

<p><b>Institution: University of Ulster</b></p> <p><b>Unit of Assessment:</b> UOA 29: English Language and Literature</p> <p><b>a. Overview</b>        English at Ulster has cultivated a dynamic research profile that is at the forefront of Northern Irish cultural life. English is one of four UoAs in the Arts and Humanities Research Institute (AHRI) and comprises of 15 members of staff (12.9 FTE) which includes 10 lecturers and 5 chairs. It has developed and enhanced its position since RAE 2008 as a leading centre in Irish literary and bibliographical research, Irish and Scottish studies, creative writing, biographical scholarship, 19th-century literature and more recently, gender studies. English members during this period have been active in disseminating their research in publication (15 monographs; 8 edited books; 40+ papers; 2 exhibitions); conference organisation (15) and participation; and public engagement in major research projects and consultancy. In this period the unit has produced 20 successful PhD completions and continues to support a vibrant postgraduate community of MRes and doctoral candidates. The Unit has secured research funding to the value of £948,979.</p> <p><b>b. Research strategy</b>        Since 2008 English has maintained and extended the research remit outlined in the RAE submission of that year. This strategy aimed to promote research carried out by established members of staff and to cultivate projects initiated by early career researchers. The unit recognised the expertise of its members as individual scholars and also sought to channel this strength into further collaborative undertakings, particularly in the areas which were recognised as research specialisms. These areas included: Irish Literature and Bibliography; English Literary History; Creative Writing; Literary Biography; nineteenth-twenty-first -Century Fiction; Early Modern Literature (Renaissance to 18th Century); and Drama from the Renaissance to the present day. The unit defines its research strategy under the following principles:</p> <ol style="list-style-type: none"> <li>1. To act as a key national centre for literary and bibliographical scholarship and creative writing.</li> <li>2. To uphold its position as a leader in its research specialisms as outlined in RAE 2008.</li> <li>3. To build on these successes and extend its portfolio of intellectual endeavour based upon the research strengths and collaborative efforts of colleagues with local, national and international partners.</li> <li>4. To nurture and promote the research activities of all staff within the UoA and to foster the next generation of scholars through the development of outstanding postgraduate and early career researchers within the unit.</li> </ol> <p>Research in the English UoA is co-ordinated by <b>Ferguson</b> who, together with the Director of the AHRI, advises on individual and collective research activity, distributes internally allocated funding, coordinates postgraduate admissions to the subject, and guides individual researchers to possible sources of external and internal funding. Since 2008 the unit has continued to run its English Research Seminar Series which is now organised by <b>McCracken</b> and provides a regular forum for the discussion and dissemination of new research by staff, advanced postgraduate students, and visiting scholars. The series has in this cycle included scholars from within the UoA, as well as international guest speakers from North America, the United Kingdom, Ireland and Poland. As part of its strategy the unit has worked towards the following goals in the present research cycle and will continue to be motivated by them after REF 2014.</p> <p><b>1. Building on Research Strengths</b></p> <p>To consolidate and further develop current initiatives within the unit for individual and group scholarship. Research-related activity in the unit contributes to the discipline of English literature in a variety of ways. Individual scholars within the UoA are engaged in an extensive range of research fields which maintain and enhance the broader scholarly practice of English Studies across the globe, from Early Modern Drama (<b>De Ornellas</b>), Renaissance (<b>De Ornellas</b>), Eighteenth-Century (<b>Ferguson, Ward</b>) and Romantic literature and culture (<b>Keanie</b>), through to Nineteenth-Century (<b>Byrne, Ferguson, Jedrzejewski, Kennedy-Andrews, Murphy</b>), Modern</p>
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(**Hancock, White**), Contemporary (**Bradford, Butler, Eagleton, Foster, Kennedy-Andrews, McCracken**), and Creative writing (**McCracken**). Irish (**Eagleton, Ferguson, Foster, Jdrzejewski, Kennedy-Andrews, Murphy, Ward, White**), American (**Kennedy-Andrews, McCracken, Murphy**), and Ulster Scots literature (**Ferguson, White**) are also all broadly represented in these areas.

The UoA's focus in coming years will be on the work of the Centre for Irish and Scottish Studies (<http://www.arts.ulster.ac.uk/ulsterscots/>). This faculty-wide research centre builds on the legacy of the University of Ulster's Academy for Irish Cultural Heritages and the Institute of Ulster Scots Studies. The research of the English unit will be significant to the vitality and sustainability of the Centre's ongoing objectives to promote research excellence in these fields. **Ferguson** is currently one of the directors of the Centre, alongside Andrew Sneddon (UoA 30) with **White** acting as Projects Co-ordinator, and ten other members of the English UoA have been identified as working in areas relevant to the Centre's primary field of study.

## 2. Sustaining and strengthening Postgraduate programmes

The English unit has recently upgraded its MA in Irish literature in English and English Literature to a new, and more extensive, MA in Modern English Studies in order to enhance the unit's current postgraduate provision according to contemporary benchmark requirements for research. This new course recognises the significant strengths of the unit's researchers across the modern period, as well as Irish literature and culture. The programme's innovative structure will allow students to complete either an MA in Modern English Studies, or an MA in Irish Studies. In the latter case, students will be able to study a combination of modules from both the proposed English programme and the existing MA in History.

The unit also currently offers a Master of Research in Arts (MRes) and has been successful during this research cycle in securing student funding awards from DELNI to support postgraduate study and research on this programme. Both postgraduate options provide education and training for graduates in research methods, both on a generic and a discipline-specific level. These courses will prepare students fully for embarking on doctoral studies in the field of Arts and the Humanities, but are also conceived as stand-alone qualifications providing vital skills for many areas of professional activity within and beyond the humanities.

## 3. Development of major collaborative projects and partnerships

Several members of the English unit are currently involved in significant collaborative major research projects which have an aim to create impact, either as part of their membership of CISS, the Centre for History of Medicine in Ireland (CHOMI <http://www.arts.ulster.ac.uk/chomi/>) or research networks outside the AHRI:

**Representations of Jews in Irish Literature: Kennedy-Andrews'** project on the representation of Jews in Irish literature is a joint project with Modern European Languages, and he is currently co-investigator on a successful AHRC bid for £408,376 to develop this project. The overall aims of the project are to: (i) produce a comprehensive scholarly study of representations of Jews in Irish literature from earliest times to the present; (ii) compile an anthology of Irish writing by and/or about Jews; (iii) construct an online database of all texts and writers relevant to the theme; (iv) present a conference on the subject; (v) organise an exhibition on the University's Belfast campus, and subsequently in Dublin at the Royal Irish Academy, which will be recorded and re-created as a 'virtual exhibition' to form part of the project's web resource.

**Ulster Poetry Project: Ferguson** currently manages an initiative to generate and enhance research into the literary and linguistic connections between Scotland and Ireland. This project disseminates research to both academic and non-academic audiences alike through regional outreach programmes for schools and the staging of exhibitions across Northern Ireland. The project aims to develop the John Hewitt archive collection at the University of Ulster through an extensive digitisation project. **Ferguson's** project has been championed by the University's Office of Innovation who provided seed funding in 2010 and 2011, and is also now the recipient of two major DCAL/MAGUS awards, as well as funding from Derry City Council, The Heritage Lottery, and the Ulster Scots Agency. **Ferguson** along with **White** are now planning to continue and extending the work of the project for at least another 5 years, including top-up funding from

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DCAL/MAGUS, and applications to the AHRC in association with Andrew Holmes, John Thompson (QUB) and Gerry Carruthers, Jeremy Smith (Glasgow); the Fulbright Commission; the Heritage Lottery Fund and the Ulster-Scots Broadcast Fund.

**The Bishop Hervey International Summer School: Murphy** is the organizer of this annual event, based around the life and work of Bishop of Derry, Frederick Hervey (1730-1803), which ran for the first time in August 2013. The aims of the Summer School are to create greater public and academic understanding of the social and cultural contribution of Hervey to the local area; stimulate public and academic debate on the Bishop's social and cultural significance; and enhance public engagement with cross-community events. **Murphy** successfully bid for start up funding from the university's Office of Innovation, as well as the Garfield Weston Trust and is pursuing the development of larger funding bids and links with the University of Notre Dame and the Big Lottery Fund.

The UoA supports project managers with seed funding and teaching relief for projects and will continue to do this in the next cycle. Furthermore, special emphasis will be placed on mentoring for younger researchers seeking to make external funding applications and develop major collaborative projects.

The aim is thus to maximise the reach of the AHRI's internal budget by using it to lever externally sourced funding. Without diminishing the value of the individual scholar or reducing support for individual scholarship, the unit aims to have as a central research objective the development of major collaborative research projects which will enable the unit to expand its research community, attract more external partners and funding, and create the next generation of researchers in English.

### c. People, including:

#### i. Staffing strategy and staff development

UU has remained committed to research excellence in English, replacing retiring or departing academics with new colleagues of similar standing. The unit has benefitted from a successful staff development strategy in the last research cycle. It has seen the progression of several early career researchers **Byrne, De Ornellas, Ferguson** and **Ward** to become established members of staff, as well as witnessing the consolidation of the reputation of well-known scholars such as **Bradford** and **Kennedy-Andrews**. For example, in 2009 **Byrne** was promoted from her teaching and learning role to a full lectureship; and in 2010 **Ferguson** moved from a research associateship to a lectureship in the unit. In 2013, two former University of Ulster postdoctoral researchers, **Butler** and **White**, have gained lectureships.

The University provides support and mentoring for all researchers; offering access to funding, training and advice for career development, research and study leave. Mentoring is provided to all new members of staff in their probationary period in the form of an induction buddy system and full access is provided to the University's Certificate in Higher Education Practice (CHEP) staff training and development programme. The University's Research Office provides up to date information on research grants and awards and fully supports all initiatives. Within the unit, advice and support is offered on grant applications, researching and writing monographs and articles, for conference support, and for relief from teaching duties. All research bids are read by a Peer Review College, which is managed by the AHRI. Our intention is to guarantee that research time is built into a normal working week. The AHRI devolves a budget to the Head of the English Research Cluster and this supports conference presentation, archive trips, colloquia, publication support and project seed-funding. For example this has enabled unit members to present papers in Canada, Ireland, France, Poland, and the United Kingdom. It has assisted in research trips to several archives across the United Kingdom and Ireland. The budget has provided vital assistance for the needs of **Bradford** and **Ferguson** and **White's** publication portfolios; and has enabled the creation and continuation of the Ulster Poetry Project.

Our faculty recognises the importance of time in humanities research. The Faculty of Arts operates a research leave scheme where members of the UoA can apply for a semester's leave in every seven semesters. In the present cycle, **Byrne, De Ornellas, Keanie, Kennedy-Andrews,**

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**Murphy** and **Ward** have taken this opportunity and utilised this to produce a series of monographs and peer-reviewed articles.

The UoA has recently been expanded with the introduction of two new research professors. As well as adding to the unit's research portfolio, **Foster**, **Eagleton** and Muldoon have provided mentoring and teaching to postgraduates in the PhD and Master's programmes; acted as consultants to members within the unit; and in the case of **Eagleton**, taken part in the Bishop Hervey Summer School. In addition, **Bradford** has secured a prestigious visiting professorship with the University of Avignon (2011-7: £60,000). This has permitted the exchange of ideas on research practice and the development of initiatives between the two institutions which will continue into the next research cycle. For example, this will lead to the publication of *The Routledge Companion to Publishing and Literature* in association with Alison Baverstock (Kingston) and Madelena Gonzalez (Avignon).

**ii. Research students**

The English unit has cultivated a thriving postgraduate research community of 22 current Members (4.5 MRes, 17.5 Phd) and there have been 20 successful doctorates awarded in the present cycle.

The aim of building a broader research culture has been achieved through the development of the MRes English programme. This stand-alone research degree, which focuses on the development of advanced research skills, has become an important training ground for doctoral work. The main unit of assessment for the MRes is a thesis. The programme leads students through the process of how to formulate a PhD application and how to progress to doctoral study. The MRes has been an extremely successful route for undergraduates to move to advanced postgraduate research study. For example in the last year, three students from the MRes programme went on to win DEL awards for doctoral study, in the areas of Renaissance and Gender Studies.

Students are encouraged to take an active role in research at Ulster. They are invited to participate in the English unit's Research Seminar Series, and can seek funding through the UoA co-ordinator for research-related activities. This has resulted in postgraduate students organising a recent symposium on Sylvia Plath (Belfast, 2013), and the forthcoming AHRC's Postgraduate Conference in Irish and Scottish Studies (Belfast, 2014). The English unit's doctoral candidates are further prepared for the challenges of the contemporary academic environment through the Faculty's Research Methods training programme and are offered a series of lectures and workshops on all facets of the doctoral process and beyond, from writing up a thesis, to the preparation of work for publication. Further opportunities to develop presentation skills are provided in the annual Postgraduate Research Conference which is organised by the RGS.

Students are also given the opportunity to lead undergraduate seminars and thereby gain valuable paid teaching experience in the second year of their PhD programme, as well as partake in accredited courses which recognise their training and experience in this area. Students are finally provided with dedicated desk space and IT provision within the main University building. Small bursaries for research activity are also available from the Research Graduate School for those students not currently in receipt of full funding. Postgraduate researchers are welcomed into the research culture of the unit and colleagues demonstrate a high level of commitment in promoting and nurturing their discipline and its excellence through the research training of postgraduate candidates.

Postgraduates within the unit have gained lectureships within their discipline in a number of institutions, for example, Rosalind Haslett (Newcastle); Andrew James (Chikushi Jogakuen University, Japan); Kelly Matthews (Framingham State University, US); and Gillian Thomson (Dundalk Institute of Technology, RoI).

**d. Income, infrastructure and facilities**

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The English unit has thus far secured external research grants and awards to the value of £948,979. **Kennedy-Andrews** and **Ferguson** and **White** have spearheaded the development of project income generation through successful bids to the AHRC and other national and local funding providers. **Ferguson** and **White** have been particularly successful in attracting non-standard streams of income from local government sources in Northern Ireland.

Staff in the unit are encouraged and supported through the AHRI and the Faculty to make applications for external funding for both individual research, and major projects. Teaching relief is available through the AHRI budget for coordinating external grant applications, and planning and submitting an external grant application is a mandatory requirement of the Faculty's research leave policy. **Kennedy-Andrews**, **Ferguson**, and **McCracken**, have benefited from teaching relief during this research cycle.

The university offers the UoA a strong infrastructure and good facilities. Research Institutes (RIs) are a long-standing feature of Ulster's commitment to a strong, strategic and consistent research culture. Since 2008, the Faculty has supported the UoA's research through the AHRI. Led by a Director, who is a professor in a core subject in the Faculty, the AHRI promotes work of the highest quality by ensuring the best scholars, and the most prestigious projects, are granted funds and time. Enabling younger staff to develop their potential is also a requirement at Ulster; consequently, new, junior recruits are protected from administration and from heavy teaching loads, and are supported by mentoring and an institutional probation system. Research Institutes allocate dedicated recurrent budgets to Cluster Heads in the disciplines and the AHRI Director and Cluster Head is a member of the Faculty Executive. Moreover, RIs inform the allocation of library expenditure and organize speaker programmes. Oversight of research student activity is provided through faculty-wide Research Graduate Schools (RGS). Within the overall structure the Cluster Head for English liaises with the AHRI Director to support all staff research. English supports the University's commitment to high-quality research by providing both staff and students with clear, structured support. Each tier—subject cluster, RI, and Faculty—connect to larger, institutional research structures. Senate supports the VC and his executive team to formulate policy. Once agreed, research policy is dispensed and monitored by the Research and Innovation Committee (RIC), a principal committee of the Senate. The membership of the RIC is representative of the research community and is chaired by the Pro-Vice Chancellor (Research and Innovation), who has overall management responsibility for the work of the Research Office (RO). The RO manages research funding applications and monitors research performance, including that of research students, and in particular provides higher-level strategic and practical guidance on the national funding environment, supporting bids, networks, and planning. The overall structure ensures that individual researchers enjoy a level of autonomy within the discipline as well as visibility to, and support from, the institution centrally. The RIs foster research in various ways, including the provision of financial support for research trips and teaching relief through the Cluster Head. RIs also support larger group initiatives, such as continuing seminar programmes, visiting lectureships and cross-disciplinary colloquia. The RIs maintain a system of research planning, for both individual and subject research, which adds rigour and focus to the work we do. The RIs thus provide an additional layer of supportive peer review and feedback, for example in the formulation of research applications. Each staff member has a well-equipped, individual office with up-to-date networked computer equipment enjoying easy access to electronic research resources. The university also maintains a buying policy designed to support hard-copy research holdings and fully funds research requests via Document Supply. Primary research holdings include such materials. Equipment is also bought to meet the needs of particular research programmes. The AHRI has also been instrumental in the appointment of Paul Muldoon as a Visiting Professor to the unit.

#### e. Collaboration and contribution to the discipline or research base

All members of staff in the English unit partake in various research-related activities that make a positive contribution to the discipline. These activities range from the organisation of conferences and symposia, to the establishment of significant national and international networks and partnerships.

**Ferguson's** work on the John Hewitt collection at the University make central to his research objectives the digital enhancement of local archives relevant to Irish and Scottish studies in order

to encourage further research on these writers, as well as make more widely available the literary and cultural heritage of the University's local region [see REF 3b]. The work has further provided a platform for cultivating national and international collaborative links. **Ferguson** has already forged concrete links and joint research projects with the University of Glasgow, Queen's University Belfast and the Sorbonne Nouvelle in Paris resulting in a conference series, and several edited collections of scholarly articles on Ulster Scots poetry. **Ferguson** was also a member of the Educational Sub-committee for the Ministerial Advisory Group on Ulster Scots, and currently sits on the Language Forum for Ulster-Scots initiated by the Ulster-Scots Agency and an Editorial Advisory Board Member for *The Journal of Scotch-Irish Studies*. He has also organised a symposium at the Linen Hall Library in Belfast on Samuel Ferguson (2010), a memorial lecture at the same venue on Sam Hanna Bell (2009), and a one-day conference on re-evaluating Ulster-Scots writing at the University's Belfast campus (2012). More recently he and **White** have organised two conferences on the interrelation of Scottish and Ulster literature, language and culture at Mossley Mill, Newtownabbey and the University of Glasgow (2013). Further to these activities, he regularly contributes lectures on Ulster Scots poetry to the Institute of Irish Studies Summer School at QUB.

In addition, **Ferguson's** Ulster Poetry Project now extends the well-established 5-volume *Oxford History of the Irish Book* project which was originally funded by the AHRB in 2001, and was managed by the General Editor and Emeritus Professor in the School, the late Robert Welch, in collaboration with Professor Brian Walker at QUB. **Ferguson** is currently Editorial Assistant to the project and, during this research cycle, coordinated the publication of volumes IV and V (2011). The volumes constitute a major literary and cultural series that charts the development of the book in Ireland from its origins within an early medieval manuscript culture to its current incarnation alongside the rise of digital media in the twenty-first century. The volumes act as a focus for the ongoing research into Irish Book History that is being conducted more broadly within the Ulster Poetry Project, but has also significantly fostered and mentored individual researchers in the unit in the early stages of their careers. **Keanie**, for example, acted as Editorial Assistant to the project prior to his current permanent appointment. This has been crucial to the overall vitality and sustainability of the sub-group focus within the unit on Irish studies, and has played a central role in training new generations of researchers in this field.

Researchers in the field of Irish studies are involved in significant large-scale projects. **Kennedy-Andrews'** collaborative 'Jews in Irish literature' project will also involve a significant web resource as one of its outputs and will involve conferences and exhibitions of key Irish studies material in order to generate new research into a specific area within Irish literary studies. **Kennedy-Andrews** is also a current member of the Royal Irish Academy (RIA) Committee for Literatures in English. Further to this post, he was Chair of the English Panel for the Irish Undergraduate Essay Awards for RIA during 2009 to 2010. **Jedrzejewski** has now taken up the latter post and, alongside **Ferguson**, is compiling an edition of Sir Samuel Ferguson's poetry. Several other monograph projects with an Irish studies focus are also forthcoming both during this research cycle and beyond: **Kennedy-Andrews'** *Atlantic Crossings: The Northern Irish Poet and America*; **Bradford's** biography of Jennifer Johnston, and **Murphy's** biography of Bishop Frederick Hervey (Penguin Ireland), as well as an edited selection of Hervey's sermons (Lilliput Press). **Kennedy-Andrews** is further involved in publishing an Ulster anthology of creative writing, *Northern Lights*, for Blackstaff Press (2013), and was instrumental in securing the School's current Visiting Professor and Pulitzer-Prize winning poet, Paul Muldoon (2010-2014). This has already led in 2011 to a series of poetry readings, guest lectures, and creative writing workshops for students, staff, and the wider public at the Coleraine campus by Muldoon. **Jedrzejewski** also organised a public guest lecture by internationally acclaimed scholar and Beckett's longstanding publisher, John Calder, at the Belfast campus in 2011. **Ward** additionally makes a significant contribution to the work of this sub-group through his research on Jonathan Swift, which has resulted in several high-ranking journal articles, as well as his ongoing participation in the Trim Swift Festival. **Ward** organized and chaired four international academic symposia as part of this international cultural and literary festival on Jonathan Swift between 2008 and 2011. In 2011, he also organized the 25th annual conference of the Eighteenth-Century Ireland Society, hosted by the festival [see REF 3a]. Other scholars in the unit are increasingly forging reputations for their work on individual Irish

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authors. **McCracken's** work on Paul Durcan is opening up new critical territory in her consideration of Durcan's relationship to the visual arts, which she demonstrated in two conferences papers delivered in Belfast (2010) and Dublin (2009).

All of this research confirms and enhances the sub-group's commitment to developing local Irish studies resources for wider public and academic dissemination, as well as increase knowledge and awareness of Northern Ireland's textual and cultural heritage. The Centre for Irish and Scottish Studies provides a unique forum for regular visiting speakers and international conferences, and will further offer the opportunity for attracting external funding and creating strong interdisciplinary links across the four UoAs in the AHRI within this field of study.

Scholars within the unit are active in participating in academic conferences and symposia in the wider dissemination of their research and have presented a total of 45 papers during 2008-2013 across the UK and Ireland, as well as in Spain, North America, France, Poland, and Singapore. **Ferguson** has also organised a series of conferences in Ireland and Scotland; **De Ornellas** hosted the Irish Renaissance Society's (IRS) annual international conference (2011); and **McCracken** co-organised the International Association of Word and Image Studies 'Displaying Word and Image' conference in Belfast in 2010.

**De Ornellas** is on the Steering Committee for the IRS and his research into Renaissance and Early Modern drama has afforded him the opportunity to play an active role in the local theatrical community. His work for the University's local Riverside Theatre includes a public interview with Frank McGuinness in 2011, which has since been published in *Irish Studies Review* (2012), a public interview with actor, and University of Ulster Chancellor, James Nesbitt in 2012, as well as regular public introductions to the plays staged at the theatre.

In recognition of their growing scholarly reputations, researchers within the unit have also delivered guest lectures and keynote addresses, including **Ward** (University of Liverpool, Queen's University Belfast), **Jedrzejewski** (Politechnika Koszalska, University of Lodz, Nanyang Technological University), and **Keanie** (Kilve Coleridge Weekend, Somerset). **Bradford's** significant and nationally acclaimed work on the biographies of major English writers (Amis, Larkin, Sillitoe) also involves many invitations to speak at national literary festivals. In 2009, for example, **Bradford** spoke at the Lowdham Book Festival in Nottingham on his biography of Alan Sillitoe and, in 2011, he was invited to lecture on his 'experiences as a literary biographer' at the Oxford Literary Festival. **Bradford** also significantly disseminates his research through a variety of international public media engagements, including television and radio broadcasts, as well as local newspapers [see REF 3b].

Many colleagues act as readers on editorial boards for significant academic presses and journals: **Byrne** (*Gothic Studies*), **Kennedy-Andrews** (Harvester, Longmans, Palgrave, Oxford UP, Cork UP, Liverpool UP, *Ariel*, *Studies in the Novel*, *Textual Practice*, *Irish Studies Review*), **Ward** (Routledge, *Eighteenth-Century Ireland*), **Jedrzejewski** (Routledge Guides to Literature, *Text Matters*), **Keanie** (Palgrave, *Romanticism*), **Bradford** (Ashgate, Palgrave, Blackwell, Peter Owen, Routledge), **McCracken** (*Encyclopedia of Irish-American Relations*).

To disseminate and promote the further discussion of the research of others staff undertake book reviews and review articles to highlight the significance of individual works or works produced within a their specialism. For example, **De Ornellas'** reviews of recent productions of Shakespeare's plays have featured in the *EMLS* and *Shakespeare*.

Members of the Unit have assisted in the quality management and examination processes for research degrees in the UK and internationally. **Bradford** as part of his duties as Visiting Professor at the University of Avignon, France has acted as an examiner of doctoral candidates. **Kennedy-Andrews** has acted as external examiner at the University of Western Australia (2010), and Queen's University Belfast (2009).