

Faculty of Arts and Humanities Graduate School Annual Report

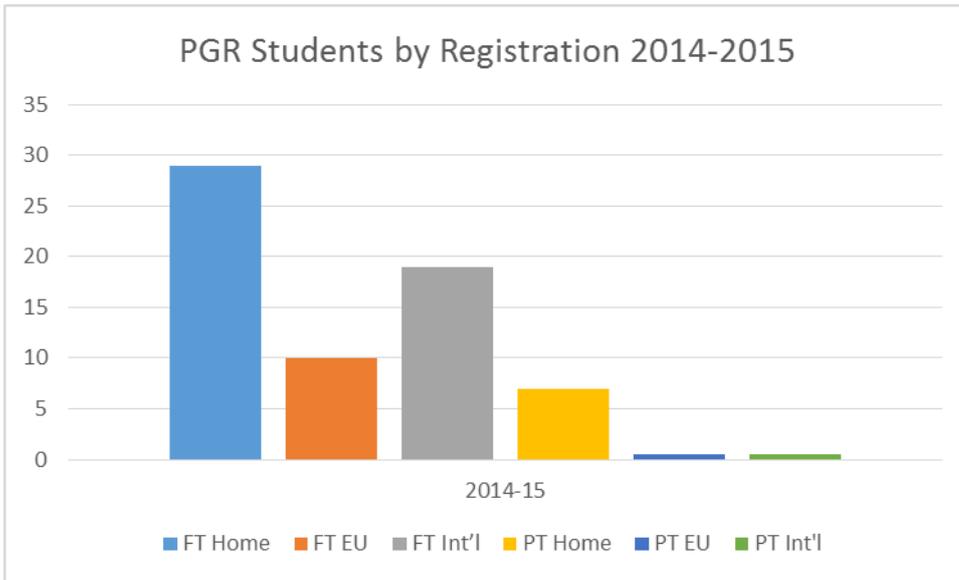
ACADEMIC YEAR 2014-2015
EDITOR: MATTHEW SILLENCE (HUM)

INTRODUCTION BY THE ASSOCIATE DEAN FOR POSTGRADUATE RESEARCH – PROFESSOR PETER WALDRON (HIS)

The Graduate School aims to support and encourage postgraduate research students in their work. We provide a very wide variety of personal and professional development opportunities to complement students' specialised research work, stage interdisciplinary seminars and courses that bring together students from across the faculty to debate and discuss key issues and offer practical support for research through our small grant scheme. This has been the first year when our students have been supported by the CHASE consortium, and CHASE events and training have added to the ways in which the faculty's students can develop their skills.

This has been an innovative and successful year for the Graduate School and this report gives a flavour of the way in which our students have taken advantage of the opportunities provided by the School.

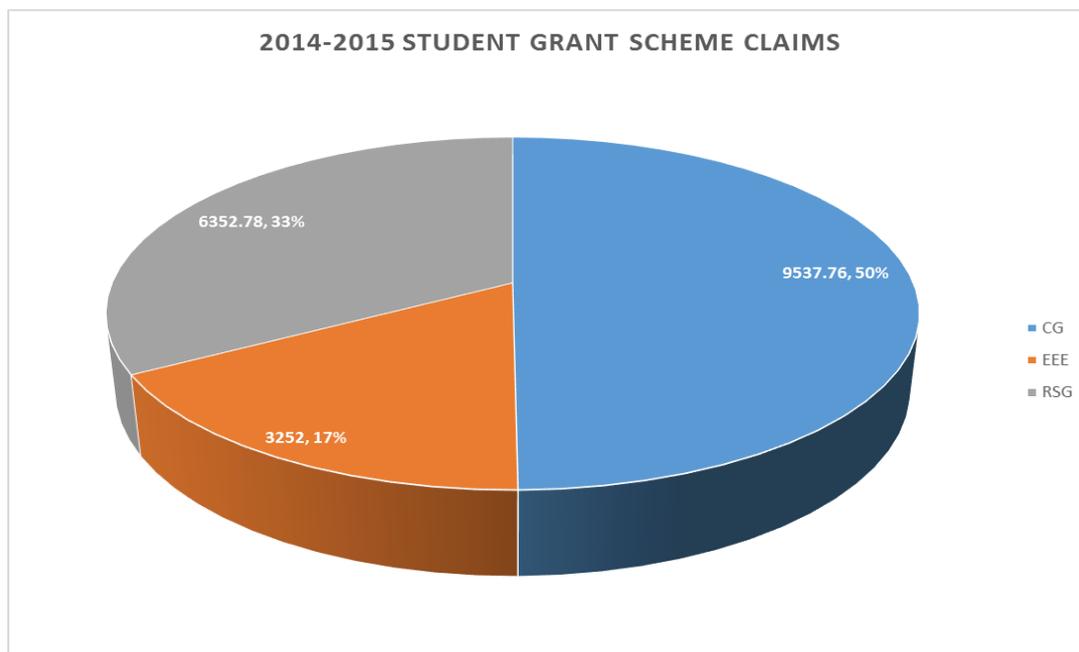
STUDENT NUMBERS AND REGISTRATION 2014-2015 – LYN MARSH (PGR SERVICE)



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New full-time equivalent (FTE) students registered in the Faculty of Arts and Humanities 2014-15

THE FACULTY GRANT SCHEME – LYN MARSH (PGR SERVICE)

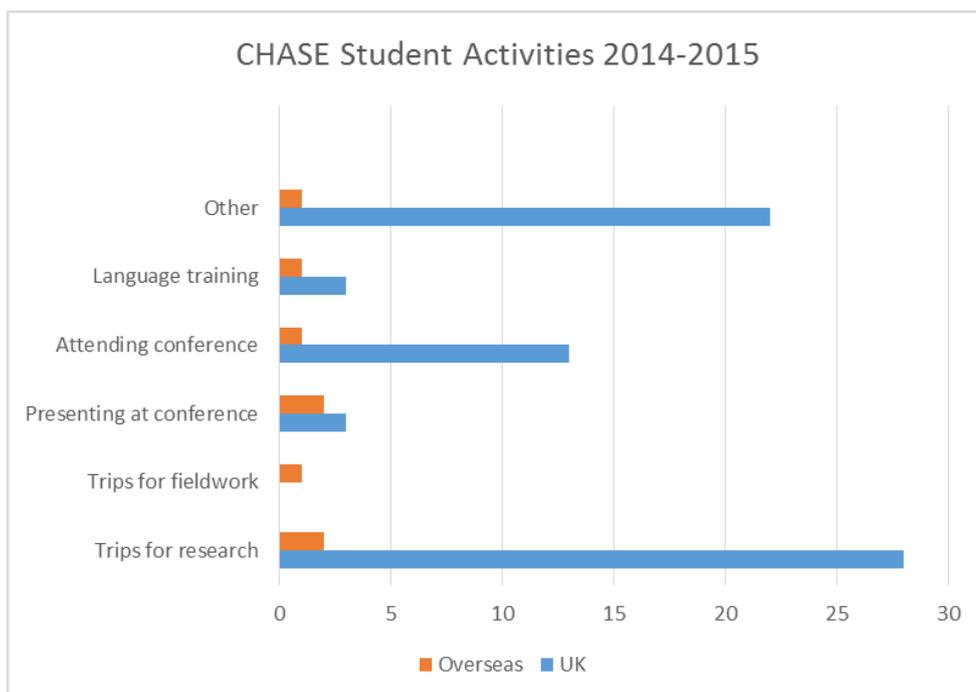


During the course of the academic year 80 applications were received in total and as can be seen from the pie chart above, these were mainly conference grant applications (CG). Support was provided for students to attend and present at UK conferences such as the Art Historians Annual Conference and British Association of American Studies. Students were also supported to attend and present at international conferences including Conference of European Second Language Association and Sewanee Writers' Conference, Sewanee USA. Engagement activities (EEE) which were provided with financial support

included a joint application for the 'Skin of Objects' conference at the Norwich Castle Museum. The Faculty also provided support for students (RSG) to undertake archive visits including contributing to visits within the UK and a visit to archives in Slovenia.

CHASE COHORT YEAR 1: CASE STUDIES OF ACTIVITIES – ANNIE BAKER (HUM)

The academic year 2015-2016 saw the first cohort of students funded through the Consortium for Arts and Humanities South-East England (www.chase.ac.uk) in our Faculty. Overseen by the Postgraduate Research Service and Annie Baker, CHASE Coordinator, our students have been active this year in undertaking training, conference attendance and presentation, fieldwork and research trips in the UK and overseas.



Case Study: International Fieldwork to Huni Kuin (Kaxinawa) village, Acre State, Brazil

Vera Da Silva Sinha (PPL)

This trip was to investigate the way in which indigenous Amazonian concepts of time are organised and expressed, in language structure, cosmologies, myths and kinship structures. Vera Da Silva Sinha's project investigates the relationship between spatial and temporal language and concepts and the way in which concepts of time vary between languages and cultures. Vera had secured access to the Kaxinawa community via Professor Ana Suelly Cabral, Director of the Laboratory of Indigenous Languages and Literature (LALLI) University of Brasilia, and access to the village was facilitated by Dr Joaguim Kaxinawa, who is a member of this community. The village was based in a remote part of Acre state near the Peruvian border. It took several days to reach the village which enabled 3 full days of research. The research activity included annotating and transcribing audio visual data whilst in the village, and further work was undertaken on the 4-day boat journey. Vera's research topic concerns 'time' and through this fieldwork she observed the meaning of time in the life of this culture. Having understood some concepts that were previously uncertain, she was then able to make an inventory of the main time-related words.

Case Study: Training supported by the Doctoral Training Partnership

Jamie Freeman (HIS)

This intensive course of **Russian at the Herzen University in St Petersburg** focused on developing speaking and listening skills, vocabulary extenuation, grammar, phonetics, stylistics, reading the Russian press, Russian civilisation, Russian culture, Russian history, politology and an audio-visual course. The trip specifically extended Jamie's knowledge of Russian language to a good reading capability to allow for essential sources in Russian to be accessible for his research project. He received one-to-one tuition, being taught by native speakers and was able to completely immerse himself in the country and its culture. Spending 4 weeks in St Petersburg enabled him to meet a diverse range of people, many of whom either had personal stories that related to his research, or knew someone who did. These networks will be extremely useful when it comes to collecting research and provide him with an entirely new source base.

PPD DEVELOPMENTS – FEEDBACK AND NEW COURSES FOR 2015-16 – DR LOUISE ATHERTON (HUM)

In response to requests for more practical sessions, Sarah Elsegood and Emma Coonan (UEA Library) suggested a workshop that 'would present participants with a variety of learning elements clustered around the practice of referencing, ranging from functional skills - using software tools, recognising a given citation style - through to high-order academic behaviours and values such as the ethical aspects of using information.' This session, entitled 'Referencing Without Tears' ran in the spring semester of the 2014-2015 academic year for the first time and received positive feedback.

There are also changes planned for 2015-2016, including a new induction for new students, which consists of two half-day events that will provide a more academic focus, improved support for training needs analysis, navigating the PPD programme and emphasis on responsible research activity. The HUM Schools will also be involved in coordinating welcome events as part of this programme.

In response to positive feedback from the student-led 'Embracing the Unknown' fieldwork event in 2013-14, it is planned that at least one two-day event will run in the next academic year. The 'Image Handling for Research and Presentation' session will be merged with the former 'Submitting Your E-Thesis' session to form a new 'Your Thesis' session, which will cover formats of the thesis, some copyright concerns and open access policy on digital submission.

THE GRADUATE SCHOOL PRIZE WINNERS – DR MATTHEW SILLENCE (HUM)

The Faculty of Arts and Humanities Graduate School offers annual prizes to recognise outstanding postgraduate students. The prizes celebrate the two best graduate teachers, best article and best public engagement work. Nominations are made by HUM students and staff.

- Two Graduate Teacher Prizes recognise graduate students who have made a significant impact through teaching in the Faculty.
- The Student Article Prize is awarded to the best paper published by a graduate student.

- The Public Engagement Prize recognises and showcases the many ways in which students in the arts and humanities increasingly engage with public audiences.

Our winners this year were Miriam Bross, Ben Lyle, Toby Reynolds, Carolyn Rickards and Stephen Mitchell (AMA). The students received a shared prize for joint nomination in the Graduate Teacher Prize category. Also nominated in this category was Alex Valente (LDC). Merlin Seller (AMA) and Ryan Dawson (PPL) were both winners in the Student Article Prize category. The judging panel awarded a second prize in this category for two outstanding publications. Ekky Imanjaya (AMA) won in the Public Engagement Prize category for an excellent range of activities with film audiences and fans internationally and through social media. Also nominated in this category were Erica Horton (AMA) and Nicole Willson (AMA).

The award of the prizes was held between 12:00 and 13:00 on 15 May 2015 in Arts 01.06. The certificates were presented by Professor Peter Waldron (Associate Dean for Postgraduate Research). Dr Tom Greaves (PPL) received the prize for Ryan Dawson, and Dr Denzell Richards (AMA) received the prize on behalf of Toby Reynolds.

THE INTERDISCIPLINARY SEMINAR ON SPORT – DR ROGER BAINES (PPL)

This series emerged from the cross-faculty multidisciplinary teaching and research group I established at UEA in 2013 under the umbrella theme of Communication and Sport. The broad theme facilitated participation of a wide range of academics and the development of a programme rich in content. The series enabled colleagues to present together and make connections with each other and with external colleagues.

The series had 9 sessions with paired speakers, of whom 5 were external speakers: Chris Stone (Football Unites, Racism Divides); Emma Poulton (University of Durham); Paul Downward (University of Loughborough); John Hughson (University of Central Lancashire); Beth Fielding-Lloyd (Sheffield Hallam University). The internal speakers were: Michael Skey, Alex Brown, Roger Baines, Luna Filipovic (all PPL); Sanna Inthorn, Sarah Godfrey (both AMA), Oliver Brooks (AMA PGR); Richard Mills (HIS); Peter Dawson (ECO); Richard Hauxwell-Baldwin (Tyndall Centre); and Amy Godoy-Pressland (EDU).

There was a core audience of about 8 HUM PGR students. Colleagues and undergraduate students in varying combinations attended each session. We recorded the sessions and made them available live to Chase members and in recorded form to HUM PGR students and undergraduate students on the PPL Sport, Communication and Society module.

The series was overall very successful for a number of reasons but there are also a few aspects we could have approached differently in hindsight.

The benefits of the series included the following:

- pairing speakers in sessions created dialogue and good dynamics for discussion
- the wide range of disciplines represented demonstrated the benefits of

- interdisciplinary work throughout the series. This was most evident in in the sessions where the two speaker's disciplinary backgrounds were different.
- for HUM PGR students, it was beneficial that they were exposed to social sciences methods, especially anthropological and quantitative methods and reflecting on links with policy and participation in sport for example.
- much of the work presented and discussed was work in progress which enabled PGR students to see academics also wrestling with conceptual and methodological problems, as well as working collegially, and enthusiastically. In this sense, role models were provided for the PGR students.
- linking the series up with the PPL UG module (Sport, Communication and Society) provided enhanced inclusivity (with a seminar series-related task set for the UG students) and brought yet more different perspectives in and enhanced dialogue further. Other perspectives were enhanced by the regular attendance of a teacher from Waveney College on secondment to EDU
- the final session was devoted to reflecting on understandings of inter, multi and trans disciplinarity in general, and in the series, and where interdisciplinarity had or had not, happened, and why.
- a number of new dialogues created between colleagues at UEA or between UEA colleagues and visiting academics. For example, Brown and Hauxwell-Baldwin, Godoy-Pressland and Fielding.
- the reinforcement of work between colleagues, for example, Dawson and Downward, and Baines and Dawson now collaborating on an AHRC grant bid.
- the recordings have the potential to be repurposed, in particular on the PPL UG module.

The challenges/reflections include:

- getting higher numbers of PGR students and UEA staff to attend. Wednesday lunchtime 12.30-2 was researched as a reasonably good time for availability but attendance could have been higher.
- the series did at times lean more towards multi-disciplinarity rather than interdisciplinarity due to the pairings of some speakers from similar disciplines.
- while having a final reflective session worked well, it would have been more effective if the first session had explicitly set up a series of questions to be considered throughout the series and debated in the final session.

THE UEA IN THE CITY FESTIVAL OF STUDENT RESEARCH 2015 – DR MATTHEW SILLENCE (HUM)



On the 25 June 2015, postgraduate research students from across the University took centre stage in The Forum, in the heart of Norwich to present their doctoral projects in new and engaging ways: posters and Pecha Kucha-style timed talks.

The Faculty of Arts and Humanities was well represented by our researchers: Sam Cross (HIS), Miriam Kent (AMA), Emily Rose (LDC), Anna Blagrove (AMA), Ksenia Frolova (AMA) and Marie-Alix Thouaille (AMA).

Miriam Kent explains her work on superheroines in film to visitors

The day's events have been captured on social media: <https://storify.com/UEAEvents/uea-in-the-city>

GRADUATE SCHOOL STUDENT FORUM END OF YEAR REPORT – SOPHIE SAWICKA-SYKES (HIS)

Sophie Sawicka-Sykes summarises this year's key points covered in the Graduate School Student Forum (GSSF) minutes.

Abbreviations: Viviane Fluck (VF), Lisa McDonald (LMD), Martin Tease (MT), Sophie Sawicka-Sykes (SSS), Lorella Viola (LV), Marie-Alix Thouaille (MAT), Bea Leal (BL), Liam McCafferty (LMC), Sarah Elsegood (SE), Matthew Sillence (MS), Helen Horsman (HH), Lyn Marsh (LM).

IT suite on floor 01

- IT suite under development following requests for an improved PGR study space. Facilities expected to be accessible from 14 September 2015.
- In response to concerns about insubstantial storage space, 78 new lockers were provided for users of the IT suite.
- Larger lockers in common room area are likely to be available following the refurbishment of floor 01.

PGR room in Library

- In response to requests for a graduate-only study spaces (raised at previous GSSF meetings by LV), a PGR study room and a PGT study room opened in 2014. The former is equipped with 60 large lockers.

- Campus card checks will be implemented to prevent UGs/PGTs from using PGR space.
- Coat stand and recycling bins were provided following requests by MAT and SSS.

Graduate Centre and Students' Union (SU)

- Graduate School Reps and SU Reps have sought to improve communication with each other; consequently, it was decided that all new Graduate School Reps will be required to attend one training session provided by the SU.
- A centre specifically designed to meet the needs of graduate students is due to open in September 2015. The centre will comprise a renovated grad bar, individual study spaces and meeting rooms.

Structure of the GSSF

- The Forum agreed to adopt a 'rotational chairing' system, whereby School representatives take turns to chair meetings and write minutes.
- It was decided that representatives would be rewarded 1 credit per year.
- The committee resolved to keep meetings to 1 hour and have 3-4 per year.
- GSSF documents updated.

PPD sessions

- VF asked for sessions on referencing, practical PPDs and shorter sessions. MT suggested creative practice session for transferring up. LA is looking into implementing these sessions.
- MS confirmed that first year PGR induction would now take place over 5 days and including 2 half-days of more in-depth sessions.
- MS also confirmed that more information on becoming a School representative will be provided at a new 'getting involved' event during induction week.

Careers event

- LV is running a careers event for PhD students who are thinking of working outside academia. The committee agreed to allocate leftover funds to contribute towards catering costs.

Word Count

- SSS presented an argument that bibliographies should be excluded from the 100K word count for History students. This was approved at meeting of PGR directors attended by SE. The GSE recommended it to the PGR Executive, which is due to meet on 8 October 2015.

Inter-library loans

- LMD and BL relayed complaints about AMA students now having to get supervisor's permission every time they use the ILL service. SE stated that this matter needs to be raised at the next Library forum.

Borrowing extensions

- MT expressed a concern that ATs could not take out extra books necessary for teaching modules once the 20 book limit had been reached. HH has suggested that the issue of AT loan expansion should be raised with LMC who can raise it with other SU matters at the next meeting in October.

Course name on parchments

- LMD asked how the merging of Schools would affect the wording on a degree certificate. We are awaiting further information from the Vice-Chancellor's office.

Printing allowance

- SSS and LV received complaints over cost of printing for PGRs, especially those who are working as Associate Tutors (ATs) and those who are printing out theses. MS stated that the proposal to subsidise PGR printing costs had already been discussed at executive level and rejected. LV asked if special provision could be made for ATs. Feedback from MS pending.
- HH confirmed that School photocopiers and printers may be used for AT work, but are not available for personal use.

PhD template

- LV proposed that an electronic template should be produced to help students format their PhDs in the writing-up process. LM agreed to discuss with PGR office intern, and we are awaiting feedback.

OUTREACH ADVOCATES – HELENA BACON (LDC)



Starting in January 2015, PhD students from across Arts and Humanities - Ruchika Gurung, Ksenia Frolova, Martin Tease and David McCarthy and I - have been working for the UEA Outreach team as 'Outreach Advocates'. We give subject specific workshops to school students both on and off campus, co-ordinate open days, events and school visits, support the faculty's activities and work on projects specific to our own area of study. I was fortunate to assist at UEA's annual FLY Festival of Literature for Young People in July. The festival saw hundreds of secondary school students from Norfolk and North Suffolk participate in workshops, attend author talks and really develop their creative writing skills at Norwich Castle Museum, the Millennium Library and the University. As advocates, we have also created and conducted research focus groups with students, teachers and parents as part of an ongoing project to improve the Arts and Humanities Outreach website, with a view to making it more accessible and easier to navigate.

The primary motivation of our advocacy work has been to inspire students and subsequently raise the aspirations of future university attendees. Outreach activities are specifically aimed at students from non-traditional backgrounds - anyone currently under-represented in higher education. If only those from well-provisioned, well-positioned households attend university, we risk perpetuating limited approaches to areas of study and sectioning people off from cultures, sectors and histories that they have a stake in. There are many barriers to students from non-traditional backgrounds accessing higher education and there are persistent stereotypes about 'who' university is for.

If Outreach can help to demystify university and offer practical guidance and support for students and their parents and teachers about the processes and benefits of attending university, and offer positive and engaging experiences for prospective students so much the better. Future cohorts will be more diverse, producing a more varied and vibrant academic culture. Even if school-leavers decide that university is not for them at that particular stage in their life or education, through contact with Outreach, they will have been provided with information that will hopefully enable them to make an informed decision regarding higher education.

On a personal level, advocacy work has greatly developed my transferable skills and boosted my self-confidence. It has also enabled me to get more involved with UEA and the postgraduate university experience – something I have valued very highly, being a part-time student that lives away from campus. This has in turn given new impetus to my research and creative projects. If postgraduate research students are interested in getting involved in Outreach work then the PPD session 'Taking Academia into the Classroom', led by Dr Kim Ridealgh, is an excellent place to start. Working in Outreach will enable research students to learn about issues surrounding higher education, disseminate their research interests to a variety of new audiences, engage with highly-motivated and bright students, see first-hand the hard work that goes into running Outreach programmes and also reflect on the multiple benefits of a university education.

PUBLICATION DETAILS

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