

Institution: University of St Andrews

**Unit of Assessment: 29 – English****a. Overview**

We have been teaching and researching English Literature at St Andrews in a significant fashion since the C19th, though rhetoric and the analysis of literary texts had been taught here as early as the C18th. Our 31 permanent members of staff cover a broad range of research specialisms – from the early mediaeval to the absolutely contemporary. Creative writing has long been a core element of our teaching and practice and the distinguished poets Douglas Dunn and Robert Crawford have in the past served as Head of School, helping to nurture our creative programmes. The research structure of the School is designed to facilitate cross-fertilisation between scholarship and creative practice, as clearly demonstrated in our Impact case studies. The core strength of our research culture is, therefore, rooted in the combination of the historical sweep of our scholarship and the synthesis of the creative and the scholarly.

b. Research strategy

Our focus as a School has always been on producing substantial research outputs of the highest quality. In RAE2008 we had the greatest percentage of 4* rated work (30.8%) of any English department in the UK. In the current assessment period more than 40% of our submission consists of book-length outputs, ranging from **Rauer's** edition of the *Old English Martyrology*, which involved consulting more than 200 late antique and mediaeval source texts (primarily in Latin, and including material from France, Germany, Spain, Italy and other European cultures), through **Paterson's** Forward Prize winning collection *Rain*, to **Roe's** 400 page biography of Keats (chosen by Andrew Motion as one of his 'books of the year' in the *Guardian* in 2012, and by Matthew Sweet for BBC2's *Review Show*). We have also, during the REF period, made significant progress with collaborative ventures flagged up in our RAE2008 return, such as the Cambridge UP edition of the works of Virginia Woolf (three titles published during the assessment period) and the [Geographies of Orthodoxy](#) project (successfully concluded, with multiple print and online outputs). A major new collaborative venture – the MHRA [Tudor and Stuart Translations](#) project – has been launched, co-directed by **Rhodes** (supported by AHRC and other grants). Six volumes have been published and a further 19 are currently commissioned.

Our core research objective remains, then, *the production of substantial, world-leading and internationally excellent contributions to scholarship and writing in our discipline.*

We have also undertaken initiatives within our School over the course of the current cycle to facilitate a range of new strategic objectives. These include: (i) fostering a greater sense of collective research endeavour among colleagues and making access to research funds easier and more flexible for colleagues, as well as extending it for the first time to PGRs; (ii) significantly broadening the areas of research undertaken within the School; (iii) further extending the School's national and international research links; (iv) making use of our online presence to deliver public-facing resources developed from our research.

(i) Research Groups were initiated in the School in 2009 and provide sustaining intellectual communities for both members of staff and postgraduate students, who are full and active participants. The RGs offer a strong focus for work in our four current areas of distinct strength: Mediaeval and Renaissance; Eighteenth Century, Romantic and Victorian; Modern and Contemporary; and Creative Writing. A substantial proportion of the School's research budget has now been devolved to the RGs and we have thereby created a structure which enables both staff and PGRs to access

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funding in a flexible and responsive fashion. For REF2014 the RGs also provided a structure for developing and showcasing our research in our four Impact Case Studies (see REF 3a).

In addition to providing general and financial support for research activity within the School, *over the next five years RGs will facilitate further the collaborative links indicated in (iii) below and will take a lead role in helping to foster the public facing initiatives outlined in (iv).*

(ii) The appointment of **Burns** has enabled us to establish a new research base in postcolonial studies and world literature and we have consolidated this development by recruiting **Raychaudhuri** to a four-year postdoctoral position, partly funded by the British Academy. **Augustine** brings a new specialism in later seventeenth-century literature, which creates a bridge between our early modernist colleagues and **T. Jones**, whose focus is eighteenth-century literature. **Mackay** consolidates our existing strength in Scottish literature and extends it by adding a specialism in Scots Gaelic and Irish language literature. As a published Scots Gaelic poet, he also adds to our strength in Creative Writing and the scope of our work in this field has been further extended by the appointment of **Harris** and **Emanuel**, both of whom provide a significant new specialism in the fields of playwriting and scriptwriting (for both TV and radio), and by **Glaister**, who brings a new strength in young adult fiction to our provision.

Within the next five years we aim to consolidate developments within our new areas of research, with particular focus on expanding further in the field of drama. We also aim to open up a new research specialism in the area of American Literature, and are actively fundraising for a Chair in American Literature in collaboration with the University Development Office.

(iii) A number of new collaborative networks and initiatives have been launched since RAE2008, serving to bring together scholars and PGRs within and beyond the St Andrews community. These new initiatives are all supported administratively and financially by the School and by the RGs:

- **College of William and Mary Exchange and Symposium:** the University has established a [joint degree programme](#) with William and Mary and this has created new opportunities for research collaboration. An annual staff exchange now exists between the School and the W&M English department, with participants presenting lectures and papers on their current research. A new interdisciplinary symposium has been inaugurated which will alternate, on an annual basis, between our two campuses, the first event – *Violence/Crisis* -- was held at St Andrews in May 2013.
- **[St Andrews Institute of Mediaeval Studies](#)** (SAIMS): inaugurated in 2009 to bring together colleagues in English, Modern Languages, History, Art History, Divinity and Philosophy, SAIMS coordinates research events in medieval studies and collaborative teaching at postgraduate level.
- **WARNet:** a network for scholars working on war representation set up in 2010 jointly by **Plain** and a colleague at Birkbeck. A WARNet conference was hosted by the School in 2010.
- **[Centre for Mediaeval and Early Modern Law and Literature](#)** (CMEMLL): initiated in 2011, CMEMLL is a joint venture with the School of History, with **Hutson** as Director. It provides colleagues and PGRs from across the Arts with resources for the research of legal materials in historical and literary contexts, hosting a reading group as well as events and collaborations with legal-literary scholars in Chicago, Princeton, Michigan, Yale, Glasgow, Rome and Edinburgh.
- **[International Writer in Residence](#)** (in association with the Wilhelmina Barns-Graham Trust): launched in 2011, this programme brings an overseas writer to St Andrews for a period of up to 4 months, with a stipend and expenses being provided by the School. Recent visitors have included Damon Galgut, whose work has twice been shortlisted for the Booker Prize.

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- **St Andrews English Colloquium:** an annual event which brings scholars from around the world to the School for an intensive symposium. Invited speakers provide full-length papers with the intention that they will subsequently be gathered into a substantial edited volume. The first event was held in May 2013, organised by **Sutton**, on the topic of 'Opera and Fiction'. Speakers included the composer Thea Musgrave.
- **Partitions Network:** an AHRC-funded initiative established jointly by **Raychaudhuri** and a colleague at Cardiff. An inaugural symposium was held at Cardiff in 2013 and a matching event will be hosted by St Andrews in 2014.

The School's aim within the next five years will be *to continue to support these collaborative networks financially and administratively through the RGs, and to use them as seedbeds for publications, other outputs and outreach activities.*

(iv) Independently of the REF Impact agenda we have for some time been opening our research activities towards a broader and more heterogeneous audience – particularly through our partnership with the [StAnza](#) poetry festival and other organisations and events (see REF 3a). In recent times we have undertaken a number of new initiatives, such as: creating [legacy resource materials](#) linked to our Impact case studies; posting audio of our creative writers reading from their work on our website; and setting up [Facebook](#) and [Twitter](#) accounts.

Our aim over the next five years will be *to increase significantly the amount of research-related material we make readily available to the general public in an accessible form on a variety of free-to-access platforms.*

c. People, including:

i. Staffing strategy and staff development

Our strategic aims in making new appointments have been set out at b (i) above. In addition to the appointments mentioned there we have also consolidated our strengths in modern literature by appointing **Alt**, and in creative writing by recruiting **Thomas**.

The University as a whole is fully committed to the *Concordat to Support the Career Development of Researchers*. A comprehensive staff development programme is provided through the University's Centre for Academic, Professional and Organisational Development ([CAPOD](#)). In 2012, the University initiated a procedure whereby new staff agree, with their Head of School, a set of research (and other) plans and development strategies for their first four years; this includes key objectives in the areas of publishing, grant capture and Impact.

New staff joining the School are afforded a reduced workload during probation; they are not asked to undertake any administrative roles in their first year and only minor roles in their next two years. A mentor is appointed to offer guidance and to help new colleagues through the probationary procedure, including the University's Q6 review process. In addition to being able to access funding made available through their Research Group, all colleagues are granted an individual research allowance of £1,500 per year (*pro rata* for those on fractional contracts), which can be spent on anything that furthers the research objectives of the School, including public-facing events and impact-related activities. Colleagues can apply for a semester's research leave after every seven semesters of teaching (again, *pro rata* for those on fractional contracts). Colleagues – including those still on probation -- are actively encouraged to apply for externally funded research leave.

Teaching Fellows (employed to provide temporary cover for absent colleagues) are given a *pro*

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rata research allowance and become members of the relevant research group(s). Former TFs have gained permanent posts at a range of institutions, including Liverpool Hope, Royal Holloway, Trinity College Dublin and York. Two former TFs have achieved permanent posts in the School.

The University has a regular promotions round and qualified colleagues are encouraged to apply for promotion and are supported by the Head of School. During the assessment period **Dillon, T. Jones, Lodge, Polley, Purdie, Rauer** and **Sutton** have been promoted to Senior Lectureships; **Manly** to a Readership; and **Burnside** and **Paterson** to Professorships.

Several postdoctoral researchers have been hosted by the School during the assessment period. **Wilson** served as Research Assistant on **Rhodes'** MHRA Tudor and Stuart Translations project and joined the School in her own right as a Leverhulme Early Career Fellow in 2012. **Raychaudhuri** was recruited to the School as part of our initiative to open up a new research area in postcolonial/world literatures. The School hosted a Leverhulme Visiting Fellow, working on the John Murray archive at the National Library of Scotland, supervised by **Stabler**. We also welcomed two visiting scholars – Greg Clingham (Bucknell) and Matthew Sangster (Royal Holloway) -- as part of the School's Fleeman Fellowship scheme, which funds extended visits by researchers wishing to use the University Library's extensive collection of Samuel Johnson materials.

The School has been active in pursuing an equal opportunities policy. The current gender balance is 52% men and 48% women. As recently as fifteen years ago the breakdown was 88% men and 12% women. The School has a diverse body of staff, including colleagues from Canada, India, the Republic of Ireland, Switzerland and the United States.

The School has a strong track record in supporting colleagues in engaging with the business and public sectors. The substantial contributions to the heritage and creative industries indicated in our Impact case studies provide a clear sense of this. **Paterson** edits the poetry list at Picador and various colleagues have generated content for the broadcast and print media. In 2013 **Dillon** secured a place in the highly competitive AHRC/Radio 3 [New Generation Thinkers](#) scheme. **Lodge** and **Crawford** have also written and presented radio programmes for the BBC. Scholars in the School are thus notable for not simply serving as 'talking heads' in the media, but for initiating and creating programmes in their own right. Colleagues have also contributed material to a broad range of print outlets during the assessment period, including the *New Statesman*, *LRB*, *TLS* and the *Guardian*.

ii. Research students

In semester 1 2013/14 the School had a total of 33 PGT students and 38 PGR students. The School provides these students with a dedicated Postgraduate facility (66 North Street), which offers a mixture of shared offices and computer bench rooms on 24-hour access; it has its own common room, kitchen, informal lending library and garden. Located just a hundred yards from the University's new Special Collections reading room, the facility provides an optimum research base for our PGs. The benefits of the sense of community this has created amongst the students have become increasingly apparent during the assessment period. On their own initiative, PGs have introduced a new mentorship scheme similar to the traditional St Andrews undergraduate practice of academic 'parenting', meaning that incoming students are welcomed and mentored by a more experienced student. Various reading groups have sprung up, in addition to a more formal seminar series -- the Postgraduate Forum -- in which staff and students regularly make 'work in progress' presentations.

PGRs have a research allowance of £200 pa (£100 pa for PGTs). In addition to this, the improved access for PGRs to the devolved budgets of the RGs has combined with the collaborative atmosphere of 66 North Street to produce an impressive rise in the number of conferences partly or wholly organised by PGs, giving them administrative experience, networking skills and, in some cases, their first taste of writing grant applications for collaborative projects. PG initiated and run conferences have included: 'George MacDonald among his Contemporaries' (Stelle and Pazdziora, 2011); 'Emblems of Nationhood' (Ott, 2012; in collaboration with Art History); 'Bonds, Lies and Circumstances: Discourses of Truth-Telling in the Renaissance' (Holmes and Johnson, £1,500 MHRA grant awarded, 2013).

We employ a 'gateway' mechanism as part of our applications procedure – potential applicants must contact a relevant member of staff and send a research proposal in advance of making a formal application. PGRs are regularly the beneficiaries of major public body awards, including, during the REF period: AHRC Doctoral Award (7 in total); British Federation of Women Graduates Award (3); Scottish Overseas Research Students Award (3); Carnegie Award (2); Commonwealth Scholarship; Ananada Mahidol Foundation (Thailand) Award; New Zealand Tertiary Education Commission Award; Social Sciences and Humanities Research Council of Canada Award. For 2013/14 the University launched a 600th Anniversary PGR funding scheme. The School awarded four of these scholarships, covering full fees, with a maintenance allowance of £15,000.

We apply no formal restrictions or positive discrimination in the award of the doctoral scholarships under our control, preferring to select exclusively on the basis of academic excellence. This has not led to any discernible imbalances in terms of gender, social minorities or spread of nationalities. We can quickly reconfigure the space in our PG facility to accommodate students with disabilities, and have successfully done so twice to date.

We have some PG students working successfully on topics which inform or feed directly into work in the creative industries: Sally Rogers, who has worked as a broadcaster for the BBC, is completing her thesis on the recorded voice, and this has informed her commissioned work as a musician, creating museum and art gallery installations. Faith Lawrence, a PhD student working on the poetics of listening, works for the BBC as an editor and researcher, primarily of poetry programmes. PGs are also a central part of the operational running of the annual poetry festival StAnza.

A PhD upgrade portfolio was introduced in 2009-10 to replace the previous procedure. The portfolio consists of a substantial polished section of thesis (10K words) along with a detailed chapter outline for the thesis; this is submitted to the PG Committee between six and nine months into the first year of study, together with a formal report by the supervisor. The portfolios are assessed by a member of the PG committee. Rare failures have a further year in which to reach the required standard and be upgraded to full PhD status. PG students also have annual progress review meetings in May with two members of staff who are not involved in their supervision; the Director of PG Studies follows up any issues this may bring to light. The Postgraduate Administrator has her own office and published drop-in hours; as well as providing students with a first point of contact for advice she has an important informal role in monitoring students, alerting supervisors and the Director of PG Studies to any problems not picked up through other means.

All PG students undertake a skills training needs analysis with their principal supervisor at the start of each academic session. Unless they already have a Masters degree, new research students generally take either EN5100 or EN5101 ('Literary Research: Skills and Resources', and an alter-

native version of this specially designed for creative writers) as part of their training. Students also prepare a short report which addresses Research Skills, Research Environment, Research Management, Personal Effectiveness, Communication Skills, Networking and Team Working and Career Management. Generic courses covering these subjects are available through CAPOD, as well as more subject-specific and Arts-oriented courses on copyright, archives and special collections, rare books, interview techniques, CV writing, presentation skills, grammar, web design, and *viva* presentation skills. Additionally, many English PGRs take advantage of the language courses for postgraduates offered via the School of History: these are specifically intended to develop a reading knowledge of a target language for the purposes of academic research.

The School makes every effort to ensure that each academic PGR is given the opportunity to gain teaching experience, following formal training sessions. Normally PGRs serve as tutors on one of our prehonours modules. Students will usually take a tutorial group for an entire twelve-week semester, with full responsibility for setting the tutorial programme and marking work. In addition, many PGRs are hired by staff as research assistants, providing experience in a full spectrum of skills from initial literature searches to proofreading, indexing and preparing books for publication.

Our PGs have an excellent record of securing academic positions both in the UK and overseas. Graduates who completed their doctorates within the REF period and who have gone on to secure tenured positions include: Johanson (2010), Amsterdam; Levey (2012), Ryerson; Sriratana (2012), Chulalongkorn University, Thailand; Wesley (2008), Puget Sound. Many of our creative writers have also gone on to publication and success: a recent notable example is Rachel Boast, whose first collection of poetry, *Sidereal* (2010), won the Forward and Seamus Heaney prizes.

d. Income, infrastructure and facilities

Colleagues in the School have secured a range of external research grants over the course of the assessment period, running to a total in excess of £650,000, and including substantial income from a award secured jointly by the Schools of English at St Andrews and Queen's University Belfast.

The University Library enjoyed copyright deposit status between 1710 and 1837 and the collection is particularly strong for this period. A *Treasures of the University of St Andrews Library* volume was published during the course of the assessment period, highlighting 50 outstandingly important books and artefacts held in the collection, including mediaeval chronicles and psalters, manuscripts by Isaac Newton and items from the Andrew Lang Collection of books and papers. In all Special Collections at St Andrews holds a total of 44 named collections of materials, including, as part of the Royal Collection, more than 200 books gifted to the Library by James VI and I. Many colleagues regularly use the holdings of Special Collections in their research, with 19 of our REF2014 outputs depending directly on Special Collections.

In recent years, the University has added to its holding by acquiring the complete [archive of the poet Douglas Dunn](#), which includes all the drafts and manuscripts of the award-winning volume *Elegies*, concerned with the death of the poet's wife from cancer. Select documents from the archive will be digitised to make them easily accessible to the public, the most important [Elegies notebook](#) having already been made available.

There have been several major developments in the Library since RAE2008. The main building has been wholly refurbished and redeveloped at a cost of £14M to provide a fully modern library space with a broad range of facilities and flexible workspace. In 2012, the University acquired the Martyrs' Church building on North Street, opposite the historic St Salvator's Quad and Chapel,

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which dates to 1450. The building has been converted into a Special Collections reading room and dedicated postgraduate research library. The Library has also been provided with additional Research Enhancement funding for the past several years. For 2012/13 this funding ran to £200,000.

The organisational structure of the School into research groups with devolved funding has been described variously above. All colleagues are provided with computing and printing equipment and the School shares, with the School of Modern Languages, a Computing Officer who helps with constructing websites and other resources and with the use of social media platforms. Central help is provided for the School's more complex needs. An example of recent projects undertaken in the School is the Andrew Marvell Society website (<http://www.st-andrews.ac.uk/marvellsociety/>) -- designed by **Augustine** in conjunction with St Andrews IT staff and hosted by the University.

The School has a Research Administrator whose role is to serve as a facilitator and co-ordinator of all research-related activities. She is secretary to the Research Support Committee (RSC) and the Research Leave Committee (RLC). The RSC consists of the four RG leaders plus the Director of Research and holds responsibility for research strategy within the School. It meets at least once a semester and reports to School Council. It also acts as a reading group for the School's REF outputs. The RLC meets annually to consider applications for the School's own leave scheme.

e. Collaboration and contribution to the discipline or research base

Note: in this section we limit ourselves to highlighting *selective instances & examples* only.

Collaborations

Our primary departmental collaborative networks and initiatives launched since RAE2008 are listed at b (iii) above and in our Impact case studies. In addition to these, the School is also closely involved in the following collaborative networks:

- **Folger Institute Consortium:** St Andrews was the first institution outside of North America to become part of this group, located at the Folger Library in Washington, DC. **Augustine** serves as a member of the Consortium board and **Hutson** was co-director of a [weekend seminar](#) at the Folger (Nov 2013). Faculty and postgraduates have attended seminars, conferences and events at the Institute on a regular basis for many years, routinely receiving funding from the Consortium in support of their attendance.
- **Theoria:** established just before the current assessment period, Theoria is a cross-University critical theory reading group, run from within the School. It has grown steadily during the REF period and now has more than 100 members.
- **REMNet:** is a co-ordinating body for Renaissance and Early Modern scholars within St Andrews and has been active since 2007. The School serves as the organisational hub for the group.

At an individual level, colleagues have been involved in a great number of collaborations, including:

- **Dillon:** working on an ongoing basis with Christine Knight (Sociology, University of Edinburgh), Miles Padgett (Physics and Astronomy, University of Glasgow) and Pippa Goldschmidt (astronomer and novelist) on the [What Scientists Read](#) project
- **Glaister:** collaborating with various artists in providing installations at Kirkwall Children's Hospital
- **C. Jones:** working with Catriona Macpherson (NHS) on a project connecting poetry and palliative care, based on the Douglas Dunn archive at the University Library.
- **Rauer:** contributes to the [Storehouses of Wholesome Learning](#) project, with Rolf Bremmer (Lei-

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den), Patrizia Lendinara (Palermo) and Kees Dekker (Groningen); the project is funded by NWO.

Board memberships, fellowships, etc.

Colleagues in the School have served the scholarly community in a great number of ways, including holding offices in various societies and sitting on boards and other bodies, such as:

- **Augustine:** Publications Editor and Website Administrator for the Andrew Marvell Society
- **Burns:** Executive Officer of the Society for Caribbean Studies
- **Crawford:** Board Member of the Scottish Poetry Library; Fellow of the Royal Society of Edinburgh and of the British Academy
- **C. Jones:** Fellow of the Royal Society of Edinburgh's Young Academy
- **Murphy:** member of the JISC Historic Books Advisory Board
- **Roe:** Chair and Trustee of the Keats Foundation; Trustee of the Wordsworth Trust and of the Keats-Shelley Memorial Association
- **Sutton:** board member of the Scottish Network of Modernist Studies

Editorial posts

Editorial positions held by colleagues in the School include:

- **Dillon:** Series Editor for 'Gylphi Contemporary Writers: Critical Essays'
- **Hutson:** Series Editor for Edinburgh UP's 'Edinburgh Critical Studies in Renaissance Culture' and member of the editorial board of *Representations*
- **Johnson:** founding General Editor of *The Mediaeval Journal*
- **C. Jones:** Series Co-editor for Boydell and Brewer's 'Medievalism'
- **Mallett:** Editor of the *Thomas Hardy Journal*
- **Plain:** Series Co-editor for Edinburgh UP's 'Critical Studies in War and Culture'
- **Purdie:** Editorial Secretary of the Scottish Text Society
- **Roe:** Editor of *Romanticism* and of the *Keats-Shelley Review*.

Peer reviewing

Colleagues in the School have served as proposal and typescript readers for all major UK scholarly publishers and also for the University of Chicago Press, Cornell UP, Fairleigh Dickinson UP, Harvard UP, University of Notre Dame Press and the University of Toronto Press. Colleagues have provided peer review reports for approximately 40 journals in total, including:

<i>Derrida Today</i>	<i>Modern Philology</i>	<i>Shakespeare Quarterly</i>
<i>Irish Universities Review</i>	<i>Postcolonial Text</i>	<i>Studies in English Literature</i>
<i>Law and Social Enquiry</i>	<i>Representations</i>	<i>Textual Practice</i>
<i>Modern Language Review</i>	<i>Review of English Studies</i>	<i>Women: A Cultural Review</i>

PhD examining

As would be expected, colleagues have examined PhDs at a range of universities throughout UK, from Dundee to Sussex, and internationally at such institutions as the University of Auckland, Trinity College Dublin, the University of Malta and the University of Western Sydney.

Judging and prizes

Colleagues have served as judges for various awards including the David Cohen Prize, Griffin Prize, Katherine Mansfield Society Essay Prize, Manchester Fiction Prize and the Northern Writers'

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Awards. Members of the School have received a great variety of prizes and awards, including:

- **Burnside:** T. S. Eliot Prize; Forward Poetry Prize; Petrarca Preis for Poetry (Germany); CORINE International Prize (Germany); Prix Madeleine Zepter (France); Spycher Leuk Residency (Switzerland); Eccles Fellowship, British Library; Fellowship at the Literarisches Colloquium, Berlin
- **Crawford:** Saltire Society Scottish Book of the Year; shortlisted T. S. Eliot Prize
- **Harris:** Amnesty International Freedom of Expression Theatre Award; Fringe First Award
- **Hutson:** Roland H. Bainton Prize; Alice Griffin Shakespeare Fellowship, University of Auckland
- **Paterson:** Forward Prizes: Best Collection, Best Poem; Queen's Gold Medal for Poetry; OBE
- **Polley:** Geoffrey Faber Memorial Prize; Somerset Maugham Award; shortlisted T. S. Eliot Prize
- **Roe:** Joan Nordell Visiting Fellowship, Houghton Library, Harvard

Lectures, conferences and readings

Guest lectures have been given at a wide range of institutions both in the UK and abroad, including

Basel	Harvard	MIT	Tokyo
Chicago	Huntington Library	New Mexico	Toronto
Freiburg	Indiana	Oslo	Vienna
Groningen	Krakow	Regensburg	Western Australia

Additionally, colleagues have delivered the following named lectures and lecture series:

- **Crawford:** G. Ross Roy Lecture, University of South Carolina; Gilbert Murray Lecture, University of Glasgow; Lewis Walpole Lecture, Yale; Franke Lecture, Yale
- **C. Jones:** Inaugural Edwin Morgan Memorial Lecture, Scottish Poetry Library
- **Hutson:** Wells Shakespeare Lectures, University of Oxford
- **Roe:** Sushil Mukherjea Memorial Lecture, Kolkata Book Fair; Bindman Lecture, Wordsworth Trust; Director's Lecture, Ashmolean Museum Oxford
- **Sellers:** Katherine Mansfield Birthday Lecture, Keynes Library

Colleagues have served as keynote speakers at a variety of conferences. A large number of conferences have also been organised by colleagues, both within and outside St Andrews, including:

- **Augustine:** 'Politics and Print Culture in Seventeenth-Century England' (Washington, MO, 2013)
- **Burns:** Society for Caribbean Studies Annual Conferences (various locations, 2009-13); Caribbean Enlightenment Conference (University Glasgow, 2010)
- **Dillon:** Maggie Gee Conference (St Andrews, 2012); 'Twenty-first Century European Literature: Mapping New Trends' (St Andrews, 2010)
- **C. Jones:** ['The Middle Ages in the Modern World'](#) (St Andrews, 2013)
- **Purdie:** 'Romance in Medieval Britain' (St Andrews, 2008)
- **Sellers:** 'Woolf in the 21st Century' (St Andrews, 2011)
- **Stabler** – International Byron Conference (St Andrews, 2008); London Byron Symposium (2012)

Our creative writers have spoken at a vast range of literary festivals, from Stromness to Bath; they have given readings extensively in the UK and worldwide, including in Athens, Berlin, Jaipur, New York and Sydney. Harris's and Emanuel's plays have been performed by a wide range of theatre groups in the UK and also by companies in Finland, France, Germany, Ireland, Japan and Slovenia. Harris has also written for the BBC TV series *Spooks*.