidate and expand current impacts and develop at least four new impact areas;
- to contribute to the research base of the discipline through the production of textual editions, online research resources, and lexicographical work;
- to recruit and retain high-quality research students, maintain a strong postgraduate research culture, and maximise the number of available awards;
- to maximise the collaboration and training opportunities offered by recent success in the AHRC BGP2 competition (Northern Bridge DTP 157 awards; Celtic CDT 26 awards).

Implementation of the strategy will be directed by the DR and supported by nominated research leaders in each field under the supervision of the Research Committee (see C iv below). Staffing plans are advanced annually in the Academic Plan which is negotiated with the Faculty (3 new permanent lectureships and 3 replacement posts have been secured within the School in the last 18 months). Individual plans for research income, substantial research projects, high-quality publications, collaboration and impact are identified, supported and monitored in the appraisal process. Rigorous staff development processes, including training and mentoring, are in place to enable staff to achieve their potential in each of these areas (see C below). Targets for research income and citation indexes for the Unit are set and monitored by the University.

c. People, including:**i. Staffing strategy and staff development**

The Unit's staffing strategy is designed to provide a sustainable research base in areas of strength. This is achieved through the appointment of a combination of research leaders and more junior scholars who have demonstrated significant potential. In terms of research leadership, the Unit has made substantial investment in the census period through the appointment of two new Chairs in French and Irish (2011) and part-time Chairs in Translation (2011) and Eighteenth-Century French Studies (2013). Leadership in research is also incentivised through internal promotions: three staff have been promoted to Chair since 2010 in French, Spanish and Irish. Existing research capacity has been sustained through the replacement at ECR level of two retirements in French (2013), which has enabled us to strengthen linguistics and 19th-century literature. A replacement for Soares will be appointed in November 2013. Further investment in new posts in Luso-Brazilian (2012) and Spanish (2013) has attracted additional research expertise in Digital Humanities and Early Modern Spain. A new lecturer in Translation and Interpreting has been appointed (commencing November 2013). The Unit has also actively engaged with the Institute for Collaborative Research in the Humanities resulting in the appointment of two fellows with a research background in languages (see B ii above).

The Unit makes fixed-term appointments to externally-funded projects and for temporary cover (maternity leave etc). In total, 8 fixed-term staff were employed in the Unit during the census period, comprising 3 lecturers and 5 researchers. PDRAs have made a substantial contribution to two major projects in the census period: three worked on the Northern Ireland Place-Name Project and two carried out research for the electronic Dictionary of the Irish Language. We intend to build on the opportunities afforded by external funding to increase the volume of research in strategic areas in the next 5 years, including through funded projects and postdoctoral fellowships.

Staff development at all levels is assured through a cascading appraisal process in which training needs are identified and progress is monitored. Targets are set for each individual in accordance with the Unit's strategic aims which map on to University goals. Appraisers are research leaders in the School and staff are normally matched to an appraiser working in their language area or specialism. Appraisers, in conjunction with the Director of Research, provide guidance on research enhancement, personal and professional development, impact and external funding. An additional informal system of mentoring also supports research development. Under this scheme, which extends the benefits of mentoring beyond the probationary period, all members of staff, including experienced staff, may obtain confidential guidance and advice from a more senior researcher. Currently a quarter of all staff are availing of this opportunity.

ECRs undertake a formal induction course and are assigned a mentor and a probationary

committee; both provide advice and guidance while the latter also monitors progress against targets. ECRs are afforded a lighter teaching and administrative load during their three-year probation and are fully integrated into the broader research culture of the Unit and the Faculty through involvement with the School research seminar series, the interdisciplinary research Fora and the ICRH. All new permanent staff can avail of a £4000 start-up fund and an additional sum of up to £5000 for promising young researchers. All PDRAs and fixed-term staff benefit from the same probationary arrangements in terms of mentoring, monitoring, training and integration into the broader research culture. They can apply for funding for research and conferences on the same basis as permanent staff (see D below). These arrangements ensure that the School's support for PDRAs is entirely in line with the core principles of the 'Concordat to support the career development of researchers'.

Training in research-related expertise for permanent and fixed-term staff and for PDRAs is provided by the Research and Enterprise Directorate in conjunction with the School, and includes seminars on improving publication rates in top journals, identifying indicators of top-quality research, developing impact and citation rates, and making successful grant applications. Generic training (such as developing leadership skills, supervising research students) and specific skills training (e.g. in IT and statistics) is provided by Staff Training and Development. Research presentation skills are enhanced through a coordinated School-wide seminar series which brings together staff and PGRs in all the languages served by the School. Focus for the School series is provided by nominated themes, e.g. Intermediaries and Intermedialities (2012) and Time and Space (2013). This series includes research-in-progress seminars which provide a space for colleagues in which to share research as it develops and to get feedback on outputs, funding, and methodological or theoretical approaches.

Under the University's research leave policy, all research-active staff are eligible for sabbatical leave every seventh semester; leave is granted on the basis of concrete plans that contribute to the aims of the research strategy. A coordinated programme of research leave ensures that all staff have been able to take at least one sabbatical during the census period. Staff also avail of external funding opportunities to obtain periods of funded leave (Clark, Harkness, Mac Coinnigh, McCusker, Torres, Soares). Every effort is also made to ensure that all staff can timetable at least one dedicated research day per week.

The Unit is committed to equality and diversity among its research staff and to appointment/promotion on merit, irrespective of gender, marital status, dependants, religious belief or political opinion, race, disability, sexual orientation and age. It follows rigorous University policies regarding recruitment, promotion, REF submission, and harassment/bullying. All staff are required to take a course in equality and diversity and staff involved in selection processes must undertake a one-day training programme in selection and equality. The School's record in equality and diversity is excellent, with a particularly strong gender balance in staffing, including at Chair level (3 male, 3 female). The University holds an Athena Swan Silver award and the School has recently appointed two Swan Champions to lead a bid for a Bronze award.

ii. Research students

The Unit has created a vibrant and sustainable postgraduate research culture, having built up its recruitment of PGR students over a prolonged period. The Unit has had an average intake of 9 new research students in each year during 2008-13, with 28 doctorates successfully completed in the period, the vast bulk of these within the four-year submission period. The UoA did exceptionally well in BGP1, attracting 14 PhD and 2 MA awards for the period 2009-14, the highest number of awards pro-rata outside Oxford, Cambridge and KCL. In addition, the Department for Employment and Learning (NI) funded 26 awards, five of which were in areas of strategic priority for local government and/or QUB. DEL have also funded two PhDs in Interpreting involving British and Irish Sign Language. The percentage of funded students in the UoA is high, at 98% in the period.

All research students are assigned two supervisors and are supported by the School Postgraduate Committee which oversees progress monitoring, discusses problematic issues (including ethical issues) and makes recommendations for awards such as AHRC and DEL funding. There is a thorough process of progression monitoring at School level in line with University Guidelines, including an initial report after three months, a rigorous differentiation process after nine months, and formal evaluation at the end of the second and third years. Where problematic issues arise, robust action is taken to resolve the issues successfully; this is reflected

in the UoA's submission rates and high overall satisfaction rates in PRES (87.5% in 2013).

The supervisory team and student carry out an initial Training Needs Analysis, as a result of which selected courses on the University's Postgraduate Training Skills Programme are undertaken (e.g. academic writing, delivering a conference paper, career planning, interview skills) which can be supplemented by specialist skills training (e.g. in databases, TEI, quantitative methods, and translation technologies). Students compile a Personal Development Plan through which their training needs are identified and tracked as they progress. All PhD students are given the opportunity to teach as part of their career enhancement; training in assessment and teaching is provided, as is student feedback. Leadership, collaborative, organisational and publication skills are developed through PGR conference organisation and the publication of resulting edited volumes. The UoA's PGRs have run an average of two conferences each year, often working collaboratively with students in other units and attracting world-renowned speakers, including Nobel Prize winner Gao Xingjian and M.A.K. Halliday. They have secured funding from the AHRC, from Queen's PGR Student Initiative Fund (over £8.7k in the census period), from the School and from research Fora. The conferences organised in the census period by PGRs include: Exchange(s)/Échange(s) (AHRC-funded, **2008**); A Borges Afternoon (**2008**); The Early Medieval Toponymy of Ireland and Scotland (AHRC-funded, **2009**); Traits chinois – lignes francophones (**2010**); The Marvellous Limens of Remedios Varo (**2010**); Cultures of Violence (**2011**, with PGRs in the Postcolonial Forum); Pensadores, Hurones, Duendes y Habladores (**2011**); Editing Avant-Garde Correspondence (**2011**); The Interdisciplinary Linguistics Conferences (**2011**, **2012**, with PGRs in English and Education); Latin American Studies Forum PG Conference (**2012**).

Research students lead a work-in-progress series in collaboration with staff and all final-year research students give a paper in the School seminar series. Students are strongly encouraged to give papers at international conferences, including the major subject societies in their discipline (e.g. AHGBI, French Studies, AFLS, ICCS) and several have won conference travel scholarships from, for example, ADEFFI and AHGBI. PGR students in the School have won the lion's share of Santander mobility awards in the University, worth up to £4,237 each, to support study in partner universities in São Paulo and Rio de Janeiro. The School awards financial support for conference travel and fieldwork to supplement training and travel awards from the AHRC and DEL; fieldwork has involved collaboration with non-HEIs, such as the Dagara Sous-Commission in Burkina Faso, schools in Paris, Marseille, Donegal and Belfast, the arts organization Arte Moris and politicians in East Timor. Several other PGR students are also collaborating with non-HEI partners: DEL is funding a PGR student to survey sign language users and previously funded a studentship under the Programme for Government to research Irish-language translation strategies; another student is collaborating with BBCNI on research into eye-tracking software for subtitling.

Many of our recent doctoral students have gained prestigious posts in the field. Hunter and Plunkett were awarded PG Fellowships at the Robert Penn Warren Center in Vanderbilt (2009-10 and 2010-11 respectively). Nic Lochlainn took up a postdoc fellowship in the Dublin Institute for Advanced Studies, and other students were appointed to lectureships and postdoctoral fellowships: Bragança (Manchester, Nottingham Trent, now Queen's); Holloway (Cambridge, Glasgow, now Queen's); McCarthy (Durham, Exeter, Queen's, now Glasgow), Wilson (Manchester, Exeter, Leicester, now Queen's), Henry (Durham).

d. Income, infrastructure and facilities

The Unit has secured **external research revenue** exceeding £2 million, including 13 awards totalling £657k from RCUK. The remainder is made up of awards from the Wellcome Trust, British Academy and local government. External funding has been used to support both individual and collaborative research projects. Amongst the former, the AHRC Research Leave Scheme (McCusker, Soares and Torres) and Fellowships (Clark) have played an important role in supporting our research, as have British Academy small grants (Topping), a BARDA (Harkness), a Fullbright (Mac Coinnigh) and a Wellcome award (Clark). Toner received an £807k award (£271k at Queen's) from the AHRC to support his revision of the *electronic Dictionary of the Irish Language*. In terms of collaborative projects, Blumczynski was awarded £44,376 from the AHRC for a research network on translation in religious and devotional texts, with partners in the UK, Italy, Poland and Spain, Johnston's collaboration with KCL and Oxford was awarded £760k (£187k at Queen's) from the AHRC for 'Theatres in Translation' and the NI Place-Name Project received

over £187k from various sources, including the Ordnance Survey of Northern Ireland, to fund its database development (see Impact Case Study).

We have taken steps to increase our success rate in research award applications through (i) early identification of potential projects and applicants in the light of calls from funders, (ii) targeted support such as teaching relief to prepare applications and (iii) a robust system of internal peer review of grant applications in which colleagues with experience of obtaining awards provide feedback to applicants on their research proposals before submission. Nascent ideas for funded projects can also be discussed at our research-in-progress seminars. Training on strategies for successful funding bids and the requirements of specific funders such as the AHRC and the EU is regularly provided by the Research and Enterprise Directorate which also provides logistical support to researchers in relation to externally funded research grants. The Research and Enterprise Directorate has recently received investment of over 30 new staff with Faculty-facing roles, thereby greatly enhancing support for funding applications.

Research within the UoA is coordinated by a Director of Research (DR) who chairs the Research Committee comprising the Head of School, senior researchers and the School Manager. The DR manages the research budget, provides support for the organization of conferences, and, with the oversight of research committee, approves applications for funding to the Research and Enterprise Directorate and awards funding to staff for research trips, conferences, and visiting lecturers. The Research Committee reports to the School Management Board and through the HOS to the University Research Committee and the PVC (Research). The School Research Committee is therefore the key link between the scholarly, organisational and operational elements of the UoA's research activities. It is responsible for developing the Unit's research strategy, for maximising opportunities (both internal and external) to take that strategy forward, and for overseeing all operational elements of the strategy.

Until 2012, three separate internal funding streams were used to support staff research: 1) Research and Conference (av. £750/year per FTE); 2) Internationalisation Fund, which was used to build international partnerships, including student exchanges and research collaborations; and 3) Research Fora. Since 2012, funding has been centralised at both University and School level, and additional funding has been made available through the Institute for Collaborative Research in the Humanities. Staff can now apply to the University for funding for research, conferences and internationalisation (up to £500) and this is matched by the School. The School also provides funding support for the publication costs of major projects where needed, and awards up to £1000 annually to support impact-related activity. The ICRH runs a competition for interdisciplinary project funding; three applications from the UoA were successful in the first round of funding (2012) and were awarded £5k each; a further three were successful in the second round, generating £10k between them. In addition, start-up funding of at least £4000 is available to all new staff to develop their research profile; all our new ECRs and professorial staff have benefited from this.

Each member of staff has their own office, individual computers and printers which are replaced every four years, and access to Inter-library loans and electronic journals via the Library website. PGRs have individual desk space in dedicated PGR accommodation within the School. The McClay Library, opened in 2009, is a world-class facility that brings together wide-ranging library and computing services in a single location. It houses significant collections in Languages and Area Studies, and has extensive runs of the major journals. Its substantial collection of electronic resources, which includes all the major Humanities and Science databases, is available on- and off-campus. The library also houses a major collection of Edward Bunting's manuscripts from the 18th and 19th centuries and its Hibernica Collection holds 29,000 volumes of material relating to Ireland, including annotated copies from the library of T.F. O'Rahilly. The School holds a unique collection of original field recordings of placenames, both documented and undocumented, extending over the Province of Ulster.

e. Collaboration or contribution to the discipline or research base

Collaboration takes the form of research networks, partnerships, collaborations with non-HEIs and co-authored publications. **Blumczynski** is PI on an AHRC-funded Translation network with partners in Spain, Italy and Poland; **Clark** is currently developing a network on the History of Science with Aberdeen, UCL, KCL, Durham; **Clark** and **Bowskill** are members of an all-Ireland network in Mexican Studies; **Holmes** is a member of the Latin American Cyberculture project, led by researchers from Liverpool and Leeds; **Jeannerod** is a member of the EPOP Project on popular

culture, with partners in Bologna, Limoges, Louvain and Leiden. **Toner** is a member of the 'Power of Words' network (Amsterdam, 2007-) and was a founding member of pacdil.org with partners in the University of Vienna, Murdoch University Australia and the Royal Irish Academy, Dublin (2002-10); **Topping** was co-director of the network on 'Representing Migration and Mobility in European Cultures' (2008-11).

Holloway was Senior Research Associate on a Leverhulme-funded collaborative project led by Rodrigo Cacho, Cambridge; **Johnston's** partnership with KCL and Oxford resulted in a large AHRC award and **Toner** has recently submitted an application for a large AHRC Research Grant with Ní Mhaonaigh of Cambridge.

Non-HEI collaborations include **Carruthers** with the Conservatoire de Littérature Orale (Vendôme), **Johnston** with various theatre companies, e.g. Theatre Royal, Bath, **Ó Mainnín** with the Ordnance Survey (NI)/Land and Property Services, **Sánchez** with Barrientos (CSIC, Madrid). Many colleagues are involved in co-edited projects; co-authored publications include articles by **Bowskill** (with Lavery, Southampton), **Tristram** (with Ayres-Bennett, Cambridge), **Carruthers** (in preparation with Le Draoulec, Toulouse) and **Seth** (an edition for the *Electronic Enlightenment*, in preparation with Katherine Astbury, Warwick).

Contribution to the discipline and research base encompasses a range of activities, a selection of which are presented here.

(i) **Torres** is a REF Sub-panel member (2011-14). **Carruthers** (2007-) and **Torres** (2010-) are members of the AHRC Peer-Review College; **Seth** has been and **Harkness** is, an international member of the Humanities Committee of the ANR, France.

(ii) Consultancy for promotions and appointment panels include **Carruthers**: Cambridge (2010), Aston (2009). **Torres**: NUI Maynooth (2008), Swansea (2009), Stirling (2013). **Ó Mainnín**: NUI Maynooth (2013). **Toner**: University College Cork (2012); **Seth** and **Venuti** have been involved in numerous appointment panels at senior level (e.g. **Seth**: Lille, Rennes, Rouen, Toulon, Le Havre, Cergy-Pontoise, **Venuti** : Michigan, Pittsburg, California SB).

(iii) Leading positions in professional subject associations include: **Bowskill**: Advisory Group for the Subject Centre for Languages, Linguistics and Area Studies (2008-11); Secretary, UK Council of Area Studies Associations (2009-); Secretary, Committee of SLAS (2012-); Web Officer, WISPS (2009-11); **Dillon**: An Coiste Téarmaíochta (2011-); **Harkness**: Secretary, Société des Dix-Neuviémistes (2001-08); **Jeannerod**: Committee of the International Association for Popular and Mediatic Culture (2011-); **McCusker**: Modern Languages Committee, Royal Irish Academy (2010-); **Ó Mainnín**: Coiste Náisiúnta Léann na Gaeilge, Royal Irish Academy, Dublin (2009-10); Coimisiún na Logainmneacha (2009-); **Topping**: Exec. Comm., French Studies (2008-09); Exec. Comm., AUPHF (2013-). **Toner**: Council of the Irish Texts Society (2010-); Coiste Náisiúnta Léann na Gaeilge, Royal Irish Academy, Dublin (2009-); **Torres**: Exec. Comm., AHGBI (2004-09); Exec. Bd., SRBHP (2010-13). **Wilson** is Membership Secretary for the Société des Dix-Neuviémistes.

(iv) **Editorial positions**: **Bowskill**, associate editor, *Romance Studies* (2007-11); **Harkness**, co-editor, *Dix-Neuf* (2008-); **Ó Mainnín** (2007-09) and **Toner** (2010-), editors, *Ainm, a Journal of Name Studies*; **Ó Mainnín**, founding editor of *Léann* (2009-); **McCusker**, co-editor, *Irish Journal of French Studies* (2011-16); **Seth**, co-director of four major series with Classiques Garnier. **Editorial/Advisory Boards of Series**: **Carruthers**, *Legenda RMFS* (2004-); **Torres**, *Tamesis* (2009-14); **Topping**, *UWP Studies in Visual Culture* series (2009-); **Toner**, General Editor, *Irish Texts Society* (2012-). **Editorial/Advisory Boards of Journals**: **Bowskill**: *Journal of Gender Studies* (2013-); **Carruthers**: *French Studies* (2007-), *Discours* (2008-), *JFLS* (2004-); **Harkness**: *Romantisme* (2008-); **McCusker**: *ASCALF* (now *FPS*) (2000-09); **Moran**: *Art Text* (2013-); **Quance**: *Liminality and Literature* (2000-), *Dossiers Feministes* (2007-); **Sánchez**: *Cuadernos de Ilustración y Romanticismo* (2010-); **Toner**: *Éigse* (2011-); **Toner** and **Ó Mainnín**: *Aiste* (2006-); **Topping**: *Studies in European Cinema* (2004-); **Seth** (all current): *Orages*, *Cahiers staéliens*, *Septet*; **Venuti** (all current): *Target*, *The Translator*, *Translation Studies*.

(v) Beyond Editorships and positions on Editorial/Advisory boards, staff at all levels referee academic publications. For instance, staff at earlier stages of career include **Blumczynski**

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(*New Voices in Translation Studies*), **Clark** (*JILAS*), **Holloway** (*Bulletin of Spanish Studies*), **Holmes** (*Bulletin of Hispanic Studies*), **Jeannerod** (*Belphégor*), **Soares** (*Tamesis*), **Wilson** (*French Studies*). Staff also review research proposals outside formal peer review positions, e.g. **McCusker**: Agence Nationale de la Recherche; **Toner**: AHRC and Leverhulme; **Toner, Torres** and **McCusker**: Irish Research Council for the Humanities and Social Sciences (IRCHSS); **Topping** and **Torres**: Government of Ireland Research Studentships. **Toner** provides assessments on candidates for membership of the Royal Irish Academy as required.

(vi) Doctoral examination: **Carruthers**: Cambridge (2008, 2012). **Harkness**: KCL (2008). **Holloway**: Autónoma (2013). **Johnston**: Alicante (2012), Warwick (2013). **Ó Mainnín**: Glasgow (2011), St Andrew's (2012). **McCusker**: Birmingham (2011), Liverpool (2011). **Sánchez**: Valencia (2010), Sheffield (2013). **Toner**: University College Cork (2011), Maynooth (2012). **Torres**: Bradford (2009), UCL (2010), KCL (2012). **Topping**: KCL (2013). **Quance**: QMUL (2010), Limerick (2011). **Seth**: over ten PhD boards in the UK and France.

(vii) The following **conferences**, organised at QUB, attracted international keynote speakers: *Early Medieval Toponymy of Ireland and Scotland* (2008); *Nature as Image and Resource in Colonial Spanish America* (2008); *Ireland and Medicine in the 17th and 18th centuries* (2008); *AHGBI* (2009); *The Art of Theatre in 19th-Century France and Belgium* (2010); *Invisible Presences* (2011); *India and Europe in the Long Eighteenth Century* (2011); *States of Crime* (2011); *Renaissance and Baroque Hispanic Poetry* (2011); *Lusophone Postcolonial Network* (2012); *Translation and Intercultural Studies* (2012); *Fourth International Conference on the Ulster Cycle of Tales* (2013). Colloquia organised include: *Pruebas de Imprenta* (2010); *Belief, Myth and Memory in Early Medieval Ireland* (2010); *Progress in Medieval Irish Lexicography* (2011).

External conferences organised in collaboration include: **Bowskill**, *WISPS* and *Latin American Bicentennials*, both Swansea University (2010); **Holloway**, *Los géneros poéticos del Siglo de Oro*, Cambridge (2011); **Holmes**, *Latin American Cyberculture*, Liverpool (2011); **Jeannerod**, *San-Antonio et la culture française*, Sorbonne (2010); **Johnston**, *Language and Intercultural Communication*, Tokyo (2009); *La Traducció en Escena*, Autónoma, Barcelona (2010); *Comedia: Translation and Performance*, Theatre Royal, Bath (2013); **Seth**, *La Belle et la Bête*, Nancy (2011); *Laclos après Laclos*, Nancy and Rouen (2012); **Toner**, *Celtic Cosmology*, Ulster (2009); **Topping**, *Engaging with the Contact Zone*, Cardiff (2008); *Contemporary French Women's Writing*, Cardiff (2008); *French Studies*, Oxford (2009); *Cultural Translation*, Cardiff (2009).

(viii) Scholarly awards and fellowships: **Venuti**, Guggenheim Fellowship (2007-08), Robert Fagles Translation Prize (2008), **Mac Coinnigh**, Fulbright, Notre Dame (2010-11).

(ix) Invited plenaries. **Carruthers**: *Entre lien et hyperlien*, Lyon 2 (2011); *S'caladis*, Toulouse2-Le Mirail (2013); **Harkness**: *Gender, Nation, Text*, Galway (2011); **Johnston**: 'Pedagogies of Translation', Columbia NY (2012); 'Translation and Adaptation', UFRJ Brazil (2013); 'Version and Subversion', Operto (2013); **Toner**: '13th UCLA Celtic Studies Conference' (2008); 'Gaelic Literature and Culture', NUI Galway (2012); 'Lebor na hUidre', Royal Irish Academy (2012); **Topping**: 'Cultures littéraires', Aveiro (2008); 'Spaces of displacement', IGRS (2012); 'Identities in Flux', TCD (2013); 'Borders and Crossings', Liverpool (2013); **Torres**: *Disguise in the Golden Age*, Oxford (2011); *AHGBI*, Stirling (2012). **Seth** and **Venuti** have global profiles and have given numerous invited plenaries and papers since 2008 including venues in the US, Europe and Asia. **Invited Lectures.** **Blumczynski**: Edinburgh (2012); **Carruthers**: Bristol (2008), ENS, Paris (2010), Toulouse2-Le Mirail (2009); **Clark**: Aberdeen (2013); **Harkness**: St Étienne (2011); **Holloway**: Strathclyde (2011), Oxford (2013); **Holmes**: Mato Grosso (2008), USP (2013), Newcastle (2013); **Jeannerod**: Savoie (2011), TCD (2011); **Johnston** has delivered numerous invited lectures in Europe, the Middle East and Latin America; **McCusker**: Liverpool (2009, 2010), Leeds (2011), University College Dublin (2008), Stirling (2009); **Moran**: Trinity College Dublin and St Andrew's (both 2012); **Quance**: Autónoma, Madrid (2012); **Sánchez**: British Library (2012); **Topping**: Swansea (2008, 2010), Bristol (2012), ULIP (2012), London (2012); **Toner**: Cambridge (2008), Aberystwyth (2008), Adam Mickiewicz University, Poznan (2011); **Torres**: Oxford (2009), Swansea (2010); **Tristram**: Oxford (2010).