

ANNUAL ✨ **REPORT**

2020-21

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FOREWORD BY THE ASSOCIATE DEAN

This pandemic year presented large, unpredictable challenges for postgraduate researchers (PGRs), their supervisors, and the Graduate School. To name only a few: the complexities of online supervision, training and examination; problems with accessing research materials; disruption to fieldwork; the impacts of the pandemic on mental and physical health. These are ongoing issues, and our future plans must take into account the continuing impact of these things on postgraduate researchers and supervisory teams.

In this context, I have been consistently impressed by the dedication, creativity, and resourcefulness that colleagues and students have shown in responding to the manifold obstacles that the pandemic has put in the path of postgraduate researchers. Huge credit is due to supervisors, PGR directors, the PGR service, and to Graduate School colleagues Dr. Louise Atherton, Dr. Matthew Sillence, and Beverley Youngman.

The entire training programme was successfully moved online, ensuring that we are still able to provide a full range of training and professional development. Our CHASE partnership continues to thrive, not only because of the invaluable studentships it provides, but also through the training and placements that are now accessible to all of our students. The Faculty is hosting the CHASE Encounters conference online this year, a flagship event for the University with an extraordinary programme put together by CHASE Academic Lead, Dr. Rachael McLennan. With the involvement of Dr. Ben Little, AD for Innovation, we have also recruited a PGR placement holder, Eleonora Rossi, funded by CHASE, to help organise an event on engagement for PGRs and ECRs (taking place in June), and to scope the possibilities for a PGR consultancy.

The Graduate School Student Forum (GSSF) has been a highly effective mechanism for bringing PGR concerns to the surface, and I would like to thank all this year's representatives for their extraordinary service in difficult circumstances. They are: Cat Bide, Kodili Chukwuma, Matt Gallagher, Ellen Hardy, Chris Kershaw, Jasmin Kirkbride, Tarnia Mears, Ben Pinsent, Margaret Sessa-Hawkins, Moé Suzuki, and Jake Thompson. Together the GSSF has considered crucial issues around adapting PhD projects affected by covid, supporting international students, and PGR space.

We know that PGRs are concerned about the Campus Development Programme, as this necessitates a move out of the Arts Building, a space that the Graduate School has inhabited since its creation over a decade ago. The GSSF and the PGR Space Working Group have successfully advocated for appropriate PGR representation on the governance groups that are overseeing the move, and I know will continue to work to ensure the best outcomes for PGRs as we move to our new home. The GSSF is student democracy at its very best.

*Dr John Turnpenny,
Associate Dean for Postgraduate Research
June 2021*

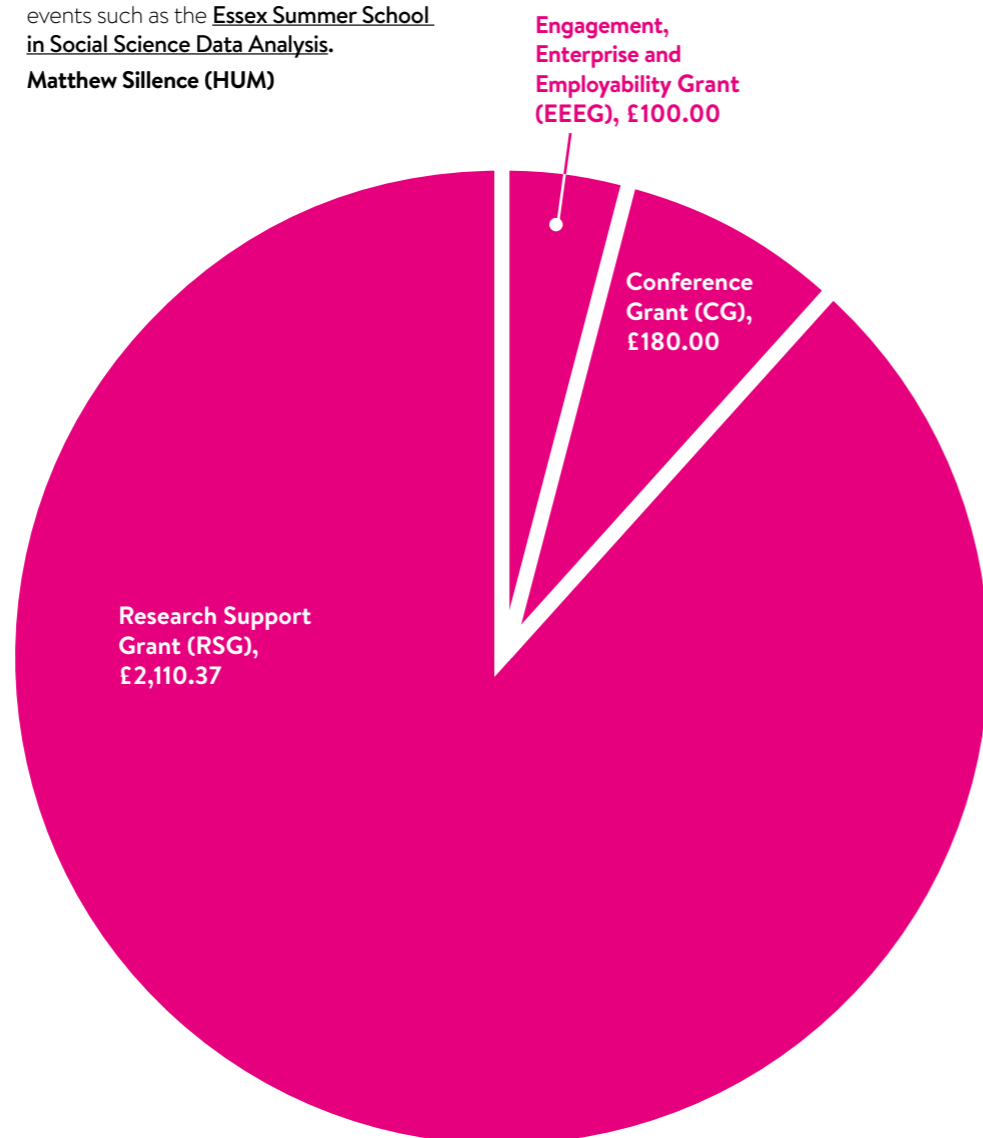
FACULTY GRANT SCHEME

THE GRADUATE SCHOOL'S FACULTY GRANT SCHEME PROVIDES FUNDING TO ENABLE PGRS TO UNDERTAKE RESEARCH ACTIVITIES INTEGRAL TO THEIR RESEARCH PROJECT.

The scheme operates under three broad headings. **Research Support Grants** enable students to undertake research activities which form a core part of their research project, such as making study and archive visits or undertaking language training. **Conference Grants** provide funds for students to attend and present at conferences (or equivalent events) in the UK and abroad. And finally, **Engagement, Enterprise and Employability (EEE) Grants** enable individuals and groups of students to organise events aimed at improving enterprise, public engagement and employability across the postgraduate research community. Details of the scheme, including eligibility and how to apply, are provided on the Graduate School webpages

www.uea.ac.uk/arts-humanities/graduate-school/grant-scheme

During the current academic year (October 2020-June 2021) the scheme attracted 15 applications across all Schools in the Faculty of Arts and Humanities, most of which were successful with a total of £2,390.37 awarded. Although the pandemic has led to a considerable reduction in opportunities to travel, many applicants were able to use their funds for fees for events such as the [Essex Summer School in Social Science Data Analysis](#). **Matthew Sillence (HUM)**



PERSONAL AND PROFESSIONAL DEVELOPMENT



Photo by Headway on Unsplash

The HUM PPD programme, like all parts of the University, has faced the challenges of the COVID-19 pandemic which necessitated delivery of all our sessions online. We managed to maintain and deliver our existing programme throughout, including induction, core first-year sessions and later stage humanities development, in circumstances that we never envisaged before March 2020.

Some sessions had to be re-designed, in particular to support the needs of researchers using primary materials and digitised sources. Our Special Training Weekend, which was held online in May 2021, is devoted to this. Meanwhile the Interdisciplinary Seminar became an online event showcasing the research of HUM Visiting Fellows during the Spring Semester. Access to CHASE online sessions has also increased the opportunities for general and specialised training and development to all HUM PGR students. We are also providing access to advance publications and engagement training with the re-instatement of our annual sessions delivered by Josie Dixon of Lucian consulting in May and offered an introduction to heraldry in March. Regardless of the mode of delivery, the HUM Faculty programme will continue to offer our core generic training next year. We also plan to deliver a new

Interdisciplinary Seminar in the Spring Semester (details to be announced in the autumn) and our popular monograph and journals advance publication sessions in May 2022. At the time of writing we are unsure if we will have to continue to deliver sessions online, but hope very much that we will be able to resume face-to-face teaching onsite. Our new programme for 2021-22 will be available on the Graduate School pages on the UEA website in the late summer as usual.

Dr Louise Atherton,
Faculty of Arts and Humanities
April 2021



THE GRADUATE SCHOOL PRIZE

THE FACULTY OF ARTS AND HUMANITIES OFFERS FOUR PRIZES OF £500 EACH TO STUDENTS WHO HAVE DEMONSTRATED EXCELLENCE IN TEACHING, PUBLICATIONS, PUBLIC ENGAGEMENT, OUTREACH AND RESEARCH COMMUNITY ENGAGEMENT. NOMINATIONS ARE ACCEPTED FROM STUDENTS AND STAFF MEMBERS ACROSS THE FACULTY. ALTHOUGH THIS IS THE SECOND YEAR WE HAVE HELD THE PRIZE CEREMONY ONLINE, IT WAS WELL-ATTENDED THROUGH MICROSOFT TEAMS, WITH MANY MESSAGES OF CONGRATULATIONS ISSUED THROUGH CHAT AND SOCIAL MEDIA.



From left to right: Claudia Millburn, Andrea Smith, Jasmin Kirkbride, Moé Suzuki, Anna Wall, Surya Simon, Kodili Chukwuma, Megan Pay and Matthew Taunton.

ARTICLE PRIZE:

WINNER: ANNA WALL (LDC)

Nominees: Louise Crawley (HIS), Phyll Smith (AMA), Daniel Tilsley (AMA), Anna Wall (LDC), Anna Wyatt (LDC).

ENGAGEMENT AND OUTREACH:

WINNER: ANDREA SMITH (LDC)

Nominees: Jake Barrett-Mills (AMA), Rhy Brignell (AMA), Megan Pay (PPL), Arzhang Pezhman (LDC), Surya Simon (LDC), Moé Suzuki (PPL); Jennifer Calleja (LDC), Claudia Millburn (AMA), Andrea Smith (LDC).

TEACHING:

WINNER: JASMIN KIRKBRIDE (LDC)

Nominees: Kodili Chukwuma (PPL), Jennifer Dawe (PPL), Xing Huang (PPL), Jasmin Kirkbride (LDC).

RESEARCH COMMUNITY: JOINT WINNERS: MOÉ SUZUKI (PPL) AND KODILI CHUKWUMA (PPL)

Nominees: Danny Buck (HIS), William Clayton (HIS), Kodili Chukwuma (PPL), Moé Suzuki (PPL).

SPECIAL IMPACT PRIZE:

Due to the outstanding collaborative work of six nominees, the Graduate School awarded an additional, joint prize this year to recognise the impact of the Decolonise UEA group, which has involved: **JAKE BARRETT-MILLS (AMA), RHY BRIGNELL (AMA), MEGAN PAY (PPL), ARZHANG PEZHMAN (LDC), SURYA SIMON (LDC) AND MOÉ SUZUKI (PPL)**

PAL MENTORING SCHEME



BACKGROUND

The PAL (Peer Assisted Learning) team has launched a PGR peer mentoring scheme this spring (2021). PAL (currently led by Emma Watkinson-Aspinall and Kajsa Berg in the Learning Enhancement Team) has run undergraduate student Mentor programmes in schools across the faculty since 2013. COVID-19 has put the additional pressures PGR students. A survey distributed as part of the Courage Project had previously explored potential interest in a mentorship programme for PGRs. 82 PGR students responded, with 95% feeling that they would have benefitted from having a mentor throughout their studies. Respondents gave several reasons for seeking mentorship, including; external support, pastoral support, procedural processes, peer support, developing soft skills, access to specific knowledge and guidance on specific challenges. Research shows that engaging in peer learning is beneficial in increasing sense of belonging, academic confidence and resourcefulness, and can positively impact doctoral students' progress. Consultation with the Head of the UEA Doctoral

College, Professor Alastair Grant, the Faculty Associate Deans, and PGR student representatives indicated that increasing the availability of peer support by launching a mentorship programme for PGR students would be of immediate pastoral and academic benefit.

THE SCHEME

PAL Mentors (current PGR students) meet one-to-one with a mentee for a minimum of six sessions, occurring approximately every four weeks. The scheme operates on a voluntary, opt-in basis. It is available to all postgraduate research students, in any year of study, and across all Faculties, including the Biosciences Institute. Mentor-mentee matches are created by the PAL Team based on responses to a short matching form given to both mentees and mentors. Therefore, many matches may be cross-School or cross-Faculty. Mentors are fully trained and offer a confidential (within limits) environment to support the mentee in further develop their researcher identity, share experiences, explore solutions to challenges and reflect on skill development.

THE LAUNCH AND TRAINING OF THE FIRST COHORT

The first group of PGR Mentors were recruited and trained in March to June 2021. By the 2 June there will be a pool of 42 mentors, (34 of these have been trained, and capacity will be slightly higher as some mentors offer to mentor more than one mentee). Further mentors will be recruited throughout the year. Recruitment for mentees is ongoing, so postgraduate students can sign up to receive mentoring at any point in the academic year. There are currently 31 mentees signed up to the scheme. Advertising of scheme to new students will happen at intervals throughout the year, but will be focused particularly on induction events. The PAL team will also evaluate and make improvements, based on student feedback, to the scheme once the first cohort of mentees have completed their mentoring.

If you wish to find out more about the scheme, or get involved, you can email: pal@uea.ac.uk

Dr Harriet Cooper (HSC), May 2019

CHASE ACTIVITIES



It has been a busy and exciting year for CHASE – we were happy to welcome our new cohort starting this academic year, and are pleased to have had success in this year's studentship competition. We're now busily preparing for the **Virtual Encounters** conference on 24-25 June, hosted by our University. We look forward to meeting everyone at the conference! Below, please enjoy a sample of some of the great work our CHASE researchers have been engaged in over the past year.

RACHAEL MCLENNAN, CHASE ACADEMIC LEAD

CHASE PLACEMENT | THE BECKET PAGEANT FOR LONDON

Becket Pageant for London is part of the Becket 2020 (now 2021 or 22) celebrations of the anniversary of the birth, death, and translation of Becket, who was murdered in Canterbury Cathedral in December 1170. St Thomas was of course the 'turbulent priest', 12th Century resident of Cheapside, and much-loved patron saint of the City of London. Originally planned for 2020, the Pageant aims to put a modern twist on the original Tudor Pageant of 1519, and one of the key aims is to involve schools and communities in the City.

In this context I began a CHASE placement with the Pageant in February

2021, with the aim of designing and delivering lessons to give historical context for pupils taking part in the Pageant. It was always going to be unlikely that it would be possible to go into Schools themselves, so a plan was made to deliver live lessons over Zoom. 2021 being what it is, however, the Pageant was again postponed, to 2022, and so I am designing a series of recorded lessons with accompanying worksheets.

Despite the change of plan this has been a fantastic way of gaining outreach experience and of working on making history interesting to non-historians.

Catherine Healy (HIS)

CHASE DECOLONISE NETWORK

The CHASE Decolonise Network was set up by CHASE- and non-CHASE-funded researchers at UEA, SOAS and the University of Kent to challenge the prevailing whiteness of CHASE and UK Higher Education. The network aims to connect postgraduate researchers working across different areas of decolonisation in the arts and humanities as well as those who are interested in critical discussions and actions relating to the wider project of decolonisation. Our activities currently include an annual workshop, a reading group, and our campaign this year is Decolonising CHASE – see our [website](#) for more details.

We first got together to apply for CHASE funding to put on a workshop on the topic of decolonising pedagogies and fostering an antiracist classroom. None of us felt we had sufficient (if any) training on how to create inclusive classroom dynamics, teach material outside of the usual canon, or respond to instances of harmful behaviour in the classroom. We were awarded the funding last year and the event is now taking form as a 2-week long all-digital workshop in July 2021, which will look at the classroom as a political space and consider the ways in which pedagogy can liberate and confine. Keep an eye out for tickets!

Megan Pay (LDC)

CHASE
Consortium for the Humanities and the Arts South-East England

THE INTERDISCIPLINARY SEMINAR

3rd February Dr. Jacob Rollinson, 'Wordless Images: The Illusion of the Authentic in "Anglo-American Chinese Lyric"'		17th March Dr. Matti Ron, 'Writing Democratic History: Jacques Rancière, Lewis Grassic Gibbon and Proletarian Modernism'
17th February Dr. Samantha Purvis, 'Claire-Louise Bennett's Phenomenology'		24th March Dr. Kayo Kondo, 'Patient-Centred Communication in Physician In-Home Medical Consultations in Japan'
24th February Dr. Sam Foster, 'Yugoslavia in the British Imagination: Peace, War and Peasant before Tito'		28th April Dr. Alexander Bell, 'Constraint and Freedom in Contemporary Poetry'
3rd March Dr. Rashmee Roshan Lall, 'The Platonic Influence on Early Arab Philosophers'		5th May Dr. Helena Bacon, 'Writing Spectacle in a Gothic Western Hybrid: Notes on Genre Fusion and Creative-Critical Practice'
10th March Dr. Linda Horsnell, 'Leopold Bloom as Aspirational Mother: Continuing Grief and Causation Guilt for the Loss of a Son'		12th May Dr. Yi-Ting Tsai, 'Representing the imaginary of an ideal utopian Orient: George Chinnery's genre and landscape art (1825-1852)'

VISITING FELLOWS SERIES

This year's Interdisciplinary Seminar was hosted by Dr Matt Taunton, Associate Dean for Postgraduate Research. For the first time, it provided an opportunity for former PGRs, who are now Visiting Fellows within the Faculty, to present on their latest research.

The weekly series was held online, comprising numerous contributions from the School of Literature, Drama and Creative Writing with Dr Jacob Rollinson, 'Wordless Images: The Illusion of the Authentic in "Anglo-American Chinese Lyric"'; Dr Samantha Purvis, 'Claire-Louise Bennett's Phenomenology'; Dr Rashmee Roshan Lall, 'The Platonic Influence on Early Arab Philosophers'; Dr Linda Horsnell, 'Leopold Bloom as Aspirational Mother: Continuing Grief and Causation Guilt for the Loss of a Son'; Dr Matti Ron, 'Writing Democratic History: Jacques Rancière, Lewis Grassic Gibbon and Proletarian Modernism'; Dr Alexander Bell, 'Constraint and Freedom in Contemporary Poetry', and Dr Helena Bacon, 'Writing Spectacle in a Gothic Western Hybrid: Notes on Genre Fusion and Creative-Critical Practice'.

The series also welcomed back Dr Sam Foster from the School of History, whose paper 'Yugoslavia in the British Imagination: Peace, War and Peasant before Tito', was based on his new **monograph** on the subject, published by Bloomsbury in 2021. Recent PGR from the department of Language and Communication Studies, Dr Kayo Kondo, presented her doctoral work on 'Patient-Centred Communication in Physician In-Home Medical Consultations in Japan'. Dr Yi-Ting Tsai, who has recently completed her PhD in Art History, presented the paper on 'Representing the imaginary of an ideal utopian Orient: George Chinnery's genre and landscape art (1825-1852)'.

Matthew Sillence (HUM)

GRADUATE SCHOOL STUDENT FORUM REPORT 2020-21



THE GRADUATE SCHOOL STUDENT FORUM (GSSF) MEETS REGULARLY TO DISCUSS ACADEMIC AND NON-ACADEMIC MATTERS RELATING TO THE GRADUATE SCHOOL, INCLUDING STUDENT-LED RESEARCH INITIATIVES AND USE OF FACILITIES. AT LEAST ONE REPRESENTATIVE IS DRAWN FROM EACH SCHOOL.

Members of the Forum also include the Associate Dean for Postgraduate Research, the Postgraduate Education Officer of the Students' Union, and representatives from the Library, Careers Service, the Postgraduate Research Service and Faculty training coordinators.

DATES OF THE 2020-21 MEETINGS

- 25 November 2020, 14.00-16.00
- 21 January 2021, 14.00-16.00
- 24 March 2021, 14.00-16.00
- 09 June 2021, 14.00-16.00

PGR OFFICE SPACE

– PGRs lost office space due to COVID-19 (to make space for in-person teaching), and expressed concerns about the lack of consultation, contrary to findings of the Courage Project report.

- Representatives raised the prominence of PGR space issues within the wider Faculty and have received commitments for the relocation project and future PGR spaces.
- Actions taken: The Faculty PGR Workspace working group has been created.

FUNDING

- There have been discussions about UK Research and Innovation (UKRI) funding. Concerns were raised about PGRs who may need funded extensions later and the lack of support for self-funded students.
- There were extensive discussions about the HUM Hardship fund. Various concerns were raised, such as the strict criteria and the length of time PGRs have to wait to hear back.

- Actions taken: Professor Alastair Grant and Dr Matt Taunton relayed concerns to Student Support Service (SSS). The School offices have sent out emails about the Hardship Fund to encourage people to apply.
- Meetings have been arranged with SSS and are ongoing.

COVID-19 AND PGRS

- There was wide-ranging discussion about the effects of COVID-19, including increased community support and a focus on reducing red tape when pushing for funding.
- A need for increased communication with PGRs on the University's restructuring projects and engagement on assessment.
- The Forum also discussed safety in workspaces and how best to engage with the current risk assessments and social distancing requirements.

Matt Gallagher (PPL 3.03 office representative)

Moé Suzuki (PPL, 3.02 office representative)

ACKNOWLEDGEMENTS

CONTENT

- Catherine Healy
- Emma Watkinson-Aspinall
- Kajsa Berg
- Louise Atherton
- Matt Gallagher
- Matt Taunton
- Matthew Sillence
- Megan Pay
- Moé Suzuki
- Rachael McLennan

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