

Institution: The University of Northampton
Unit of Assessment: 29 English
<p>a. Overview</p> <p>The areas of study covered by this REF submission show consolidation and refocusing since 2008. Then the English submission included 15 Category A staff (13.6 fte). With a turnover of eight staff members who have retired or moved to other appointments in the HE sector, followed by strategic new appointments and academic realignment within the School of the Arts (SOTA), English has developed new research areas in Medieval English and Trauma Studies, and expanded others: modernism, postcolonial/diaspora studies. The 15 Category A staff (12.50 fte) of this submission demonstrate vigorous growth in research activity since RAE2008, notably in publishing and dissemination through conferences and seminars, PhD numbers, academic networks and external funding success. As the strong institutional support evidences, English retains its traditionally prominent research profile in the University of Northampton (UN), established with 2001's grade 4a rating and sustained in RAE2008. The Unit's research sits under the interdisciplinary umbrella of the Centre for Contemporary Narrative and Cultural Theory and is focused through two recently formed research groups: Postcolonial Visual Culture, Narrative and Performance, and Trauma, Narrative and Performance. Increased staff resources such as robust library budgets and internal research funding have enabled a greater internationalisation of research since RAE2008, as appears from numerous research collaborations and networks, wider dissemination of outputs, greater conference activity, and increased international postgraduate research (PGR) students.</p>
<p>b. Research Strategy</p> <p>The Unit's strategy has been to increase research productivity, develop international research collaborations and networks, and raise the quality of research to world class level. English is the hub for research excellence in contemporary fiction and critical theory, creative writing and film/media studies. It has generated interdisciplinary research in emerging areas such as cult TV, trauma and postcolonial/diaspora studies, located in research groups which aim for targeted funding bids, external partnerships and new synergies between research and teaching. This strategy meets the University and School research goals to (1) generate research excellence, with high impact; (2) develop collaborative, interdisciplinary research; (3) sustain a robust research culture; (4) ensure momentum through financial viability and capacity; (5) increase and diversify income sources. Research Strategy: 2008-13. A. Structure. Strategy for RAE2008 centred on wide-ranging research in narrative in English, Creative Writing and Media. Individual staff profiles were developed in relation to the agenda of the Centre for Contemporary Fiction and Narrative (CCFN). During 2008-2013 these aims were revised in line with new directions in University research strategy, the expertise of new staff, success with international networking grants, and targeted postgraduate recruitment. The CCFN was renamed in 2010 as the Centre for Contemporary Narrative and Cultural Theory (CCN&CT) to reflect new theoretical perspectives and approaches. B. Investment and Growth. Investment from the School and the University over the assessment period (£271,000) including PhD bursaries and seed funding to consolidate existing research has facilitated the development of existing research collaborations between staff members within the Unit into cross-School groupings, and the formation of the two research groups in the CCN&CT. Strategic refocusing of research interests has complemented the institutional implementation of new pathways to Professorships and Readerships through research-based promotion.</p> <p>C. Research Training. Research strategy has been directed towards providing project and subject-specific training for doctoral, postdoctoral students and Early Career Researchers (ECRs), by involving them in convening conferences, organising seminars and offering opportunities in reviewing, editing and publishing in peer-reviewed academic journals which English staff host: e.g. two previous doctoral students at UN and an ECR (Allwork), undertake editorial duties on the international <i>Journal of Postcolonial Writing</i>, coedited by Wilson and Ringrose (previous staff member and now a Visiting Fellow), and have reviewed for Routledge's <i>Annotated Bibliography in English Studies</i> (ABES) for which Ringrose was an editor in <i>Modern Literature</i> (2007-12).</p> <p>Research Strategy 2014-19. This is aligned with University and School research plans as outlined under b. Research Strategy. We seek to develop and enhance the quality and quantity of research activity and to sustain a robust and vigorous research culture. Within this overall aim we seek to:</p> <ol style="list-style-type: none"> 1. Consolidate initiatives related to current research strengths to ensure the sustainability of

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current research groups and growth of international reputation. Future activities will be directed to increasing momentum in growth areas of postcolonial studies, trauma studies, cult TV and modernism, namely through targeted PhD bursary applications, bids for external funding, staff appointments, internationalisation through developing research networks, and publishing strategies that target outlets with strong mechanisms for dissemination.

2. *Expand collaborative and interdisciplinary research within and beyond the School.* Facilitate further cross-School collaborations through integrating new research endeavour/enterprise into existing research groups, and develop new initiatives in trauma, narrative, visual culture and wellbeing in relation to the University's recently launched Institute of Health and Wellbeing.
3. *Sustain external networks and international research collaborations.* Build on long term strategic partnerships with European partners and develop new ones with MOUs, staff/ PGR student visits and exchanges, visiting lectures and conferences. Financial support to attend international conferences and network visits will be prioritised.
4. *Increase the level of research income to produce greater research capacity.* Increased bid writing will be supported by the Research & Strategic Bidding Office (R&SBO) and the School's Director of Research (DoS) (**Wilson**). Staff will be encouraged to write appropriately targeted bids as PIs or to join networks developing large scale research bids. Seed funding or some teaching relief will be offered to encourage increased bidding activity in key research areas.
5. *Enhance public engagement to increase partners in and beneficiaries of research* (see REF3). Increase partnerships through joint institutional arrangements in doctoral research (e.g. as exist currently with Bergen and King Saud universities), develop staff involvement with international networks, and local and regional engagement with literary festivals like Althorpe and Oxford.

Our key research strengths will be further enhanced by: [1] retention of current staff and/or clearly defined research expertise in newly recruited staff; [2] targeted recruitment of PhD students in relation to current and emerging supervisory experience within the research groups, and to internal funding and external grants; [3] individual expectations of staff as developed through the PDR process in which research objectives are developed in relation to the School research plan.

c. People Our staffing strategy, staff development practices, and postgraduate recruitment have been aimed at developing coherent research themes and ensuring a strong, sustainable research base. All recruitment and staff development activities are aligned with the University's Equality & Diversity code of practice, staff development and appraisal, with guidance set out in the Concordat to Support the Career Development of Researchers. Research leadership comes from the School's DoR (**Wilson**) who chairs the **School Research & Enterprise Committee**, advises on bidding activity, research projects, staff research plans, and develops research strategy.

i) Staffing Strategy and Development

A. Recruitment strategy. Recruitment of new staff has aimed to strengthen the two research groups, encourage new areas of research, or meet strategic aims within the subject area and the School: e.g. **Campbell's** interests in Brazilian postcolonial culture consolidate those of **Ukaegbu** and **Wilson**; **Allen** and **Simmons** strengthen expertise in contemporary popular fiction, cultural theory and postmodernism; **Mackley** develops a new dimension, combining medieval studies with media, and expands the strong interests of **Simmons** and **P. Bennett** in Gothic and Science Fiction; **Canning** replaces a departing staff member and moves the Unit's research profile in narrative towards modernism, gender and biography; **Kimber** introduces compatible modernist expertise on Katherine Mansfield (gender, editing, biography) and complements **Wilson's** interests in Mansfield and postcolonialism: all three constitute the nucleus of an emerging research grouping in modernism and gender. Our policy has been to use the funding from research grants to support fractional posts and build capacity in key areas within the CCN&CT framework that might also attract PGR students. Staff funded as a result of this policy are **Kimber** and **Allwork**, the latter an ECR on the cultural memory of the Holocaust and genocides, contributing to the Unit's research expertise in diaspora, trauma and postcolonial studies.

B. Staff Development. We seek to facilitate and support research by all members of staff, and to recognise and reward research success, for example through research-based promotion to the University's schemes for Reader (**Andermahr**) and Associate Professor (**Ukaegbu** and **C. Bennett**). Workload allocation is carefully monitored by **Canning** as **Subject Leader** of English and Creative Writing, to ensure an equitable distribution of teaching and administrative roles so that no member of staff is overburdened. Wherever possible, teaching is organised to give a lighter

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term in the year, allowing more time for research. A competitive sabbatical leave scheme was funded by the School in 2010-11 and targeted funds (£21,611 in 2011-12), awarded on a competitive basis to English and Creative Writing staff from the University's REF Investment Fund, were used to provide short-term teaching relief linked to specific initiatives and increased or enhanced outputs for **Wilson** and **P. Bennett** (see 5.4.1). Staff can apply to the School research budget (approx. £20K p.a.) for funds to cover conference attendance, visiting speakers, subventions, and archival research. Funding bids of over £1200 are considered by the School Research and Enterprise Committee. During 2008-13, all **15** staff have been supported in this way: e.g. **Smith's** research impact has been expanded by conference attendance and new dissemination opportunities in the USA; **Kimber** has undertaken archival research at the Harry Ransom Institute, Texas; **Jowett** has presented papers at major North American conferences (Arkansas, 2008; Florida, 2010; Vancouver, 2012)

C. Research Training. A range of training workshops is provided by the University's Research and Strategic Bidding Office in bid-writing, the Freedom of Information Act, giving presentations and getting published (see 5.4.2). This is amplified within the School of the Arts through collaboration with the Graduate School by seminars dedicated to topics such as research publication and design. The training is targeted at ECRs, but is open to all members of staff. ECRs receive support through the probation period with active mentoring by a senior colleague in keeping with the guidance set out in the Concordat to Support the Career Development of Researchers. All new staff can undertake the Supervisor's Development Programme and experienced supervisors are required to attend annual update training. PGR supervision is carried out in teams and ECRs are paired as second supervisors with more experienced first supervisors; the roles of supervisor and Director of Studies are supported by a workload allocation of 40 hours p.a. per supervisory team.

D. Monitoring research. In 2009 the **Performance Development Review (PDR)** process was aligned to a new research support system called Academic Interactive Mapping (AIM), whereby staff members agreed their research aims and plans over three years with the School's then Deputy Dean of Research. Funding opportunities, resources and support by which to accomplish and disseminate outcomes were identified as part of individual staff development. Annual meetings with Subject Leaders and the School's DoR (**Wilson**) occur for all staff as part of the University's appraisal system to set specific research objectives for short and medium terms, and agree a plan for their successful delivery. For example, **P. Bennett** was given a module's teaching relief last year to complete a journal article on William Morris and Education. The AIM/PDR process is one way in which School targets for research income are devolved to individuals and/or groups; additional support is offered through the School Research and Enterprise Committee, and seed funding (from Santander and the School's research funds). In these ways the number, size and success of funding applications have been increased, and research income augmented. Staff are encouraged to partner colleagues within the Unit and the School on major research bids, and to actively develop research networks. The process of securing external funding has been facilitated by allocations of QR money deployed by the University's REF Investment Fund; it has built on **Wilson's** successful partnerships leading to a Transatlantic European Partnership of staff and student exchanges between EU and Canadian universities (2010-12) and an EU-funded Marie Curie Initial Training Network (ITN) for ECR and Early Researchers (ER) (2012-15), both in diaspora studies, and on **Jowett's** partnerships leading to an AHRC Network Grant in Cult TV (2013). These practices, with closer management of research strategy through monitoring, implementation and evaluation and annual Research Awaydays, have led to increased and enhanced research outputs. The success of our staffing strategy and staff development policies is evidenced in the fact that one staff member (**Smith**), not included in RAE 2008 is represented in this REF submission.

ii) Research students.

A. Cohort. The increase in the Unit's PhD students attests to the growing strength of the research culture. The number of completions has risen from RAE2008 to 11. We have succeeded in securing internal and external funding for our students. Of the 23 who commenced between 2008-2013, eight (Bailey (co-supervised with History), de la Cruz, Sheridan, Singlehurst (co-supervised with The School of Health), Robertson (transferred to Warwick University in 2013), Callison (co-funded with the University of Bergen), Everding, and Walsh, were funded by UN bursaries, while Knor is funded by the Marie Curie EU ITN grant. All funded studentships were nationally advertised and recruited via open competition. Together, the Unit's PhD students have delivered at least **68**

conference papers, and published a minimum of **17 journal articles** or **book chapters**. Two have subsequently secured teaching posts: at the University of Limerick (Sheridan) and the UN (Singlehurst, Senior Lecturer in the School of Health).

B. Research Culture. English PGR students are a vital element of the research culture and are well integrated into the research environment with a dedicated PGR research room. Sheridan organised the weekly schedule of Media and English research seminars series in 2010-11, a venue at which most students (e.g. Anwar, Cameron, Everding, Robertson, Shadrack, Sheridan) have presented their work; she convened a Postgraduate Theory Reading Group (2009), the School's annual Postgraduate Conference (2010), and served on the steering group of the national Postgraduate Contemporary Women's Writing Network (2008-10); Everding and Robertson organised a PGR international conference, 'The Personal is Political Revisited' (2012). PGR students have invited speakers (e.g. Doreen Massey and David Crouch), in key research areas and forged links with external networks and organisations (e.g. African Theatre Association, British Association of Modernist Studies, the Katherine Mansfield Society, Literary London Reading Group, Northampton Racial Equalities Council, Postgraduate Contemporary Women's Writing Network). They can also apply for research funding (from School research funds and Santander) for conferences and research trips to archives and museums: for example, Spanish student, Maurici Jimenez, received £605 of Santander funding in support of his doctoral research.

C. PGR Training. Training is provided at the generic, discipline and project levels. Research Degree Student Induction is provided twice yearly by the **Graduate School**; its annual programme comprises c.30 workshops covering a range of research and transferable skills from 'Evaluating qualitative research' to 'Preparing for your viva' (for a guide see <http://researchsupporthub.northampton.ac.uk/2013/09/27/graduate-school-generic-skills-programme-2013-14/>). The excellence of this training is recognised by QAA which commended the University's provision in their last report. Students are expected to present their research at least once within the three year cycle to the University's annual Postgraduate Conference and Poster Competition, and their recent research to staff and peers at the School of Arts Postgraduate Conference, held each September. Transfer seminars, a milestone for full doctoral status, are often held at this conference.

Discipline-based training, required for all PGR students, draws on the methodological component in the School of Arts MA module on Research Methods and Skills. Fortnightly English and Media research seminars offer talks by staff and external speakers (e.g. Norway, USA, Spain, Australia. For a sample programme see <http://researchsupporthub.northampton.ac.uk/2013/05/28/school-of-the-arts-lunchtime-research-seminar-series/>). Numerous events dedicated to staff and PGR research specialisms have been organised: e.g. symposia on Prison Narratives (June 2010), Postcolonial Visual Culture (May 2012), and Trauma Studies (February and July 2012, July 2013). PGR students and staff were invited in March 2013 to the first Summer School for the Marie Curie-funded ITN, 'Diasporic Constructions of Home and Belonging' (CoHaB), convened by **Wilson** and **Allwork** and hosted by the School; lectures were offered on all aspects of Diaspora Studies, and workshops on getting published and bidding for external funds (See: <http://researchsupporthub.northampton.ac.uk/2013/03/13/cohab-summer-school-open-lectures-on-diaspora-studies/>). PGR students are also offered opportunities in editing, reviewing and conference planning: e.g. **Edensor** is editorial assistant on *Katherine Mansfield Studies* of which **Kimber** is co-editor. All such events provide valuable exposure to research processes and the requirements of academic presentation and publication.

Postgraduates are encouraged to attend and present their research at external conferences and seminars. Publications include **Everding's** 'Complements of Home – "Belle Reve" and "Elysian Fields" in Tennessee Williams's *A Streetcar Named Desire*', in Klaus Stierstorfer (ed.) *Constructions of Home* (New York: AMS Press, 2010); **Sheridan's** 'Escaping the Role of the "Irish Mammy": Motherhood and Migration in Kate O'Riordan's *The Memory Stones* (2003)', in Y. O'Keeffe and C. Reese (eds), *New Voices Inherited Lines: Literary and Cultural Representations of the Irish Family* (Peter Lang, 2012). **Walsh** has also won the 2012 TaPRA Postgraduate Essay Prize (for '(En)gendering Habitus: Women, Prison, Resistance') and the 2013 IFTR/FIRT Helsinki Prize (for 'Space-making in women's prisons: personal performance testimonies of "doing bird"'). **Robertson** has written contributions on architecture for the *Phaidon Atlas of the Twentieth Century World* (London: Phaidon, 2013).

D. Monitoring research. PGR progress is monitored through regular meetings with the supervisory team and a formal annual review. The doctoral process is overseen by the Arts and

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Humanities Research Degree Board, on which are two representatives from English. Our post-graduate students are encouraged to plan for future careers through a formal Personal Development Plan discussed with their supervisory team and the Research Training Co-ordinator. We provide opportunities for all PGRs to undertake undergraduate teaching. In preparation for this, they shadow staff teaching in their own area and have the opportunity to apply for Associate Fellow of the Higher Education Academy (HEA). If PGR students continue to teach they can progress to applying for a Fellowship of the HEA as well as the Postgraduate Certificate in Higher Education.

d. Income, infrastructure and facilities: A total of £305,974 of external funding was won by English during the current REF cycle, generating £92,323 of income in the period. A large proportion (£279,649) of which £64,311 (released by the end of 2012/2013), came from the Marie Curie Initial Training Network, based at the University of Münster in which **Wilson** represents Northampton. £26,325 of this funding total has been secured from Santander grants. These external grants have brought direct benefits in terms of the research being funded and its associated outputs and impact (see REF3a). They have also facilitated research growth and capacity in key and emerging areas of strength (trauma, modernism, postcolonial/ diaspora studies) by supporting appointments to provide teaching cover and administrative assistance. This has brought in research active staff (**Allen, Allwork, Canning, Kimber**) who have broadened and deepened the research environment as well as research coordinators (e.g. **Everding**, 2011-12) who have facilitated events and helped manage research activities.

Direct institutional support for research, drawn from School and University central funds, has been focused on initiatives with a clear and tangible outcome such as short-term teaching relief to facilitate the completion of grant applications or to meet publication deadlines; to support conferences held at the University, and impact-enhancing activities and to pay for data entry. English has secured £5,500 of internal investment from the School to support the development of research groups in trauma and postcolonial studies. This forms an important focus for the research of **Allwork, Andermahr, Campbell, Canning, Kimber, Ukaegbu** and **Wilson**. These research groups encourage interdisciplinary cross-School links and reinforce existing ties to partners in the universities of Bahia, Münster, Zaragoza, Bergen and Vigo, as well as external bodies like the British Association for Modernist Studies, the African Theatre Association, the Katherine Mansfield Society, the Postcolonial Studies Association, the Writers-in-Prison Network and The Anne Frank Trust. The research groups currently support ten PGR students: Allen (South Korean cinema), Anwar (Nigerian drama), Ayoub (contemporary Arabic novel), Jimenez (Spanish and Catalan cinema), Everding (Hindi and British South Asian cinema), Kaur (Beckett and Emptiness), Knor (Representations of mothering in the Indian diaspora), Nwaru (Nigerian dance), Walsh (Female prisoners and Trauma), Warrington (Sebald and Trauma); Callison (Modernism and Spirituality) and Edensor (Consciousness and Katherine Mansfield) work in the modernism and gender area.

There is a robust organisational and operational infrastructure for developing and monitoring research at Subject, School and University levels. Within the School and at weekly meetings of the Senior Executive Team, management and strategic direction of research is offered by the School DoR, **Wilson**. For individual staff members, the PDR is an opportunity to discuss their research and set objectives for the coming year. The DoR chairs the **School Research and Enterprise Committee** which establishes School research strategy, manages research policy, sets targets for research activity, monitors the performance of research across the School, and reports to the central Research and Enterprise Committee. The institutional **Research and Strategic Bidding Office** provides infrastructure to facilitate research: e.g. regular bulletins on calls for research grant applications, support and guidance for those completing them.

e. Collaboration and contribution to the discipline or research base

A. Visiting Fellows/Professors. As a medium-sized, integrated unit, we have actively sought to enhance our research culture and environment through collaboration with colleagues in a wide range of universities and non-HEIs both in the UK and overseas. The Unit has invested in Visiting Research Professors and Fellows who have strengthened the activities of the research groups by giving lectures and seminars, assisting with PGR supervision and examining, and with editing of journals: Dr **Ringrose** (Monash) and Professor **Alessio** (Richmond, the American University in London) in Postcolonial Visual Culture; Dr **Brigley** in Trauma, Narrative and Performance; and Dr **Tonning** (Bergen) and Professor **F. Chamberlain** (Huddersfield) in modernism and performance.

B. Collaborations/ Partnerships. These include joint projects around shared research themes, conference organisation, and staff and student academic exchanges. Spanish and Iberian partners

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fostered by Santander funding come from the University of Zaragoza; Dr Pellicer-Ortin co-convened with **Andermahr** the conference on Eva Figes (2010); Professor Onega and others attended the initial Trauma Studies group symposium (February 2012), a visit reciprocated by **Andermahr** and **Allwork's** attendance at Zaragoza's trauma conference (24-26 April 2013); Dr Herrero and Professor Deleyto attended **Wilson's** Postcolonial Visual Culture research group (February 2013) and are collaborating on a bid for an AHRC Network grant. Zaragoza PGR students have made three month academic visits to UN (2009, 2013). **Wilson** with Prof. Martin-Lucas, University of Vigo, co-hosted the 'Narratives of Difference in the Global Marketplace' conference (October 2012) and she collaborated with Dr Fresno Calleja (University of the Balearic Isles) on a translation project of New Zealand stories into Spanish. **Campbell** has initiated a significant PGR academic exchange with the Performing Arts at the Federal University of Bahia, Brazil (2012, 2013); **C. Bennett** co-organised with Professor Warwick Gould, Institute of English Studies, University of London, a seminar series on poetry (2012); **Wilson** has worked collaboratively with York and Fraser Valley (Canada), and Münster universities in a Diaspora Education Consortium that gained funding from the Canada-EU Program for Cooperation in Higher Education, Training and Youth for a Transnational Exchange Partnership for staff and students (2010-12). With **Allwork** she collaborates with the universities of Oxford, SOAS, Münster, Stockholm, & Mumbai, partners in the Marie Curie-funded ITN (2011-15), in providing training programmes for 14 ERs /ECRs, awarded Fellowships for research projects on diaspora studies.

C. Research Publications. A high level of collaboration appears in research outputs and dissemination. **Kimber** and **Wilson** co-edited three essay collections on Mansfield (2011, 2013), **P. Bennett** coedited one on William Morris; and **Wiseman-Trowse** a special issue of *Studies in Comics*. **Mackley** and **Simmons**, **Wilson** and **Kimber**, and **Ukaegbu** have all co-authored individual chapters for edited collections, **Jowett** has co-authored a monograph and published in a collection edited by **Simmons**; **P. Bennett** and **Mackley**, **Wilson** and **Kimber**, **Andermahr** and **Wiseman-Trowse** have co-organised student exchange visits, conferences, consortia, or panels at conferences (see 5.5.2). Staff, supported by the School's Marketing Partner and the R&SBO, and encouraged to establish links with non-HEIs, are developing partnerships with, for example, the Royal and Derngate Theatre, Inspiration FM (**Ukaegbu**) and Althorpe Literary Festival (**Canning**).

Members of UoA 29 (English) have made a substantial contribution to the wider discipline. In addition to the outputs listed in REF2, between 2008 and 2013 they published 10 edited or co-edited **essay collections**, 4 special, themed **issues of journals**, 18 **journal articles**, 35 **book chapters**, presented over 105 **conference papers** and delivered 16 **research seminars**. These demonstrate the Unit's strength in key areas: postcolonialism (**Wilson**, Sandru and Lawson Welsh, eds, *Rerouting the Postcolonial: New Directions for the New Millennium*, London: Routledge, 2010); modernism (**Kimber** & O'Sullivan, eds, *Collected Fiction of Katherine Mansfield*, 2 vols, Edinburgh: EUP, 2012); trauma studies (**Andermahr**, 'Mourning, Melancholia & Maternal Loss', *Hecate*, 37.1, 2011, 27-45); gay studies (**Canning**, *Brief Lives: E.M. Forster*, London: Hesperus Press); cult TV (**Jowett**, 'Buffy, Dark Romance and female horror fans', in J.K. Stuller (ed.) *Fan Phenomena: Buffy the Vampire Slayer*, Bristol: Intellect, pp. 91-100).

Leading positions in learned societies: **Andermahr:** UK Network for Modern Fiction Studies; Contemporary Women's Writing Network. **P. Bennett:** Honorary Secretary of the William Morris Society; **Kimber:** Co-founder & Chair, Katherine Mansfield Society (2008-present); Membership Advisor, British Association for Modernism Studies (2010-present); Committee Member & Communications Officer, Postcolonial Studies Association (2008-11); Associate, Higher Education Academy (2010). **Simmons:** Founder member, Kurt Vonnegut Society. **Ukaegbu:** Founder member, General Secretary & Trustee, African Theatre Association UK; Co-Artistic Director, JAWI Theatre Collective. **Wilson:** Co-founder & Vice Chair, Katherine Mansfield Society (2008-present); Academic Advisory Board, Centre for New Zealand Studies (2007-09); Co-founder & Deputy Chair, New Zealand Studies Network (2010-present); Co-founder, Committee member & Affiliations Officer, Postcolonial Studies Association (2008-11); Chair, European Association of Commonwealth Language & Literature Studies (2008-11).

Membership of journal editorial boards: **Andermahr:** *Critical Engagements: A Journal of Criticism and Theory*; *Contemporary Women's Writing*. **P. Bennett:** *Journal of William Morris Studies*; *Morris online edition*. **Jowett:** *Intensities*; *Journal of Cult Media*; *Slayage: the Journal of the Whedon Studies Association*. **Kimber:** *Katherine Mansfield Studies*. **Simmons:** *Americana: The Journal of American Popular Culture, 1900 to present*; *The Journal of Popular Culture*; *BAAS:*

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US Studies Online. **Ukaegbu**: *African Performance Review*, *Journal of Applied Arts and Health*. **Wilson**: *Hecate*; *Religion Compass*; *Studies in Australasian Cinema*; *Journal of New Zealand Literature*, *Commonwealth Essays and Studies*; **Wiseman-Trowse**: *Studies in Comics*.

Organisation of conferences, symposia, lectures and seminar series: **Allwork** and **Andermahr**: 'Acts of Remembrance' (UN, 7 July 2013); **Andermahr**: 'Angela Carter' (UN, 2009); 'Trauma and Herstory with emphasis on the work of Eva Figes' (UN, November 2010); **Ukaegbu**: AfTA International Conference, 'New Directions in African Theatre and Performance' (UN, August 2009); **Jowett**: 'TV Fangdom: A Conference on Television Vampires' (UN, 7-8 June 2013); **Kimber & Wilson**: 'Katherine Mansfield: A Centenary Celebration' (Birkbeck, 2008); **Kimber**: Katherine Mansfield Symposium (Menton, 2009); Inaugural Postcolonial Studies Association Conference (Waterford, Ireland, 2009); **Smith**: 'Prison Narratives' (UN, 2010); **Wilson**: 'Scholarly Networks in the British Empire' (Wadham College, Oxford, July 2010); EACLALS Triennial Conference (Bogazici University, Istanbul, April 2011); 'New Zealand's Cultures: Sources, Histories Futures' (Birkbeck, July 2012); 'Narratives of Difference in the Global Marketplace' (UN, October 2012); 'Readings' at the New Zealand Studies Network launch; 'New Zealand Cinema' (Birkbeck 2011, 2012); **Wiseman-Trowse**: 'Magus: Alan Moore' (UN, 2010).

External and PhD examinations: **Andermahr**: PhD, External Examiner, University of Zaragoza (2011); **Wiseman-Trowse**: PhD External Examiner, University of Zaragoza (2012). **Wilson**: External Examiner, University of Warwick, MA for Centre for Translation and Comparative and Cultural Studies (2008-10); PhD external examiner, University of Chennai (2013); University of Liege (2012); University of Loughborough (2012); University of Zaragoza (2012), Victoria University of Wellington (2012); University of Warwick (2008, 2009, 2010); University of Auckland (2010); University of Hull (2008).

Peer reviewing for journals, monograph series and grant applications: This service has been provided for 22 journals in the UK and overseas, 15 book publishers, and 3 funding bodies in the UK, Canada, and NZ. **Allwork**: articles for *Religion Compass* and *Holocaust Studies: A Journal of Culture and History*; **Andermahr**: articles for *Critical Engagements*, *Pacific Coast Philology* and *Contemporary Women's Writing*; **P. Bennett**: articles for *The Journal of William Morris Studies*; **Canning**: book proposals for Routledge, Terrace Books (or University of Wisconsin Press), Hesperus Press; **Jowett**: texts for MELUS and Scarecrow Press; **Kimber**: articles for *Literature and Medicine*, *Katherine Mansfield Studies*; book proposals for Palgrave and Oxford University Press; **Simmons**: articles for *The Journal of Popular Culture*, *Americana: The Journal of American Popular Culture 1900 to the Present*; book proposals for Palgrave Macmillan; **Ukaegbu**: articles for *African Performance Review*, *National Drama*, *Journal of Applied Arts and Health*, *World Scenography* and book proposals for Adonis and Abbey, Edwin Mellen Press; **Wilson**: articles for *ARIEL*; *Religion and Literature*; *Journal of New Zealand Literature*, *Journal of Pacific History*, *Katherine Mansfield Studies*, *Journal of Postcolonial Writing*; book proposals for Edinburgh University Press, Routledge, Anthem Press, Palgrave, Northcote House, Continuum; reviewer for research proposals for Marsden Fund, Royal Society of New Zealand (June 2011); member of AHRC's Peer Review College, (2012-16), of Strategic Reviewers' Group of AHRC's Peer Review College, and Italian Ministry for Education, University and Research (MIUR); **Wiseman-Trowse**: articles for *Critical Engagements*, *Studies in Comics*, *Sociological Research Online* and book proposals for Routledge, Pearson, Longman, Sage.

Examples of significant invited talks and keynote lectures given during 2008-2013: **Allwork**: 'Post-Communist Dreams and Nazi Nightmares: Holocaust Remembrance between Britain and the Baltics'. Invited lecture, Mansfield College, University of Oxford (29 January 2013); **Andermahr**: 'Mourning, Melancholia and Maternal Loss: Kim Edwards's *The Memory Keeper's Daughter*'. Invited keynote address, 'Mothers at the Margins' Conference, University of Queensland, Australia (27-30 April 2011); **Kimber**: 'Revealing the real Katherine Mansfield'. Keynote address to *Katherine Mansfield's Fiction*, Université Paris Ouest Nanterre La Défense (21 June 2013); **Canning**: 'The Queer New Rhythms of Ronald Firbank'. Invited keynote address, 'Literature and Music', East/West Cultural Passage Annual Conference, Lucian Blaga University, Romania (10-12 May 2012); **Smith**: Invited keynote address as TP Johnson Visiting Distinguished Scholar, Rollins College Orlando, USA (14 November 2012); **Wilson**: 'The Anxiety of Origins'. Invited keynote address to 'Dis/solutions: the Future of the Past in Australia, New Zealand & the Pacific', European Australian Studies Association Conference, University of the Balearic Isles (22-25 Sept. 2009).