

Institution: University of St Andrews



Unit of Assessment: UoA 27: English Language and Literature

1. Context, Strategy, and Structure: Overview

The School of English at the University of St Andrews is a centre of excellence in critical and creative research, currently ranked third in the *Guardian* and fourth in the *Complete University Guide*, and in the top 50 in the 2020 QS world rankings. The research strategy of the School is directed towards the production and dissemination of world-leading critical and creative scholarship. We aim to change what is possible in English studies by creating bonds with new and different disciplines and methodologies, languages and regions, audiences and research users. We work collectively, through the School's organisational and management structures, to maximise the time dedicated to this aim. We prioritise research-led teaching and support for early career researchers, and we uphold democratic values that do not privilege one research area or type of researcher over any other. The result is an array of imaginative, boundary-pushing work in diverse fields of scholarship.

In the assessment period we have fostered transformative criticism and creativity by:

- Creating an inclusive and supportive research environment for all our staff and postgraduates.
- Extending the range of our expertise and the diversity of our approaches to English studies in order to produce innovative research.
- Training and nurturing the next generations of researchers.
- Cultivating partnerships that transfer our scholarship from academia into the wider social and cultural sphere.

These enabling strategies have shaped the administrative structures that are described in this section of the environment document. These structures in turn support the work described in the final section, in which the movement of our research groups' scholarship out into the wider world is presented in terms of four key intellectual themes. The document as a whole therefore describes a movement from strategy to realisation in which the objective of world-class writing is always held in view.

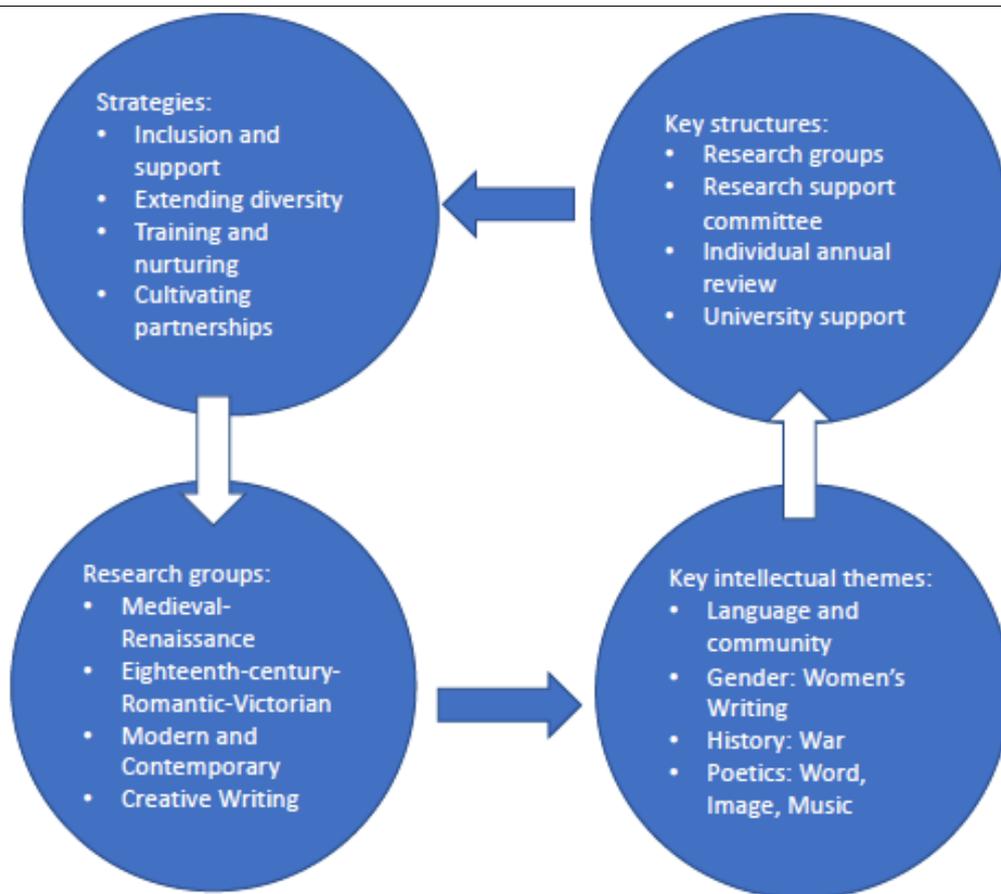


Fig.1 The relationship between strategies, research groups, intellectual themes and administrative structures.

1.1 Key Structures

The School of English is one of 19 at St Andrews. Schools are budget-holding units, negotiating operations and staffing budgets with senior management. There are no administrative divisions within the School: Creative Writing is an integral part of our activities. Several colleagues supervise both academic and creative PGRs and we are proud of our distinctive fusion of critical and creative practice, which is an enduring feature of the School's environment. More generally, we believe that as a School of more than 30 FTE colleagues excellence consists not just in the quality of individual outputs but also our ability to speak to a wide range of issues and historical periods, from the earliest writing in English up to the present day, and in a variety of formats, from critical to creative to editorial work.

The School's principal instruments for planning research are:

- Four research groups: Medieval and Renaissance; Eighteenth Century, Romantic and Victorian; Modern and Contemporary; and Creative Writing. These are loose confederations rather than period silos; every colleague is a member of one group, and some are members of several. Their functions range from events planning to peer-reading work.
- The Research Support Committee, consisting of the Director of Research, Director of Impact, and the conveners of research groups, which meets every semester. The Committee oversees research strategy and reports to School Council. When joined by the Head of School it also acts as the REF preparation committee.
- Annual Academic Development and Review interviews with the Head of School which help direct resources to support individual researchers.

- Support from outside the School. English has dedicated contacts in Financial Advice and Support (FAS) and Research Business Development and Contracts (RBDC). We take advantage of monthly drop-in centres run for the School by RBDC to discuss funding opportunities and collaborations. Impact activities are supported by a dedicated office within Research and Innovation Services whose staff offer bespoke advice to colleagues working at any stage or level of Impact.

1.2 Support for Excellence in Research

The School believes that variety of research activity is essential to support and complement the production of major works of scholarship and directs its resources accordingly. We have:

- Earmarked £8,000 pa to fund a series of **research colloquia**, organised by one or more colleagues, including PGR students, bringing distinguished scholars from across the world to the School. These events cross chronological and methodological boundaries, benefiting multiple research groups, and resulting in significant publications.

| | |
|---------|---|
| 2014–15 | Bannockburn 2014 Publications: Robert Crawford, <i>Bannockburns</i> (2014); Gill Plain, ed, <i>Scotland and the First World War</i> (2016) |
| 2015–16 | World Literature and Dissent Publication: Lorna Burns and Katie Muth, eds, <i>World Literature and Dissent</i> (2019) |
| 2016–17 | (Un)Civil Wars Publication: Peter Mackay and Éadaoin Lynch, eds, <i>(Un)Civil Wars</i> (projected publication 2022) |
| 2017–18 | Keats in Scotland Publication: Katie Garner and Nicholas Roe, eds, <i>John Keats in Scotland</i> (forthcoming 2021) |
| 2018–19 | Libraries in Literature Publication: Robert and Alice Crawford, eds, <i>The Library in Literature</i> (forthcoming, 2021) |
| 2019–20 | Reimagining Andrew Marvell: The Poet at 400 (in collaboration with the Folger Institute) To be rescheduled. Publication: Matthew Augustine and Giulio Pertile, eds, <i>Andrew Marvell: The Poet at 400</i> (forthcoming 2021) |

Table.1: research colloquia organised by members of the School and resulting publications

- Further developed the responsibilities of **research groups** to include specific support for earlier career scholars and Impact activities.
- Deepened our **collaborations** with organisations such as StAnza, Scotland's International Poetry Festival, to share research more widely and in new formats. An annual planning meeting with the Festival Director results in events showcasing research from the School, such as C. Jones's series of 'Old English for Poets' workshops.
- Improved **personal support for research** by increasing personal research allowances to £2,200 pa (pro rata for part-time colleagues) and increasing the frequency of entitlement to apply for research/Impact leave. In 2019-20 the School devoted £71,720 to research allowances.
- Launched **research themes** enabling focused collaboration across research groups, supported by £1,000 pa, with a lifetime of 2-3 years. Scholarly Editing is the first theme supported, from January 2020, though its activities were disrupted by COVID-19. Colleagues engaged in editorial projects across the chronological range of the subject

will exchange ideas and practice, collaborating with colleagues from other disciplines in St Andrews (History, Philosophy) and from other institutions.

1.3 Impact

Impact is part of the architecture of our planning. This is evident from the level of individual mentoring to the collective shaping of School strategy via the Planning and Management Committee and the School Council to which it reports. All colleagues attend School Council and Impact is on each agenda.

- The School instituted the separate role of **Director of Impact** in 2014 in recognition of the importance of developing and maintaining Impact activity across the School.
- Impact is discussed in research groups, in collaboration with the Research Support Committee, as some Impact work crosses the boundaries of research groups: Sellers's ongoing Impact deriving from her research and creative writing about Vanessa Bell and Virginia Woolf is supported by both the Creative Writing and Modern and Contemporary Research Groups.
- Since 2015, support has been offered to researchers involved in significant Impact work via teaching relief and regular working brunches led by the DoI: Case Studies and other Impact plans are peer-read, discussed, and support offered to colleagues as they propose or develop new projects

The development of these structures implements proposals set out in the School's REF2014 Impact template. We have:

- Invited representatives from publishing, broadcasting and museums and galleries to speak to staff and PGRs about developing public outreach from their research. These include Jenny Brown (Jenny Brown Literary Agency), Claire Cunningham (RTÉ), Jonathan Coffey (BBC Panorama), Jeff Cowton (The Wordsworth Trust Museum), Mark Richards (BBC Scotland).
- Appointed colleagues with extensive media experience (Raychaudhuri and Tate were AHRC/BBC New Generation Thinkers; Mackay's existing broadcast experience was complemented by joining that scheme in 2015). Media experience is disseminated within and beyond the School: Tate was invited to run a workshop on public engagement at the 2019 meeting of the British Association for Victorian Studies.
- Built extensive links with the local community through the Byre and other performance venues, and with local schools through workshops and teaching resources developed by C. Jones and Sutton as part of their Impact work.

The School thus aims to develop new Impact work and to nurture longstanding and successful projects. In addition to the projects featured as ICSs for REF2021, the School encourages larger KE and PE activities that may develop into future ICSs. The activity described in Section 4 of this document speaks to an overall increase in public engagement.

1.4 Achievement of Aims for Research and Impact in the Assessment Period

Since REF2014 we have been consciously inculcating greater diversity in our research environment, building expertise in world literatures and postcolonial theory, further strengthening our activities in dramatic writing and production –aided by the University's acquisition of the Byre Theatre (see Institution-Level Environment Statement, ILES, 4.3) –and building on our strong record of collaboration in research groups, Knowledge Exchange and Impact activities at local, national and international level.

In REF2014 the School achieved demonstrable success in its aim of producing ‘substantial, world-leading and internationally excellent contributions to scholarship and writing in our discipline’. 40% of our submission were book-length publications. 79.1% of outputs were judged 3 and 4*. Between 2014 and 2020, 30 colleagues, or 83% of our staff have produced at least one book-length output –ranging from academic monographs, scholarly editions and edited collections to biographies, poetry, novels and plays. This is a 6% increase on the previous assessment period. This work is supported by grants: in the census period over a quarter of the School’s FTE won funding for between one and three years of dedicated research activity.

The introduction of the light-touch administrative measures detailed above has improved the quantity, quality and variety of our research over the period. Three initiatives from our 2014 strategy can be picked up here:

- **Collective research endeavour.** Research groups and research themes provide structures within which colleagues (PGT, PGR and staff) can meet, share ideas, and plan collaborative projects.
- **Appointments and intellectual culture.** We have consolidated our expertise in postcolonial and world literature and drama while opening up a new specialism in American literature. A fixed-term research-focused post with a concentration on postcolonial studies was converted into a permanent lectureship. Treen brings a research focus in American literature and an interest in cultures of memory. Haddow’s work on performance forms a bridge with the playwriting and screenwriting expertise of Harris and Emanuel. Connolly’s appointment adds to existing strength in Middle English and contributes new expertise in Manuscript Studies. Other appointments add to existing strengths in Older Scots (Mapstone) and nineteenth-century studies (Garner, Gill, Tate).
- **Increasing open access to research-related material.** Our Impact webpages (<https://www.st-andrews.ac.uk/english/research/impact/>) share the School’s current and past research, presented in a range of formats including text, video and audio, and apps, with an unlimited group of users. Additionally, several members of staff have created specific, large-scale online resources, including:
 - Lodge’s recordings of Edward Lear’s music, much of which was previously unavailable: www.edwardlearsmusic.com
 - Manly’s RTÉ Lyric FM documentary on Edgeworth: <https://www.rte.ie/radio/radioplayer/html5/#/lyric/11038262>
 - Sutton’s website on Woolf and music: <https://virginiawoolfmusic.wp.st-andrews.ac.uk/>

1.5 Future aims

The School’s research environment has produced world-leading publications for several decades, as evidenced by the critical reception of the work, the international recognition detailed in this statement, and previous RAE/REF assessments. Building on these foundations, we will focus on the following areas to augment the diversity of our research and its international outreach:

- **Collaboration and funding.** The School will nurture large collaborative projects that emerge organically from colleagues’ research interests. Colleagues are developing collaborations through networking grants, such as Tate’s recently funded AHRC network exploring Victorian literary languages. To increase the geographic and socio-economic diversity of our PGR community we have made an ambitious case for up to 5 new PhD scholarships in our strategic plan. The School has awarded three new PGR scholarships through a University scheme in 2020/21.
- **Interdisciplinarity.** We will make a significant contribution to the University through our support for interdisciplinary research at all levels. We supervise and examine PGR students with Art History, Film Studies, History, Modern Languages, Music and

Philosophy. We are major contributors to 7 University research centres and institutes (see Table 2). The School always appoints researchers with interdisciplinary interests; we aim to make more shared appointments with other schools, as that of Connolly with History in 2017 (ILES, 2.5). Connolly has since August 2019 been Director of the interdisciplinary St Andrews Institute of Mediaeval Studies. The School's annual research colloquia always include an interdisciplinary strand: for example, 'Bannockburn 2014' with History, Art History, and Cultural Studies; 'Reading Scotland before 1707', the 2021 colloquium (postponed to 2022 due to COVID-19) with History, Mediaeval Studies, and Music. Although the majority of our interdisciplinary work is within the humanities, it is not confined to them. Treen's Civil War Monuments project (discussed below) is being developed with the School of Computer Science, while Emanuel's 2018 BBC Radio 4 series 'The Truth About Hawaii' evolved in dialogue with Adam Roberts (Liverpool School of Tropical Medicine) and Joanna Coast (Health Economics, Bristol), and was funded by the Wellcome Trust's Experimental Stories workshop. Our interdisciplinary work is already evident in this return in Lodge's work on Lear, Raychaudhuri's *Narrating South Asian Partition* and Sutton's ICS, for example.

•**Open research environment.** We will develop our knowledge of and activity in open research environments. Members of the School are editors and contributors to open humanities projects and publications: Purdon is co-editor of the *Technographies* book series at Open Humanities Press; Augustine was editor in chief of *Marvell Studies*, a fully peer-reviewed journal with the Open Library of the Humanities. Harris-Birtill, a doctoral graduate and since 2020 Honorary Teaching and Research Fellow, is the Editorial Officer for the Open Library of the Humanities and will offer presentations and guided discussions on OA publishing to PGRs and colleagues.

We will, across these activities, maintain our commitment to **Research Integrity**. All new members of the School are alerted to the processes of the University's Teaching and Research Ethics Committee and the Research Integrity policy. Students at all levels are required to pass an online course in Good Academic Practice provided by the University's Centre for Educational Enhancement and Development. The School's annually revised Staff Handbook details the activities of the School's ethics committee. The School has programmed visits from the Head of Research Policy, Integrity, and Governance to refresh awareness of research integrity.

| Centre/Institute | Expertise contributed by English | Collaborating disciplines |
|---|--|--|
| Centre for Landscape Studies | writing and the environment | Art History, Classics, Computer Science, Earth and Environmental Sciences, Film, History |
| Cultural Identity Studies Institute | South Asian studies, oral history | Art History, Classics, Geography, History, International Relations, Modern Languages, Social Anthropology |
| Cross-Cultural Circa Nineteenth Century Research Centre | medievalism, Anglo-Saxonism, scientific enquiry, music, the Pacific | Art History, Divinity, History, Modern Languages, Social Anthropology |
| Institute for Gender Studies | the cultural history of gender in the nineteenth and twentieth centuries | Art History, Biology, Classics, Computer Science, Divinity, Earth and Environmental Sciences, Economics, English, Film Studies, Geography and Sustainable Development, History, International Relations, Mathematics, Medicine, Modern Languages, Philosophy, Psychology and Neuroscience, Social Anthropology |

Unit-level environment template (REF5b)

| | | |
|--|---|--|
| Institute of Intellectual History | links between literary and intellectual history | Art History, Classics, Divinity, History, International Relations, Philosophy, Social Anthropology |
| Institute of Legal and Constitutional Research | literature and the law in the medieval and renaissance periods | Classics, Divinity, History, International Relations, Philosophy, Social Anthropology |
| St Andrews Institute of Medieval Studies | literary, linguistic, religious and cultural history of the British Isles across the Middle Ages, and medievalism | Art History, Classics, Divinity, History, Modern Languages |

Table.2: Research institutes and centres to which the School contributes expertise

Section 2. People

2. Staffing strategy and staff development

2.1 Staffing strategy

Research and research-led teaching drive the School's staffing strategy. The School has grown from 31 to 36 colleagues since 2014. We maintain our activity across the chronological range of English studies, from the seventh century to the present, an intellectual breadth that is increasingly rare. At the same time, we have expanded and will continue to expand the geographic, linguistic and methodological range of our research and the diversity of our curriculum. Appointments are carefully managed to harmonise with existing research strengths across periods, in textual scholarship, drama, or non-British literature and culture, for example. The School is proud to appoint many early career colleagues, and to create many more professors than it hires.

We take every opportunity at appointment and in-post to provide the best contractual and non-contractual terms. We only make fixed-term appointments to replace colleagues who have won externally-funded leave or moved to a fractional contract. Fixed-term colleagues have the same teaching and administrative responsibilities, research allowances and leave entitlements as permanent members of staff. As a School we seek to reduce the casualisation of labour within Higher Education. We have no staff on zero-hours contracts, and our only hourly-paid staff are PGR students who train as tutors on pre-honours modules. During the review period, we have reduced the number of staff on fixed-term contracts from 10 in 2014 to 1 in 2020, and we offer 12 rather than 9-month contracts. We have not employed any staff on research-only contracts in the census period but are aware of the principles of the Concordat to Support Career Development of Researchers relating to environment, employment and development, and embrace them in our treatment of all colleagues as researchers.

2.2 Staff development

We recognise that for all researchers, especially ECRs, the key requirement for career development is time. During the first two years of a standard/open contract appointment colleagues are not required to fill any of the major administrative offices of the School. When appointed to promoted posts, colleagues are not, as far as possible, asked to fill major administrative roles in their first year. Annual Academic Review and Development meetings were described above. New staff are assigned a mentor to work with them through the probationary period of 3-4 years. Two colleagues have participated in the University's Elizabeth Garrett Mentoring Programme for women (ILES, 3.2) as mentees, and two more as mentors.

•**Early Career Researchers.** One graduate of the Elizabeth Garrett Mentoring Programme joined the School as an ECR during the assessment period. The School explicitly encourages the support of ECRs through Research Groups and the Research Colloquium. Funding from these sources has enabled ECRs to develop public engagement activities, such as Garner's involvement in *Frankenreads*, and to gain experience as conveners of research networks, such as Treen's Network of Nineteenth-Century Americanists in the North. The School's Fleeman Fellowship, which supports research visits of up to six months to work on eighteenth-century literature and culture, has often been awarded to ECRs, producing publications in the *Review of English Studies* and elsewhere. Early-career Fleeman fellows have gone on to secure positions at Glasgow, Old Dominion University, VA and Christ's College, Cambridge. The arrival of two ECR Fleeman fellows in the School in autumn 2020 was delayed by COVID-19.

•**Fixed-term colleagues.** The positive impact of the School's support for colleagues on fixed-term contracts is evident in their subsequent appointment to permanent positions at Liverpool Hope, Birmingham, Northumbria, Goldsmiths, Exeter and St Andrews.

•**Promotions.** The School supports applicants for promotion. Since 2014, the School has seen 3 promotions to senior lecturer, 4 to reader and 5 to professor. In 2017, we introduced a gender-balanced panel to supply feedback on draft applications and in 2018 an annual promotions workshop with a representative of senior management, a colleague in HR, and a colleague who has served on the University promotions panel. In 2019 the School submitted 7 applications, of which 6 were successful. 4 women were promoted to Senior Lecturer/Reader or Professor.

•**Personal Research Support.** Increased research allowances were noted above. In 2014 the School increased the frequency of entitlement to apply for research/Impact leave from 1 in 8 to 1 in 6 semesters to sustain focus on major research projects and Impact activities. This enabled 14 colleagues to take leave in session 2019-20.

•**Developing Impact.** The movement between scholarly research and Impact is supported through the teaching relief noted above and a £3,000 pa pool of funding, available since 2014, to kick-start projects.

2.3 PGR Students

Application and Induction. Applicants for PGR study are encouraged to contact potential supervisors to discuss research proposals. Our dedicated Postgraduate Administrative Officer, Sandra Wallace, provides personalised advice about PGR life in St Andrews. St Andrews is a member of the Scottish consortium in receipt of AHRC block-funding and has won 8 of these studentships since 2014. Additionally, PGR students have been supported by a range of internal and external funding sources including the Wolfson Foundation (external), World-Leading St Andrews, Bonnyman, Ewan and Christine Brown, and Carnegie scholarships. The School also funds scholarships from its operations budget, to the level of £52,890 in 2019-20. Induction of PGRs into the research culture of the School is partly managed by current and former PGR students, who play a full role in our generic skills training and career development programmes.

Training and Support. The heart of our PG research environment is 66 North St, a dedicated hub for the exchange of ideas and a valued social space. Each PGR student is a member of at least one research group and they are encouraged to organise and participate in research events. PGRs in the School participate in the University's annual review scheme. Within their first year, PGR and PGT students take a course in research skills, covering library and archival research, as well as legal and ethical considerations. PhD students also take up our offer of a series of 'Professionalising your PhD' events, run throughout the year. Topics include: 'Applying for Academic Jobs', 'Public Engagement and Impact', 'Non-academic Careers'. Within each

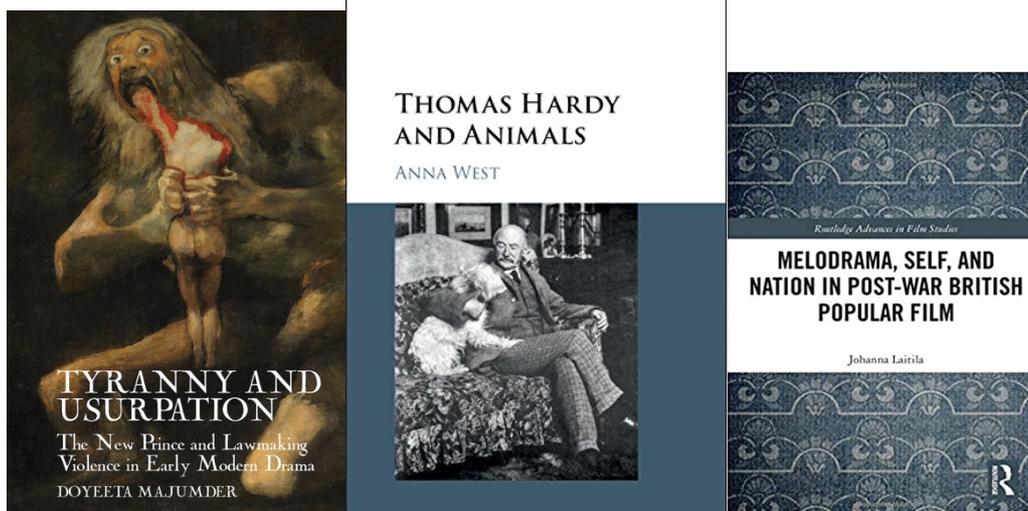
research group, PhD students are mentored through the process of funding applications and calls for papers. PGR students have organised or co-organised conferences on Joe Corrie; Ben Jonson; David Mitchell; pageants; and civil wars in literature. In June 2020 two PGRs (Gardner and Spinelli) organised a conference on Renaissance Academic Drama and the Popular Stage that was held online due to the COVID-19 crisis. It attracted 111 delegates, representing universities in ten countries (including China, Turkey, Chile and Brazil). This success led to a further one-day event for PGRs on delivering online conferences, which itself attracted 91 participants. Research students are entitled to an allowance of £300 pa to cover research expenditure. In Spring 2020, £3,675 of research group funds that remained unspent due to COVID-19 were redirected into a hardship fund to assist postgraduate students affected by the crisis with research expenses such as books, all of which was claimed.

We have awarded 65 doctoral degrees in the assessment period (47 in the previous cycle), 2 MPhils and 17 MFAs.

After Graduation. PGR students are mentored beyond graduation, with supervisors offering advice on job and grant applications and on the development of theses for publication. Recently graduated PGRs have gone on to teaching and research posts including Lectureships at the University of Birmingham (twice), Bangor University, Jadavpur University, Kolkata, Pepperdine University, Malibu and Roehampton; Lecturer (fixed-term contract) at University College, London; Humboldt Postdoctoral Fellow at Freie Universität Berlin; Leverhulme Early Career Fellow at the University of Sheffield; and Irish Research Council Postdoctoral Fellow at University College Dublin.

Our graduates have produced book-length research publications with presses such as Ashgate, Boydell & Brewer, CUP, Liverpool UP, Palgrave and Routledge, including:

- Lenore Bell, *The 'Other' in 9/11 Literature* (2017)
- Dustin Frazier Wood, *Anglo-Saxonism and the Idea of Englishness in Eighteenth-Century Britain* (2020)
- Hrileena Ghosh, *John Keats' Medical Notebook* (2020)
- Rose Harris-Birtill, *David Mitchell's Post-Secular World* (2019)
- Megan Hoffman, *Gender and Representation in British 'Golden Age' Crime Fiction* (2016)
- Karin Koehler, *Thomas Hardy and Victorian Communication* (2016)
- Johanna Laitila, *Melodrama, Self, and Nation in Post-War British Popular Film* (2018)
- Doyeeta Majumder, *Tyranny and Usurpation* (2019)
- Claire Pascolini-Campbell, *François Villon in English Poetry* (2018)
- Rosalind Powell, *Christopher Smart's English Lyrics* (2014)
- Tsung-Han Tsai and Emma Sutton, eds, *Twenty-First-Century Readings of E. M. Forster's Maurice* (2020)
- Anna West, *Thomas Hardy and Animals* (2017)



Current and recent postgraduates have contributed to the School's Impact culture. Parker Gordon has collaborated extensively with KCL's AHRC-funded project 'The Redress of the Past: Historical Pageants in Britain', devising and performing concerts and writing an essay for their 2020 OA book *Historical Pageants Local History Study Guide*. Harris-Birtill created a collection of unique research materials on David Mitchell for Special Collections at the University Library, including her own interviews and privately-held video footage of an opera, *Wake*, in performance. This is an example of a PGR student contributing to the research infrastructure by enlarging Special Collections.

2.4 Equality and Diversity

The School recognises the ethical imperatives of equality, diversity and inclusion in administrative life and also in research and teaching. This commitment was recognised by an Athena Swan Bronze award in 2019. In preparing for REF2021, the School has followed the principles laid out in the University of St Andrews Code of Practice. The REF preparation committee sought gender balance in the review of outputs, and has routinely reflected on the gender balance of attributed outputs. A disproportionate number of outputs is attributed to men in our return. We have reflected on why this might be, and what we will do to mitigate this imbalance. We are proud that female colleagues have filled many leadership roles in the School over the period: Heads of School 2014-20; Director of Teaching 2014-19; Director of Impact 2016-present. These commitments reduce the time available for research. Reductions in expectations relating to outputs as a result of the disclosure of circumstances were only applied to women in the School. Some female colleagues worked at less than 1FTE for periods just prior to and during the assessment period in a way not captured by the census date snapshot. Two of the three ICSs presented by the School relate to work by and are authored by female colleagues. Female colleagues are involved in several major collaborative multi-volume scholarly editions that have longer-term publication horizons. There is, additionally, a correlation between number of outputs attributed and age, with those 55 and older more likely to have 2 or 3 outputs attributed to them. This age bracket in the School is disproportionately male. To mitigate this potential for imbalance the School will consider the gender distribution of its administrative roles at assignment; avoid, where possible, assigning demanding administrative roles to colleagues returning from parental, sickness or other periods of leave, or from part-time working; consider return to full-time work as a factor in approving requests for research/Impact leave. The University promotion procedures now fully recognise the contribution of Impact work (ILES, 3.2), including Case Studies. The School encourages its members to engage in long-term collaborative projects that may not result in double-weighted publications within one assessment cycle. We will advocate for colleagues engaged in such projects by continuing to recognise collaboration in and management of larger and longer projects as a research contribution in applications for promotion.

Staffing. Founded in 1897, our Berry Chair was held by a woman for the first time in 2004. Joining Plain and Sellers as a female professor, Lorna Hutson initiated vigorous scrutiny of EDI matters at both School and University level. This era consolidated a culture of equality and diversity in the School, which outperforms the rest of the University in the equality between genders at all levels. At the census we have 18 female and 18 male colleagues, including 7 male and 6 female professors. While the School's staff is geographically diverse it is less diverse in ethnic background. Members of the School have, through trades union work, encouraged the University to consider addressing this lack of diversity through recruitment processes (ILES, 3). The School seeks to invite more speakers from and develop academic collaborations with regions other than Europe, North America and Australasia, and particularly to develop links with the global South. Raychaudhuri's UKIERI-funded Narratives of Migration and Exchange collaboration with Presidency University, Kolkata and Sutton's GCRF-funded work with Sāmoan musicians are two examples.

Training. All staff in the School have completed online training in Diversity in the Workplace and Unconscious Bias. The School has put reasonable adjustments in place in response to the disclosure of disability. Confidential support via the Head of School and Occupational Health is available for colleagues experiencing mental ill health.

EDI Planning. The School's EDI officer and committee are responsible for implementing our Athena Swan action plan. In 2018, the School conducted a review of diversity across its curriculum, led by Burns and Raychaudhuri; issues raised in this forum have helped us to think about diversity in our research. In 2019 the School established an EDI fund to assist staff with childcare or travel costs. The School will adjust workloads for colleagues and requests for part-time and flexible working, on caring or other grounds, are always considered. Members of the School have supported EDI more widely through trades union activity (the UCU branch president and equalities officer 2015-19 are both members of the School). Contributions included helping the University to update its Disability policy, initiating and hosting a series of events on race in HE and implementing routine scrutiny of protected characteristics in the promotions procedure.

Section 3. Income, infrastructure and facilities

3.1 Income

External Funding. Forms of external funding applied for and secured align with our strategic aims to produce exceptional literary research, and to support collective endeavour within and beyond the School. The first aim has been achieved by winning major individual research fellowships to initiate or complete large-scale projects. 9 members of the School have won fellowships since 2014, funding 14 academic years of research, creating 9 fixed-term posts and producing major outputs for this submission:

- Crawford, *Young Eliot* (2015)
- Lodge, *Inventing Edward Lear* (2018)
- Rhodes, *Common* (2018)
- Paterson, *Zonal* (2020)
- Tate, *Nineteenth-Century Poetry and the Physical Sciences* (2020)

The Longman Annotated English Poets edition of Byron's *Don Juan*, funded by a Leverhulme major research fellowship, is in advanced stages of preparation. *George Berkeley: A Philosophical Life*, funded by a Leverhulme research fellowship, will be published in April 2021. Funding has also supported collaborative research. Sutton won £29,304 (pending confirmation of the final year's award) in Global Challenges Research Funding (ILES, 2.3) to support Sāmoan new music and writing (discussed in 4.2 below).

The School has increased its rate of application for funding from just over half a million £s in 2015–16 to just over a million £s in both 2018–19 and 2019–20. Colleagues applying for grants draw on the advice and support of the Directors of Research and Impact and other colleagues within or across research groups. In 2019 a grant-writing workshop meeting every semester was initiated, particularly to support work on collaborative research grants.

Internal Funding. Increased research allowances for staff have been noted above. The School has also won £29,577 from the University's KE and Impact Fund (ILES, 2.3) to support work on Virginia Woolf and Edward Lear and music; the translation of a novel into Farsi; lectures in Japan on Bloomsbury; a radio broadcast on Maria Edgeworth; and a podcast on the State of the Theory.

3.2 Infrastructure

Physical Infrastructure. The School occupies three nineteenth-century townhouses. Academic staff have an individual office space or share when part-time or flexible working arrangements permit. The School contains four lecture and seminar rooms, one with step-free access, another with an adjoining break-out room. These allow us to programme and host research events within our own buildings. Our third building is a dedicated postgraduate centre.

The Byre Theatre is an integral part of the School's infrastructure (ILES, 4.3). It provides facilities for advanced research and teaching in theatre. It houses our two playwrights, and is the teaching venue for our PG programmes in Playwriting and Screenwriting. The School is represented on the board of the Byre, contributing to discussion of programmes, budgets and staffing. Working with the Byre, the School has established the St Andrews Playwriting Award, which will bring a new play to full production at the Byre and other venues in Scotland. The Award has attracted \$30,000 from a private donor. The theatre also provides space for research and Impact activities for all colleagues, including Royal Society of Edinburgh-funded workshops on the philosophical life, a PGR-organised conference on Ben Jonson, and performances of poetry and other creative work on its main stage for the StAnza poetry festival. As the main cultural centre in St Andrews, the Byre provides physical infrastructure for deepening collaborations with research users, including festival organisers and audiences.

Library. The School has an annual book budget of £38k and has in recent years successfully bid for an additional £67k to enhance research materials (journals, physical and electronic archival material, rare books). Research in the School is supported by Special Collections holdings. In addition to possessing the archival holdings of a medieval foundation, St Andrews was a copyright library 1710–1837. The School actively develops special collections, making strategic acquisitions to support interdisciplinary research, such as the purchase of the Marchmont Manuscript in 2016 (valuable for research in Older Scots, manuscript studies, legal history, late medieval Scottish history), and a copy of Tennyson's *Idylls of the King* with photographic plates by Julia Margaret Cameron. Publications that have made use of these collections include studies of women's Arthuriana in the nineteenth century and of Byron's letters. Special Collections holds the Douglas Dunn archive and the papers of John Burnside and Robert Crawford, demonstrating commitment to the marriage of creative and critical research in poetry. Local access to these materials is as important to our research as electronic resources. As partners in the Folger Institute Consortium, our researchers additionally have access to the research infrastructure of the Folger Shakespeare Library in Washington, including its collections and seminar series.

Research Support. We realised a long-held strategic goal with the appointment in 2014 of a dedicated Computing Officer (Sansom) who has been key to making our research available to more people and in a greater variety of forms (<https://www.st-andrews.ac.uk/english/research/>). Sansom also offers technical support for everyday research computing needs. The University provides research computing support for larger projects (PGR student Malgrati's website on Joe Corrie is an example of this work: <https://arts.st-andrews.ac.uk/joe-corrie/>).

Intellectual breadth and collegiality are our most treasured assets. It is the explicit ethos of the School that all members with a significant responsibility for research participate equally in teaching and administrative work regardless of grade. This ethos is supported by a detailed workload model, shared openly with the School every year. Colleagues are trusted to pursue the most intellectually urgent research, and are not required to adapt their scholarship to priorities set by the School or any external bodies. We cherish what might, in a more directive culture, appear peripheral or untimely. Our reward has been to expand the boundaries of the discipline.

Section 4. Collaboration and contribution to the research base, economy and society

The School's research outputs develop from a range of academic partnerships and collaborations. In this section, we give an overview of these collaborations (4.1) and then show how they move outwards, transmitting our critical and creative energies to the wider social sphere. Our research partners and audiences see the contribution that our work makes to social wellbeing, by broadening and deepening understanding of cultures and how they represent themselves. This activity serves the sustainability of the discipline: new students, new funders, new audiences and new research collaborators are identified, and new research relationships built (4.2). The micro case studies below demonstrate this pattern, as, for example, in the generation of new audiences and collaborators for critical and creative work in Iran and Japan through Sellers's activity.

4.1. Research collaborations, networks, and partnerships

The School's collaborative and networking activity demonstrates our breadth of chronological and methodological engagement, ranging from an investigation of Anglo-Saxon ideas of the Pope to the cultural history of partitions. Members of the School led 11 networks and collaborations, including those funded by UKIERI (Narratives of Migration and Exchange), the RSE (Loch Computer; the Philosophical Life), and European Cooperation in Science and Technology (COST). They initiated centres and networks that bring together Scottish universities such as the Scottish Centre for Victorian and Neo-Victorian Studies. Colleagues participated in a further 17 research networks, including networks funded by the British Academy (Seventeenth-Century Fiction: Text and Transmission); the Carnegie Trust (Literature and Union); and the AHRC (Land Lines: British Nature Writing 1789-2014). Colleagues have participated in translation workshops in the Czech Republic, Germany, and Slovakia. Members of the School have served as a Trustee of The Scottish Centre of Tagore Studies; the European Treasurer of the Early Book Society; the Secretary of the British Association of Contemporary Literary Studies (Harris-Birtill, a PGR student); and the President of the Classical Association. They have taken up visiting professorships at Liverpool Hope and the University of Grenada. 13 members of the School have given 27 plenary or keynote lectures across the world. These include Johnson, 'The Middle English *Meditationes vitae Christi*: Corpus or Repertoire?', Sorbonne/Institut de recherche et d'histoire des textes (2015); Crawford, 'Life, Writing', Norwegian Academy of Science and Letters conference on 'The Future of Literary Studies' (2016); Connolly, keynote address at the 35th Anniversary Japan Society of Medieval English Studies conference, Tokyo (2019); Plain, "'A difficult sort of world": Remaking Men in the Postwar', University of Mississippi (2015); Sellers, 2nd International Conference on English Language and Literature for South-East Asia, Bangkok, Thailand (2017).

Members of the School sit on the editorial boards of 14 journals, with particular concentrations in crime fiction, medieval studies, Romanticism and Scottish studies. Two of the General Editors of *The Mediaeval Journal* are based in the School (Connolly and Johnson). Two members of the School have served as General Editor for Special Issues at *Forum for Modern Language Studies*, a journal owned by the University Court of St Andrews, and managed by an editorial board drawing on expertise in English and the Modern Languages. Through a profit-share mechanism with OUP, the School is able to fund PGT scholarships through this work (10 since 2015). Members of the school peer-review for *FMLS* and for 53 other journals, including long-standing serials such as *Review of English Studies* and newer entrants such as

Victoriographies. We peer-review for journals based in North America and Europe, and journals focusing on South Asia. Colleagues peer-review for interdisciplinary journals that reflect research themes in the School: in war and literature/culture, music and literature, medieval studies, early-modern studies, nineteenth-century studies, gender studies, and also in environmental humanities, literature and science, oral history, and political thought.

Members of the School provide leadership in the field as general editors of major book series and editorial projects: Connolly of Universitätsverlag Winter's *Middle English Texts*; C. Jones of Boydell & Brewer's *Medievalism*; Plain of CUP's *British Literature in Transition 1900–2000* and *Cambridge Themes in British Literature and Culture*, and of EUP's *Critical Studies in War and Culture*; Rhodes of the MHRA *Tudor and Stuart Translations*; Sellers of the CUP edition of the works of Virginia Woolf; Stabler of the Longman Annotated English Poets edition of Byron. Colleagues make a particularly significant contribution on the editorial boards of book series across medieval studies, from Brepols' *New Communities of Interpretation* (Johnson) to the *Iberian Books of Chivalry in English Translation* series (Davis).

Our expertise is widely sought by other universities, funding agencies, and scholarly publishers. Colleagues have reviewed book manuscripts for university presses across the UK and in North America, including extensively for CUP, EUP and OUP, and for academic publishers unattached to universities (Bloomsbury, Boydell and Brewer, Broadview, Lexington Books, Palgrave, Pluto Press, Routledge, Rowman and Littlefield). Members of the School have reviewed for national research funders in Canada, Croatia, Éire, Germany and Switzerland and for the British Academy, the British Council, the Carnegie Trust, and Leverhulme Trust. Crawford and Roe have taken on panel and section leadership roles for the British Academy and Royal Society of Edinburgh. Colleagues have judged prizes for poetry, essays, books, editions and research aids in the UK and abroad, including the *Vereniging van Oudgermanisten* prize for best thesis on Old Germanic Studies in the Netherlands and Belgium; the Katherine Mansfield Essay Prize; the Poetry Society's Next Generation Poets competition.

4.2. Moving Outwards

The School of English communicates its research to the wider public in ways that inspire independent creative activities. This outward movement is driven by individual scholarly interests and supported by a range of University and external resources (ILES, 2.8). For the purposes of this document, we highlight four areas that exemplify contact in the School between core intellectual imperatives, different patterns of research funding and institutional organisation, and communities beyond academia.

i. Language: Community and Transmission

The story of English studies cannot be one of English and England alone. St Andrews is poised between different political communities (Scottish, British and Irish, and European) and language groups (English, Scots, and Gaelic—among others). Translation forms a significant element of our creative writers' work, while scholarly investigation of the movement of ideas and stories between linguistic communities has inspired these notable external collaborations:

- Collaboration with European partners in response to an international initiative for scientific cooperation is seen in Johnson's roles as Financial Rapporteur, Management Committee Member, and Working Group Co-ordinator for the COST-Action *New Communities of Interpretation: Contexts, Strategies and Processes of Religious Transformation in Late Medieval and Early Modern Europe* (2013-17). This established a focus of expertise for the study of religious culture in late medieval and early modern Europe, challenging the binary oppositions between learned (Latin) and unlearned (vernacular) language. Funded by EU European Cooperation in Science and Technology, the initiative brought together over 300 researchers from 24 countries. Its official report judged it highly successful. Resulting publications include 7 edited collections and a special issue of *English* (2018).

- Rhodes's founding role in a major collaborative venture, the *MHRA Tudor and Stuart Translations* project, formed an element of the School's REF2014 environment statement. It has now published 15 titles, with another 18 forthcoming, including major editions of translations of Christine de Pizan, Boccaccio, and Erasmus.
- In March 2021 St Andrews will host the Folger Institute symposium 'Reading Scotland Before 1707'. The School is one of only two non-North American members of the institute of advanced study attached to the Folger Shakespeare Library in Washington DC. Led by Connolly, 'Reading Scotland' is a unique event, representing the Folger 'on tour' beyond the United States. It was competitively selected from a number of proposals and will provide the impetus for rethinking Scotland's literary culture before the Act of Union.
- Mackay's *An Leabhar Liath: 500 Years of Gaelic Love and Transgressive Poetry* (2016) offers a landmark reappraisal of the Gaelic literary tradition. It was the basis of a BBC Radio 3 'Sunday Feature', and was repeated in part on 'Woman's Hour' (both 2016), and led to an invitation to 'The Verb' (BBC Radio 3). That programme also led to music events at the Isle of Skye festival SEALL and the Belladrum Festival, Inverness, in August 2017. The book won the Saltire Scottish Research Book of the Year, and the Donald Meek Prize for best Gaelic book of the year. Mackay is also co-editor of *100 Favourite Gaelic Poems*, launched on National Poetry Day, 1 October 2020. Following conversations between Mackay, his co-editor and BBC producers, BBC Radio nan Gàidheal programmed a month of activities ('Mios nam Bàrdachd' / 'The Month of Poetry') trailing the launch. Mackay was a mentor on the Gaelic Critics Scheme funded by Creative Scotland (March-August 2020), and led workshops at a Gaelic Poetry retreat at Moniak Mhor (funded by Bòrd na Gàidhlig and Creative Scotland). He has collaborated with the Welsh poet laureate Ifor ap Gwyn and the Irish poet Ciara Ní É on 9 video poems, developed from workshops and readings at Poetry Ireland (Dublin), the Cultúrlann (Belfast), and the Cúirt Festival in Galway (online in 2020). His latest book, *Nàdar de*, has been shortlisted for the inaugural Derick Thompson award for Gaelic poetry.

ii. Gender: Women's Writing

Over the last 25 years the School has led in the field of women's writing through scholarship, and through teaching, supervising and mentoring students from PGT through to post-doctoral level and their own publication and teaching careers. Creative work complements these scholarly activities. Harris's work on reimagining female characters for the contemporary stage is detailed in her ICS. Here we highlight two instances in which research into the history of women's writing has generated significant economic and social benefits through collaboration with publishers, non-academic societies, and journalistic and broadcast outlets:

- Manly's research for her forthcoming life of Maria Edgeworth produced contacts with the Edgeworth Society in Edgeworthstown in June 2016, resulting in numerous collaborations and public engagements. She gave a public lecture at the 2017 Edgeworthstown Literary Festival. On 25 April 2018, the *Irish Independent* (estimated readership of 523,700 per day) published a supplement, 'Cultural Longford', which included a double-spread article by Manly about Edgeworth's life. In December 2018, she curated an exhibition of Edgeworth's letters at the National Library of Ireland. In 2018-19, Manly devised, wrote, and presented a one-hour radio documentary, broadcast on the Irish station RTÉ Lyric FM in their 'Sunday Feature' slot at 6pm on 19 May 2019. Lodge was a co-writer; Claire Cunningham (Rockfinch Ltd) edited and produced the programme. Lyric FM estimates an audience of 20,000 live listeners, and another 40,000 online after broadcast.

•Sellers' 2014 ICS 'Vanessa and Virginia' (featured in *Nature*, 'The Leading Edge of Impact', March 2015), continues to produce Impact marrying creative and scholarly activity. The source of Impact is a novel published in 2008 by an independent Scottish publisher and now translated into 14 languages. The American paperback was editor's choice in *The New York Times Book Review*. Adapted as a stage-play, it toured throughout the UK and to France, Germany, and Poland. Following the Japanese translation in 2017, Sellers undertook a fully-funded lecture tour of Japan in Autumn 2018. During her visit to Tsuru University, Yamanashi, students performed an abridged version of the play adaptation and prepared their own translation. Roshangaran, Iran's only feminist publishing house, recipient of a PEN International prize in the United States and the Pandora prize in the UK for its courageous and important publishing, released the Farsi translation in 2019. Sellers's work brought economic support to the publisher when many Iranian presses are closing due to censorship and rising costs, winning funding of £2,700 to subsidise the first 1,000 copies of the book and £1,250 for the Iranian translator. Sellers has continued to receive invitations to speak, write, and broadcast. In January 2015 she gave a creative writing masterclass at Presidency University, Kolkata as part of a UKIERI-funded visit. In summer 2015 a keynote lecture in Bangkok led to the Thai translation. In the UK, invitations to speak have ranged from public lectures such as the 2017 Virginia Woolf Birthday Lecture and multiple conference keynotes, to school talks, continuing education outreach activities and literary festivals. Sellers was interviewed by the BBC World Service on 2 April 2016 (75th anniversary of Woolf's death), and by BBC Radio 3's 'The Verb' on 3 July 2015 ('Virginia Woolf and the Sea'). There have been follow-on academic outputs and publications orientated towards a general audience (e.g. the 'Introduction' to the Collector's Library edition of Virginia Woolf's *Orlando*, 2017).

iii. History: Literature and War

The School has a research focus on war and conflict that involves innovative cross-period approaches, interdisciplinary collaboration, and engagements with digital humanities and oral history. This work is directed towards public conversations addressing the legacies of historic wars and conflicts.

- Crawford's book *Bannockburns* focuses on the relationship between literature and Scottish national identity, moving between medieval warfare and its modern legacies. Two School colloquia complemented this work: Plain's 'Bannockburn 1914' and Mackay and Lynch's '(Un)Civil Wars'. Plain is also the founder and listowner of the network for the study of war and representation, War-Net.
- Treen is producing (with Dr Jill Caddell, University of Kent) a comprehensive open access resource on American Civil War monuments, accompanied by interpretative/contextual essays. It currently incorporates some 200 entries. Academics, early career researchers, and graduate students from the US and UK have written essays for the site. Treen collaborates with Dr Alan Miller and a PG student from the School of Computer Science at St Andrews on site design. When complete, the resource will be a focus for an UG module in Computer Science and used for UG teaching in English. The site was the focus of a panel at the Civil War Caucus of the Midwest MLA (November 2019), and an article by Treen for *Apollo International Art Magazine* (2020).
- Raychaudhuri's work on the partition of India-Pakistan is brought together in his book *Narrating South Asian Partition* (2019), which combines extensive research in oral history (165 interviews with survivors of partition), and analysis of works of literature, film, and the visual arts. It underpinned events marking the 70th anniversary of partition, including 'Research Live!' at St Andrews in 2015, and a creative response with artist Adrienne Salgado at the 'Being Human Festival' in 2016. 'Partitioned Memories' was part of Radio

3's 'The Essay', 2016. In 2019 Raychaudhuri received the University's Public Engagement (Individual Achievement) prize for this work.

- The School's literary and cultural research is complemented by creative writing that generates significant collaboration with artists, composers and theatre companies, and produces benefits for wider audiences. Emanuel's plays *The 306 Trilogy (Dawn, Day, Dusk)* focus on the men executed during the First World War by the British Army for military crimes, and on the origins of the Women's Peace Crusade. They were jointly commissioned by the National Theatre of Scotland and 14-18 NOW (the UK arts programme for the First World War, used by 35 million people). The plays involved collaborations with historian Samuel Tranter (PGR, School of History); a genealogist employed by National Theatre of Scotland; and composer Gareth Williams. Performances in 2016, 2017 and 2018 coincided with publication of each text by Oberon. A total of 6,406 people saw the plays. *Dawn* premiered at a site-specific location, a barn in rural Perthshire; *Day* toured small-scale venues in Scotland; while *Dusk* premiered at the newly re-opened Perth Theatre. A 2016 BBC1 documentary about the first ten years of the National Theatre of Scotland highlighted the trilogy as an example of its community-focused 'theatre without walls' approach. All three productions were reviewed in national newspapers, previewed on BBC radio and extensively discussed on social media. The plays fed outreach projects with schools and community groups, including poetry, music, embroidery and history-writing workshops, in which 1,196 people participated.

iv. Poetics: Word, Music, Image

Scholarly and creative writing that engages with other forms of artistic making constitutes a central strand of the School's work. Sutton's work on Virginia Woolf and music, including a concert series and new musical commissions, is detailed in her ICS. E. Jones wrote the libretto for Ēriks Ešēvalds' oratorio *City Songs*. The Roundhouse commissioned Paterson to translate Striggio's libretto for a new version of Monteverdi's *Orfeo*. From this class of activities we highlight three projects:

- The Loch Computer collaboration drew on work by Crawford, Lodge, and Mackay, among others. Over a two-year period it brought together 20 writers, artists, computer scientists, humanities scholars, and digital curators to explore the meaning of remoteness and connectedness in the digital age. Funded by a Scottish Government Arts & Humanities Research Network Award from the Royal Society of Edinburgh, this project crossed boundaries between arts and sciences, scholarship and creative practice. The outcomes included: an exhibition of artwork, poetry, and scientific invention at the Edinburgh College of Art, March-April 2016; a limited edition set of poems and photographs, *Loch Computer* (2016); an anthology of stories and poems, *The Book of Iona* (2016); a pamphlet, *Loch Diànnāo*, of classical Chinese poems alongside new Scots translations by undergraduates (published by the University of St Andrews in 2016); and a website <https://lochcomputer.weebly.com/>.
- Sutton's work on Robert Louis Stevenson, funded by the Carnegie Trust, RSE and Huntington Library, led to a 3-year (2018–2021) SFC-GCRF-funded collaboration with the National University of Sāmoa and with partners including Polynesian film-makers, musicians/composers, creative writers and heritage industries. New work by distinguished Polynesian artists forms part of the project, including writing from Sāmoan Sia Figiel (Commonwealth Writers' Prize Winner, 1997) and music by Sāmoan composer Igelese Ete (Director, Pasifika Voices Choir; NZ Choir Master for Disney's *Moana* and Peter Jackson's *Lord of the Rings*).
- Lodge's groundbreaking study *Inventing Edward Lear* (2018) discusses Lear's work as a composer in detail for the first time. It led to her producing an 8-concert series on

'Lear's Words and Music'. Performances from Edinburgh to Kent raised more than £2,500. With broadcaster and pianist David Owen Norris and tenor Mark Wilde, Lodge directed recordings of all Lear's music, now freely available online. Little of this music has previously been recorded and almost none of it has been freely available before. Part-funded by a 2016 grant from the Russell Trust, the website includes over thirty pieces. Lodge and her collaborators continue to give concerts of Lear's own music, and of music responding to Lear that has resulted from Lodge's research. Lodge organised a major exhibition 'Edward Lear and Thomas Bell: The Nature of Friendship' at Gilbert White's House, Selborne from May to October 2019. This reproduced Lear's natural history paintings and explored the *History of British Quadrupeds* and other works on which Bell (a zoologist) and Lear collaborated. The exhibition was visited by over 10,000 people, including a celebrity visit by David Attenborough. A smaller exhibition mounted at Ightham Mote is still in place. Lodge's research led to Lear's nonsense botanies being incorporated into the Cambridge University Botanical Garden's new Systematic Garden and she presented her research at the festival 'Sorted! By Science and Art' in September 2018, which was attended by over 300 people. In 2019, her research led directly to the National Gallery of Ireland acquiring 6 watercolour sketches illustrating Lear's Irish tour of 1835. It also led to her proposing, making and presenting (with Nicholas Parsons) a TV episode of BBC4's *The Secret Life of Books* on Lear, broadcast in 2015 and watched by 252,000 people. She proposed and will record a one-hour radio documentary on 'Lear and Ireland' for Lyric FM in 2021 (following COVID-19 delays): episodes typically attract an audience of 20,000 live listeners and 40,000 on catch-up. A separate strand of Lodge's work led to a collaboration with epilepsy expert Professor Arjune Sen of Oxford University and the charities Young Epilepsy and Epilepsy Scotland. Lodge and Sen use Lear as a 'relatable figure' to explore the experience of having epilepsy and run workshops for children to explore their own neurological diversity creatively. Lodge is raising awareness of Lear's epilepsy via collaboration with Young Epilepsy, a Wellcome Trust grant bid, and a short film made with children with epilepsy.

These case studies are intended to give a sense of the range of activities within the School. We write books and essays, but we are also involved in workshops, readings, exhibitions, concerts, and podcasts. Members of the School have not just contributed to but also (and more unusually) written, produced, and anchored full-length feature shows on television and radio in the UK and abroad. Many of us are collaborating with artists and musicians to make and perform new work. In these ways our research moves outward to benefit society generally. In turn, our discipline becomes more sustainable by reaching wider audiences –from Iranian readers of biographical fiction, to young naturalists, to enthusiasts of Gaelic song –drawing them into our reflective and adaptable, critical and creative practice.

4.3 External Recognition

Researchers' achievements have been recognised through fellowships and memberships of learned societies and by prizes. Since 2014 Roe has been elected a Fellow of the British Academy, Harris of the Royal Society of Edinburgh, and Connolly of the Society of Antiquaries of Scotland. Colleagues have won library and research fellowships at the Harry Ransom Center, Huntington Library (3), the Bibliographical Society and the Trinity College Dublin Arts and Humanities Research Institute. Rauer's *Old English Martyrology* edition won the ISAS Best Edition Prize in 2015; her article 'Mann and Gender in Old English Prose' was nominated one of 2018's 'world-changing articles in the Social Sciences, Education, Philosophy and Psychology' by Springer. In 2015–16, Crawford's *Young Eliot* was a book of the year in the *Washington Post*, *The Independent*, and *The Financial Times*, and was serialised on BBC Radio 4. Lodge's *Inventing Edward Lear* was a *Choice* Outstanding Academic Title, 2019. In 2014 Glaister's *Little Egypt* won the Jerwood Fiction Uncovered Prize and Burnside's story collection *Something Like Happy* the Edge Hill Prize. Paterson's *40 Sonnets* won the Whitbread and the Costa prizes, 2015. Harris-Birtill won the International Society for the Study of Time New Scholar Prize, 2016. Emanuel's radio play *Emile Zola: Blood, Sex and Money* won the BBC Audio Drama Award for Best Adaptation, 2017.

The research environment of the School of English is underpinned by a democratic ethos that does not privilege any research area over another, but gives all colleagues the time and resources to develop their own initiatives. The result is work that is extraordinarily diverse; that is strong across the board; marked by a notable interdisciplinary and creative emphasis. Our work issues into an array of shared experiences ranging from podcasts to concerts, and engages with sectors as diverse as heritage, public health, and primary education. Our work enters the public sphere, and brings new and different people to our discipline.