

**Institution:** University of St Andrews



**Unit of Assessment:** UoA 28: School of History

## Section 1. Unit context and structure, research and impact strategy

### 1.1 Overview

The School of History at St Andrews is home to an international community of researchers, currently including 82 academic staff and about 100 PhD students. Together, we carry out research of global significance on topics ranging from the legal systems of late Antiquity and the religious history of medieval Europe and the Middle East, to war crimes and rice-growing in modern South East Asia. We are committed to sharing that research generously, with other scholars and with a wide public audience.

Our School is characterized by its welcoming and vibrant research culture. We make effective use of the University's resources and of our physical environment – including the proximities created by the small size of our town – to foster intellectual communities that bring staff and postgraduate students together. We have particular strengths in book and media history, coastal heritage, intellectual and legal history, and political and constitutional history. We have long-standing expertise in Scottish, British, European and Middle Eastern history, and are currently expanding into the Indian Ocean region. We are proud to host one of the biggest groups of medieval historians in the country.

We place a high value on creating an environment that supports all our researchers, and facilitates different forms of research practice. We have held an Athena SWAN Bronze award since 2018. We support lone-scholar projects and collaborative research teams; and we encourage informal collaborations between colleagues within St Andrews, as well as the formal, funded collaborative projects that bring new skills and expertise from outside. We support a dozen research centres and institutes that bring together researchers with shared interests from across the University (see Figure 1). We have hosted 12 major research project teams in this cycle (see Figure 2), and brought in more than over £9.7m of grant income (an annual average of £1.4m, more than double our average of £580,000pa in the last REF cycle).

The flourishing of research within the School is made possible by excellent support structures, including a high degree of autonomy with regard to the use of our core operations budget. Strategic decisions relating to research support, funding, and workload allocation lie in the hands of the School executive committee and our four departments (Medieval, Modern, Middle Eastern, and Scottish). A close integration of research and teaching is facilitated by a favourable staff-student ratio, and by a teaching model dominated by small-group learning. Our six research seminar series, our institute events, our international workshops and conferences, and our hospitality to visiting scholars from around the world all help to promote a high level of research engagement amongst our staff and postgraduates.

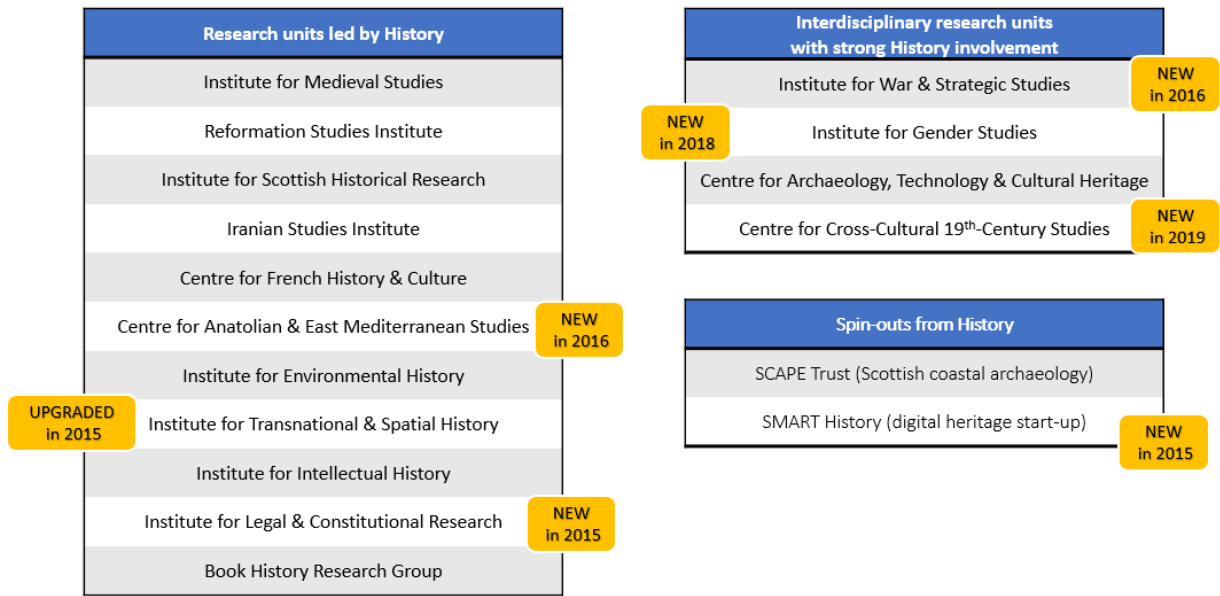
### 1.2 Our Research Objectives

Our over-arching objectives continue to be:

**To produce world-leading historical scholarship, and**

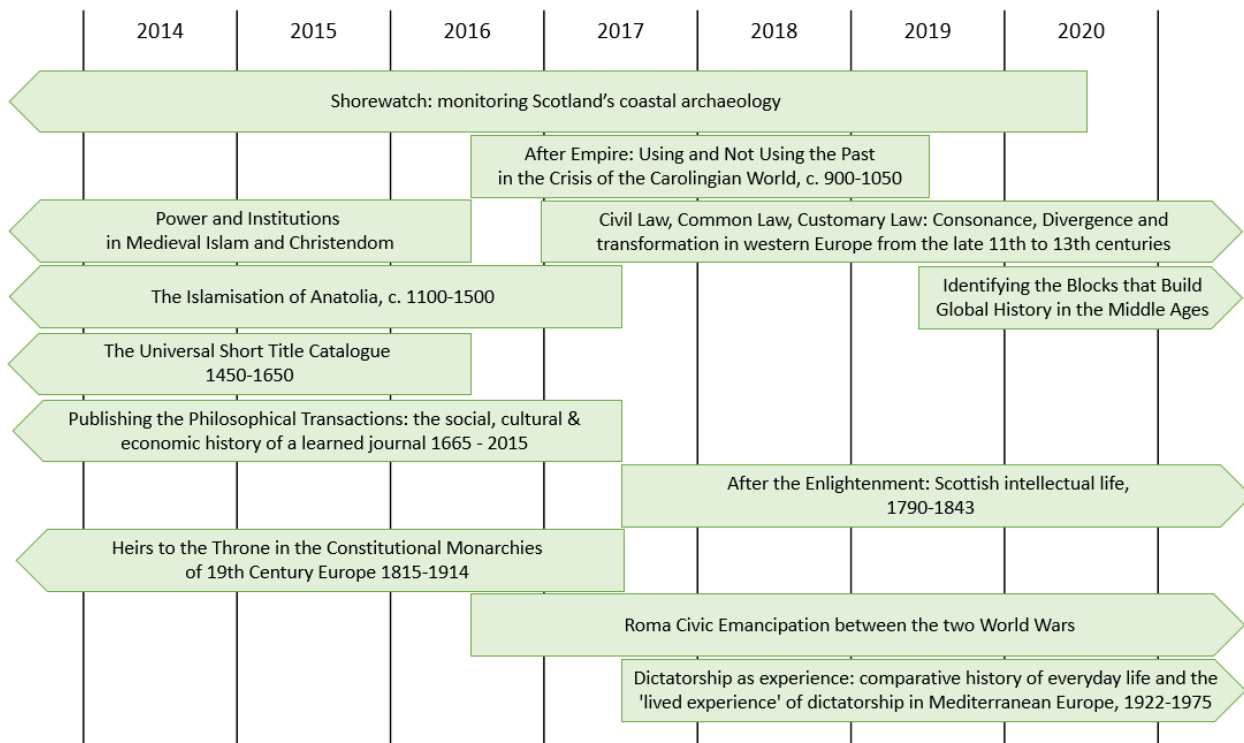
**To share that scholarship generously, so that it can be used by other academics and by organisations and individuals outside academia.**

**Figure 1 Research Centres, Institutes and Spin-Outs**



Note: The distinction between ‘institutes’ and ‘centres’ is that the former offer taught masters programmes while the latter do not.

**Figure 2. Major Research Projects (each worth over £350,000)**



In pursuit of our objectives, in this REF period, we have aimed:

1. To recruit and retain excellent researchers;
2. To nurture the next generations of researchers;
3. To create an inclusive and supportive research environment for all our staff and postgraduates;
4. To extend the range of our expertise, and the diversity of our approaches to history;
5. To build relationships and networks that support both our research and its impacts.

### 1.3 Research Strategies and Outcomes, 2014-2020

#### Aim 1. Recruit and retain excellent researchers

Our recruitment process is designed to ensure we attract the best talent from a diverse range of backgrounds. We **recruit from all over the world**, and currently have colleagues from the USA, Germany, Canada, Australia, India, Spain, Italy, Poland, Hungary and Bulgaria.

Between 2014 and 2020, our total **academic staff cohort has grown** from 55 to 82 people, of whom 73 are on research-related contracts. That growth represents a net increase of 8 open-ended positions; plus a larger community of early-career researchers.

All staff leavers had reached the end of fixed-term contracts, or were retiring. We were able to retain 2 fixed-term colleagues on open-ended contracts; and we have used fractional contracts to enable 4 senior researchers to participate in our community after retirement.

#### Aim 2: Nurture the next generations of researchers

Co-supervision has become our dominant model for **PhD supervision**, giving our postgraduates access to a wider range of expertise and support. We are the History lead for the Scottish Graduate School in Arts & Humanities. We have extended our in-house skills training programme to include a wider variety of non-academic skills and speakers (see Institution-Level Environment Statement, ILES, 3.3). We have also developed three new master's programmes as PhD pipelines.

Our success in winning external funding means that our community of historians now includes far more **early-career researchers** than in the past, both on research-focused and teaching-focused contracts. During this period, we have hosted 34 ECRs on project grants and individual fellowships, as well as 17 associate lecturers. We work hard to integrate them all – regardless of contract type – into the everyday life of the School, and to support their career development.

#### Aim 3: Provide an inclusive and supportive environment in which all our staff and postgraduates can produce historical research of the highest level

In 2018, we became the first humanities School in the University to achieve an **Athena SWAN Bronze** award in recognition of our commitment to **equality and diversity**. The process has been transformative: gender equality issues have been mainstreamed, and we are now expanding our focus to other aspects of inclusivity, including sexuality, race and intersectionality.

We have worked to create more opportunities for everyone to feel involved in **our whole-School community**, complementing the more-specialised communities focused on our teaching departments and our research centres/institutes. We have instituted discussion lunches before staff councils and created an annual Research Day that brings together everyone, from postdocs to professors, from across the School.

We support colleagues to apply for **external funding** by providing advice and incentives (see section 3.1). As a result, in this cycle, we have been able to enhance our core research and impact activities by **over £9.7m** (£190,000 per FTE).

We provide financial support for our researchers by giving every member of academic staff, regardless of contract type/length, a **personal research allowance** of £1,200 pa (postdocs and associate lecturers now receive the same as other staff). Each year, we commit over 40% of our operations budget to these research allowances, which can be spent on research or impact-related activities.

Our **workload allocation model** protects time for research and impact by enabling us to distribute core teaching and administration tasks equitably among all staff, so that they do not fall unduly heavily on a few. It is flexible enough to incorporate externally funded research time, and includes allowances for the supervision of postgraduates and the management of postdoctoral researchers.

Since 2013, we have operated with accelerated provision for sabbatical **research and impact leave**: 1 semester in 6, rather than the University standard 1 in 8. We have a supportive culture where all eligible colleagues do take their leave. We also encourage staff mobility by permitting colleagues to take additional leave when they secure externally funded fellowships.

We have extended our provision of **professional development** opportunities for both staff and postgraduates with a series of peer-to-peer learning discussions, and masterclasses by internal and external speakers. **Research integrity**, including ethics, is now part of that programme.

#### **Aim 4: Extend the range of our expertise, and the diversity of our approaches to history**

Chronology: we continue to maintain a strong coverage in each of medieval, early modern and late modern history. Our coverage extends back to the late Antique period.

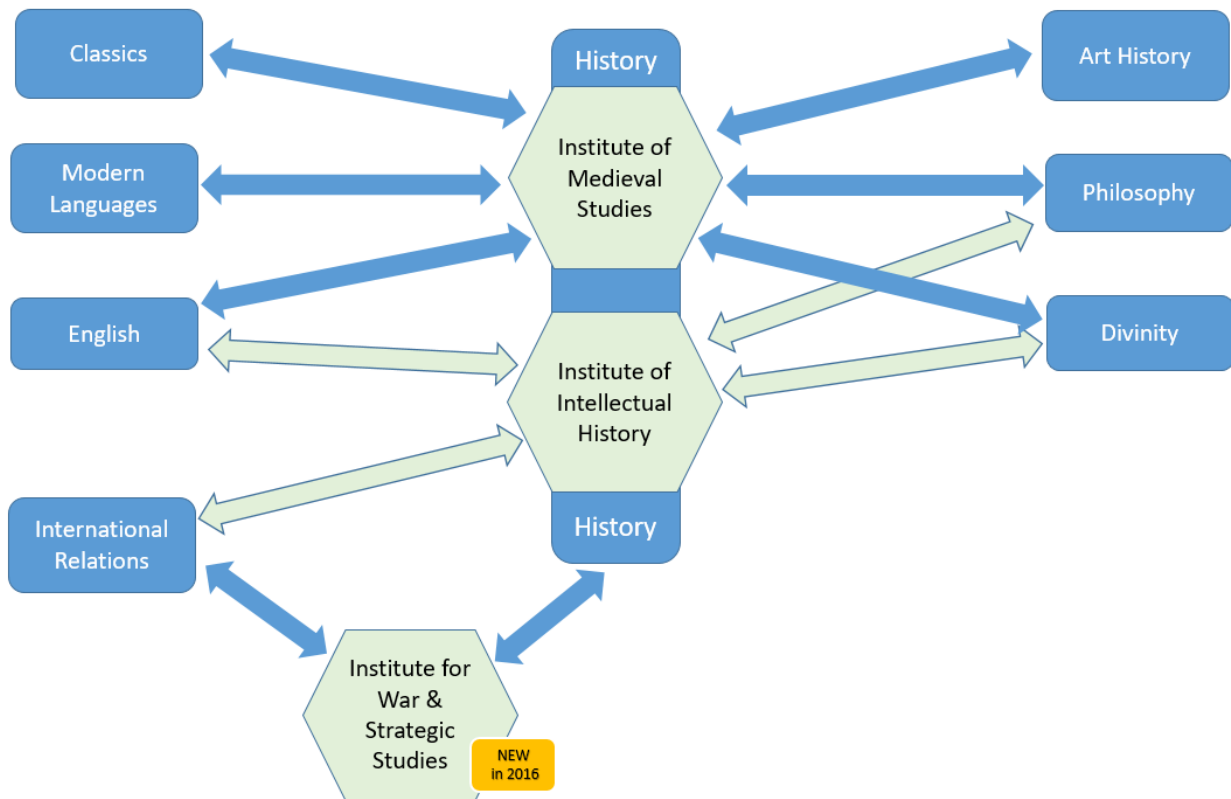
Geographical Range: With almost 70 percent of our staff specialising in non-British history, and around 30 percent focussing on non-European history, we have a remarkable reach beyond these islands. We have made new appointments that extend our geographical range further beyond our core strengths in Scotland, Britain and continental Europe. Our group of Middle Eastern historians is now six-strong, and we now have seven colleagues working on the Indian Ocean region post-1600.

Approaches: We have continued to support our renowned clusters of excellence in political, religious, social and book and media history. Our newer areas of intellectual history, transnational history and legal history were further developed during this REF cycle thanks to substantial external project funding (as seen in Fig. 2). Global intellectual history has emerged as a new area of interest, as has economic history: in these areas, we were able to make strategic hires, and establish new taught masters programmes.

Interdisciplinarity: many colleagues work with researchers from different parts of the University. Figure 3 illustrates a selection of the links created through our interdisciplinary

centres and institutes; we also co-supervise PhDs with colleagues in all of these schools, as well as with Social Anthropology.

**Figure 3: Interdisciplinary links of three research institutes**



**Aim 5: Build relationships and networks to support our research**

Research visitors: We believe in the value of personal interactions for creating a stimulating research environment, and we invest in bringing visitors to St Andrews. We spend around £15,000 per annum on invited speakers for our **research seminars and public lectures**. We invest £12,000 annually to fund three or four **international scholars** to make semester-long visits to St Andrews. We also welcome self-funded visiting researchers on short and long visits; we hosted almost 100 such visits since 2014.

Staff mobility: we have formal staff exchanges with the universities of Tel Aviv and Oslo, and the College of William and Mary. Our generous sabbatical entitlement, and willingness to allow staff to take up externally funded fellowships, enables our staff to undertake research visits to other institutions.

Workshops: we allocate £21,000 annually to support **research events** run by our staff and postgraduates, bringing researchers to St Andrews from the UK and Europe, and beyond.

**1.4 Impact Strategies and Outcomes, 2014-2020**

Since 2014, we have developed more explicit strategies for encouraging and enabling colleagues to share both their research findings and their broad historical expertise with non-academic audiences. We are working to mainstream public engagement within the School. This is part of the University’s mission of social responsibility, but is also a means of developing our

skills and expertise in engaging with non-academic audiences, and thus enhancing our capacity for meaningful research impact in the future.

In addition to the strategies and outcomes discussed above, the following strategies are specific to our efforts to share our research.

We have created **new support structures** for public engagement and impact. We now have a Public Engagement Officer (who acts as first point of contact for public enquiries); a Director of Impact (who offers advice and guidance to colleagues); and a **Public Engagement and Impact panel** (whose members are experienced professionals from heritage, journalism and policy; they share tips and experiences at our once-a-semester 'Historians and Practitioners' staff development events, as well as offering individual advice on request).

We were consequently delighted that our first 'public engagement with research' survey (in winter 2019/20) revealed that 80% of respondents felt well-supported by the School. 97% had done some public engagement in the last 12 months; and 60% had a high level of engagement.

To encourage the development of sustained research impact, we allow **sabbatical** leave to be used; this was crucial to the development of our Impact Case Study on the history of mental illness. We also recognise the **time commitment** involved in developing impact case studies with an allowance in our workload model (equivalent to a sixth of an annual load).

Our **internal funding scheme** has been open to impact projects since 2015; but we reconfigured it after realising that colleagues tend to apply to the equivalent University fund (which can make larger grants). From 2019, we have allowed smaller applications at any time. This enables colleagues to respond rapidly to unforeseen opportunities, such as an invitations to attend a networking event at NATO headquarters, or a workshop on 'engaging with parliament'.

We encourage our centres, institutes and research projects to develop strong relationships with organisations and individuals outside the University. We used strategic honorary appointments to consolidate links with practitioners in policy-making, heritage organisations and public history.

We host two units that help us build long-term relationships with heritage and natural environment organisations, community groups and the tourism and leisure industry. The **SCAPE Trust** is the home of our coastal heritage team, who have been working with citizen scientists for the past twenty years, and generated one of our Impact Case Studies. **SMART History** is a start-up company that develops digital tools to engage users with the historical built environment, founded in 2015 by colleagues in History and Computer Science.

We have aimed to encourage a wider range of colleagues to develop the impact of their research. In 2014, our Impact Case Studies were all led by men; in this REF, one is led by a woman. Three of our case studies have arisen from the partnerships involved in externally funded projects; the other two have been almost entirely developed from core University and School support for time, and small-scale finance.

### 1.5 Strategies for developing an open research environment

We see an open research environment as a central element of our grand objective to share our research with others in academia and beyond. St Andrews is world-leading in its adoption and implementation of open access (ILES, 2.4). We have strategies in three areas:

**Open access publishing:** we aim to increase awareness of the value of making research publications openly available, and to increase adoption among our research community. Awareness within History is raised through our professional development for postgraduates and staff (for instance, a speaker from Open Library of Humanities); by the activities of our researchers (including the work documented in our Impact Case Study on academic journal publishing); and by the pioneering open access book series issued by our Centre for the Study of French History and Culture, whose books have been downloaded almost 17,000 times since 2013.

**Open research resources:** we encourage our researchers to create and maintain openly accessible resources that are used by historians, heritage organisations, librarians, booksellers and teachers. The transfer of our online resource on the 'Records of the parliaments of Scotland to 1707' to the National Records of Scotland during this REF cycle was a public recognition of the value of such resources. The 'Universal Short Title Catalogue' was already an essential tool for historians of early modern print culture, and has been significantly extended in this REF cycle. Completely new resources include databases of medieval texts in Arabic, Persian and Turkish, and of medieval English legal records; the Intellectual History Archive; and the digitisation of resources for the study of civic Roma emancipation in the interwar years. These searchable databases are freely accessible to all interested users. Through their systematic organization and production of knowledge, these are world-leading resources which make a permanent contribution to the study of past societies and cultures.

**Open research talks, interviews and podcasts:** we aim to make the research conversations that take place in St Andrews accessible to those who are not able to attend in person. The material we offer openly online includes recordings of seminar talks and lectures; video interviews (e.g. Talking Law, and What is Intellectual History?); and podcasts on the history of mental health, and 'everyday life' history.

### 1.6 Beyond 2020

Going forward, we will retain our two grand objectives and five aims. They cohere with the University's new strategic plan, which urges us to pursue world-leading research and to think globally; to put our people at the heart of our plans; and to be both enterprising and socially responsible in sharing our research findings and working with external research-users.

We will develop our aims to fit changes in our local environment, and the wider UK research environment. As part of our annual strategic planning process, we have already identified certain opportunities and challenges:

- To engage with a wider range of forms of diversity, in addition to gender; and to renew our Athena SWAN award.
- To build outwards from our existing geographic strengths towards areas where we are currently less strong.
- To take advantage of improved opportunities for engagement with our local community arising from the recent expansion of the University's Wardlaw museum.

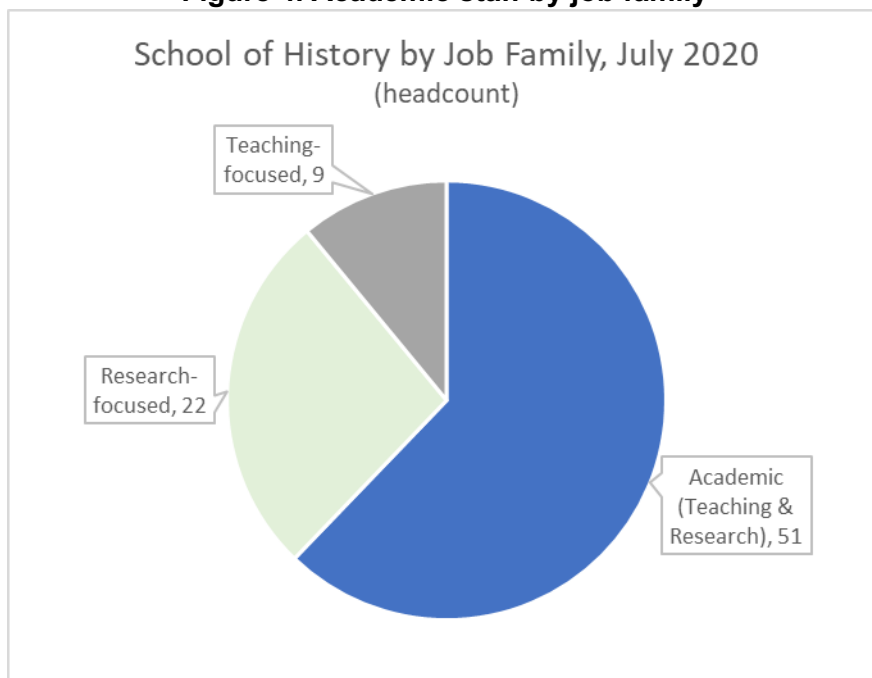
- To develop our Public Engagement and Impact Strategy (delayed by the pandemic).
- To make the most of our promised additional physical space (delayed by the pandemic) to relieve the considerable pressure on staff office space, common spaces, and postgraduate desks resulting from the growth of our community.

**Section 2. People**

**2.1 Staffing Strategy**

Our staffing strategy is informed by our aims of recruiting and retaining excellent researchers from a diverse range of backgrounds; and extending the range of our expertise and diversity of our approaches. The vast majority of our staff are research-active (Figure 4), on either ‘research-only’ or ‘teaching and research’ contracts.

**Figure 4. Academic staff by job family**



The growth of our research community has had two major drivers:

First, our success in winning external funding has allowed us to recruit **talented early-career historians** to fixed-term positions as postdoctoral researchers and associate lecturers. We have a significantly larger cohort of early-career staff in 2020 compared with 2014, and almost two-thirds of these colleagues are on research-only contracts. This is the major reason why the proportion of staff on fixed-term contracts has risen from 14% to 26%, since 2014.

Second, as well as replacing 3 retired colleagues, we have been able to make 8 **additional appointments** to open-ended academic positions (both lecturers and professors). This has enabled us to make strategic appointments in intellectual, legal, global and economic history, in addition to consolidating existing strengths in medieval history, early and late modern Scottish history, and modern Middle Eastern history. Any extension to our expertise always builds on some existing strand of research, and by ensuring that new colleagues will have something in common with existing colleagues (chronology, geography or approach), we avoid intellectual isolation for those developing a new area.



Three of these new appointments were linked to the creation of new taught postgraduate pathways, to help develop pipelines to PhD research in a wider variety of areas:

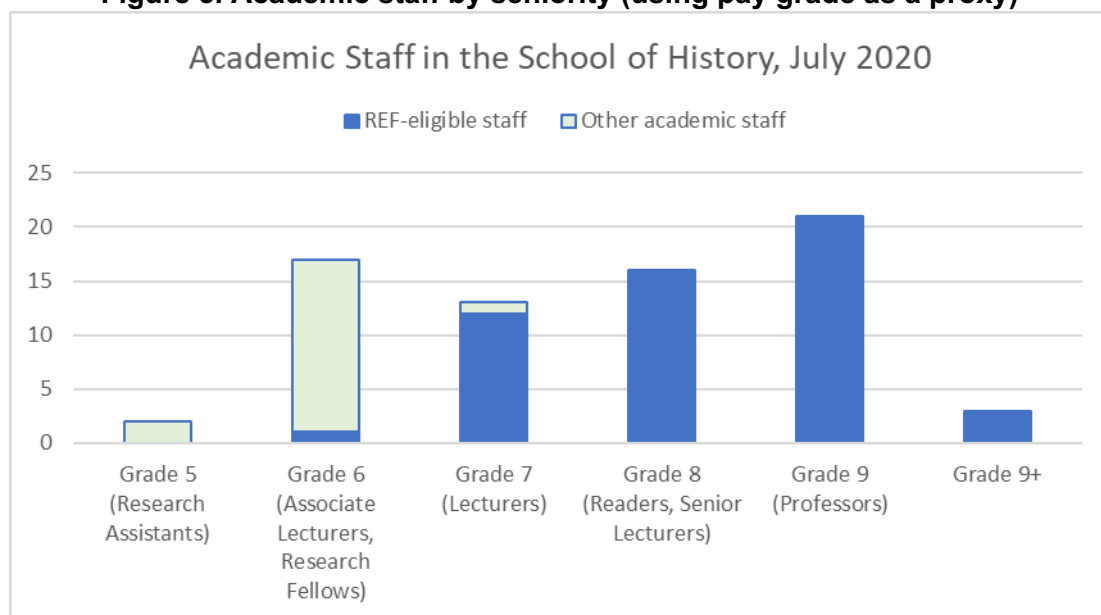
- An appointment in medieval **legal history** (2015) gave us the critical mass to launch our Institute of Legal and Constitutional Research, including a dedicated postgraduate pathway;
- An appointment in south-east Asian **economic history** (2019) supported a new taught masters programme in Economic & Social History, one of only three ESRC-accredited programmes in the area in Scotland;
- An appointment in Indian **intellectual history** (2019) added to our new cluster in the Indian Ocean region, and supported a new taught masters programme in Global Social & Political Thought.

We support all colleagues who wish to be considered for **promotion**. After reforms to the University's promotions criteria in 2017, we reviewed the ways we support those who might not previously have considered applying. We now run an annual promotions workshop, open to anyone interested, and delivered by a gender-balanced group of senior colleagues, including the Head of School. Those who decide to apply, receive detailed advice and feedback on their draft application from the group of senior colleagues.

We have celebrated 23 promotions since 2014. 15 promotions (two-thirds female) were to the various Grade 8 roles; we have also welcomed seven promotions to professorships, two of which were female.

Our current staff profile, after recruitment and promotions, is shown in Figure 5.

**Figure 5. Academic staff by seniority (using pay grade as a proxy)**



## 2.2 Staff Development

Our aims of nurturing the next generations of researchers, and creating an inclusive and supportive research environment, have driven a particular focus on staff development in this REF cycle. We aim to provide all our colleagues with the support and the skills they need to carry out their research, teaching and other duties, appropriate to their career stage and ambitions (ILES, 3.2).

**Induction:** All new colleagues participate in the University's induction processes, and we complement this with in-School induction meetings whose effectiveness we monitor via a survey every two years, augmented by focus group meetings with fixed-term colleagues. As a result, we introduced an annual welcome lunch to enable new staff to meet colleagues; and updated our arrangements for induction meetings, to ensure that information about flexible working and parental leave policies was included.

**Appraisals:** After satisfactory completion of the University probation process, all colleagues participate in an annual appraisal cycle within the School. We overhauled this system after feedback during Athena SWAN discussions so that every colleague now meets annually with the Head of School. Each appraisal meeting is a confidential conversation guided by a reflective form completed by the appraisee; it covers recent achievements, future plans (including promotion aspirations), and any challenges.

**Mentoring:** We nurture the intellectual and personal wellbeing of all our researchers by providing opportunities for individual mentorship on both career progression, and research trajectory. We do not believe that the need for mentoring disappears after a certain career stage has been reached. In 2018, we replaced our 'second book' mentoring scheme, with a mentorship scheme open to all non-professorial staff; and from 2019, we included professors. The mentoring relationships are overseen by the Deputy Head of School, and refreshed annually. In addition, 7 colleagues have participated in the cross-institutional mentoring scheme for early-career staff, run with the University of Dundee.

**Professional Development:** The pressing need to support our growing number of early-career colleagues has led us to develop a whole-career approach that offers development opportunities to colleagues at all career stages, inspired by the Concordat to Support the Career Development of Researchers. We offer a mix of formal training (e.g. digital mapping for historians) and peer-to-peer learning. The mainstay of our peer-to-peer learning is our twice-a-semester lunchtime discussions led by experienced academic colleagues, on such topics as 'Designing supervisor-led PhD projects', 'Applying for large grants', and 'My first steps in impact'. We run additional masterclasses with experienced professionals, including academic publishers, museums professionals and members of our Public Engagement and Impact panel.

**Recognition:** We run a fortnightly internal *e-Gazette*; a public-facing blog; and an annual (printed) alumni magazine. These enable us to share the activities and achievements of our researchers with each other, and with a wider circle of friends of the School. A celebration of new books is a feature of our annual research day; and we celebrated our winner of the University's public engagement prize with a lunchtime discussion in 2020.

### 2.3 Postgraduate Researchers

Our postgraduate research community includes about 100 PhD students, as well as about 60 students on one-year taught masters programmes. The vast majority of our students are full-time. Over 90% of our PhD students submit within 4 years.

Our postgraduate community is overseen by our Director of Postgraduate Research, supported by a dedicated administrator. Our staff-student council includes two representatives elected by our PhD community.

We are the History lead for the Scottish Graduate School for Arts and Humanities (SGSAH; funded by AHRC and SFC); and we joined the Scottish Graduate School of Social Science (SGSSS; funded by ESRC and SFC) in this cycle.

**Recruitment:** Just under a third of our research students have taken a masters programme at St Andrews; the rest are recruited from outside. Our postgraduate community is internationally diverse, with 40% originating from outside the EU. The proportion of women students has remained around 40% during this cycle. We seek to increase the proportion of female and BAME students in our postgraduate community, and now run an annual workshop to encourage our current female and BAME undergraduates to consider postgraduate study.

**Induction:** PhD research in History at St Andrews begins with our popular Induction Day, which complements the School's 'PhD Handbook'. The induction day takes place at an attractive out-of-town location and provides an opportunity to get to know other new students in a relaxed environment; it has been extraordinarily successful at building a sense of cohort among our PhD historians.

**Supervision:** Supervisors are drawn from all grades: around 80% of eligible staff in the School are currently involved in supervising postgraduate students. We run School-specific training sessions on postgraduate supervision to complement the training provided by the University and the SGSAH. Since 2014, **co-supervision** (with two internal supervisors) has overtaken sole supervision as the most dominant model in the School. We also co-supervise with other universities, both in Scotland and internationally (see Section 4), thereby gaining the best supervisory teams for our students, and strengthening relationships with other institutions. In addition to their supervisory team, every student has another member of staff as their mentor, tasked with offering **pastoral** support; and they have access to the EDI officer.

**Monitoring Progress:** All PhD students undergo an annual review of their progress and skills development, at which their thesis plan, schedule for timely completion, training needs and career development plans are discussed. The first-year review also involves the submission of a 12,000-to-15,000-word piece of written work. Continued registration as a PhD student depends upon a successful review each year. These reviews, which involve two members of staff outside the supervisory team, also function as a check on the suitability and effectiveness of supervisory arrangements, and a chance for the provision of feedback to the School and University.

**Supportive environment:** we are committed to creating an attractive, vibrant research environment, with generous academic, pastoral and practical support. The majority of our students are associated with one of our research centres or institutes, and participate alongside staff in its programme of academic and social activities. We also support two 'forums' organised by and for postgraduate students in Medieval History, and in Early Modern & Modern History.

We encourage our postgraduates to organise research events or activities. We allocate £3,000 a year to a competitive fund for students who wish to run a one-day workshop, or undertake public engagement.

The Postgraduate Research Experience Survey for 2017 showed us to be substantially ahead of the sector benchmarks in a number of areas relating to the integration of students into our wider research culture: students agreed that 'the research ambience in my department or faculty stimulates my work' (71% St Andrews; 60% sector), and that they had 'frequent opportunities to discuss my research with other research students' (80% St Andrews; sector 63%).

**Financial Support:** We have worked hard to find more (and a more diverse array of) sources of funding to support postgraduate study, to ensure that the brightest students are not excluded through financial hardship.

The PhD Pipeline: We recognise that the financial challenges start earlier than the PhD, and we therefore focus our School funds on bursaries for masters students: in this cycle,

we have funded the fees of 22 students; and granted £5,000 bursaries for 6 students on specific programmes.

Studentships: Just over half of our current PhD students are in receipt of some funding, whether from the AHRC, overseas funders, or the University. Our AHRC-funded studentships are now administered through the Scottish Graduate School for Arts and Humanities: for our nominations to the SGSAH, we have instituted a robust decision-making processes in which all proposals are ranked by a mixed-gender committee of colleagues from across the research areas within the School; we then support our applicants with detailed feedback on draft proposals. We win broadly the same number of studentships as we had under the old block grant system. We also compete for supervisor-led external funding; and we build relationships with philanthropic individuals or organisations: together, this has resulted in full or partial studentships for 13 individuals in this cycle. A further 6 PhD studentships were created as part of our ERC-funded projects.

Research expenses: Our PhD researchers all receive an automatic research allowance of £400pa, regardless of funding status, and can apply for an additional £325 by competition. We also contribute towards the cost of producing a hard copy of the research thesis for deposit in the University library.

**Professional Development:** the PhD Induction Day includes sessions on equality and diversity; research integrity; and work-life balance. This leads into our programme of weekly skills training workshops that draw on the Concordat to Support the Career Development of Researchers and complement the generic University workshops for postgraduate researchers.

Our training programme covers both the skills needed to complete a PhD in History, and wider professional development skills. The workshops cover the entire lifespan of the PhD, from 'Planning and conducting archival research' to 'Preparing for the viva', and include sessions on public engagement and academic publishing. We have responded to student interest by inviting speakers from non-academic careers, including a museum curator and a freelance consultant. We consciously use these workshops as opportunities to offer our postgraduates a range of role models: the speakers are a mix of male and female, junior and senior, academic and external.

Language skills: we fund and organise free in-house language classes in Latin, French, German (and, in some years, classical Armenian) for academic researchers. Postgraduates can also apply for our language-training bursary, which funds intensive study abroad for a month.

Palaeography: in conjunction with the University's Special Collections, we provide year-long training courses in medieval and early modern palaeography as part of our taught masters programmes; these are available on a non-credit basis to PhD students.

Teaching experience: We offer our PhD students the opportunity to gain paid teaching experience by running small-group tutorials in support of our lecture-based first- and second-year survey courses. In addition to University training for small-group teaching, all postgraduate tutors are assigned a 'teaching mentor', who offers feedback and support by observing a class being taught, and moderating the assessment of coursework.

Research interns: some of our research projects, centres and institutes offer paid internships to our postgraduates, enabling them to gain skills ranging from web and social media skills, to video interviewing and event organisation.

**2.4 Equality, Diversity and Inclusion**

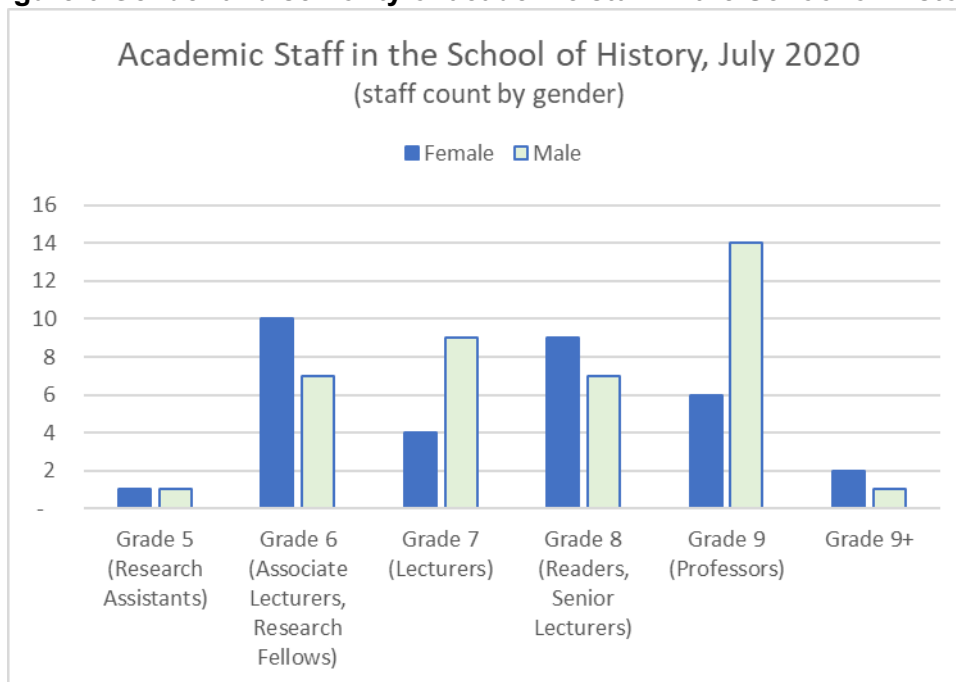
Since 2014, we have significantly increased our attention to equality, diversity and inclusion in all areas of the School. In autumn 2018 we became one of just ten path-breaking UK History departments then holding an Athena SWAN bronze award. We have worked hard to create conversations (and gather data) about current inequalities, initially around gender, but increasingly also about race, sexuality and intersectionality.

**Recruitment:** As is the case throughout the University, we have been taking active steps to encourage more diverse applicants for our academic positions: our Athena SWAN award is noted on all our recruitment materials; we explicitly state that women and BAME candidates are particularly welcome to apply; and we mention the University’s adherence to the LGBT Charter and Stonewall in all recruitment material. Our recruitment panels are gender-balanced, and all those involved have been trained in equality legislation and implicit bias. We have already revised our website with more diverse and gender neutral images and text, and clear information on our provisions for parental leave and flexible or part-time working.

Our School now has a **more balanced gender distribution** than it did in 2014: 46% of our academic staff now identify as female, compared to 27%. The breakdown by seniority is shown in Figure 6. We now have seven female professors rather than one: with 29% of our professors identifying as female, we are slightly ahead of the national figures for History professors (26% female, HESA 2019).

We have also been able to appoint 3 colleagues from **BAME backgrounds** to open-ended positions.

**Figure 6 Gender and seniority of academic staff in the School of History**



Our School executive committee has been gender-balanced throughout this period. Those serving as Head of School have all been male, while those serving as Director of Research have

all been female; the Deputy Head role has been held by 1 woman and 1 man, and the Director of Impact role has been held by 3 women and 1 man.

**Training:** Equality and diversity training is part of the induction process for new staff (all categories) and postgraduates. By 2018, all existing staff had completed online training on EDI and implicit bias, and those who serve on recruitment panels receive additional training. Our EDI committee organises regular workshops on cultural sensitivities.

**Awareness:** We have embedded EDI awareness in all aspects of the life of our community, helped by whole-School discussions of the Royal Historical Society reports on gender (2015, 2018), and race (2018). We undertake anonymous EDI surveys of our staff and students on a two-year cycle; the results are discussed at staff council. These discussions have helped us to find ways to improve the inclusivity of our research environment, particularly for our growing number of early-career colleagues on fixed-term contracts. We have begun experimenting with different timings for our research seminars, and have asked convenors to pay attention to all EDI values (not just gender) when selecting speakers and topics.

**Gender:** the Athena SWAN process has ensured that gender has been a prominent concern in our School in this REF cycle. We have supported colleagues participating in women-only programmes: five colleagues have completed Advance HE's Aurora Leadership Programme; and others have participated in the University's new Elizabeth Garrett Mentoring Programme as both mentees and mentors. We have consciously sought to increase the proportion of female speakers at our research seminar series: we raised it from 33% in 2014-15 to 49% in 2019-20. Several of our colleagues have been active in the national debates: one co-edited the booklets *Academic Women Now!* (2016) and *Academic Women Here!* (2018); while another became the Royal Historical Society's first vice-president for equality, diversity and inclusion in 2018. Since 2017, we have funded a high-profile annual research lecture in the history of gender and sexuality.

**Race and Ethnicity:** we have undertaken consciousness-raising projects during Black History Month since 2018. For instance, we hosted two external speakers focusing on African history, and organised a workshop by the director of the University Museums on collections connected to black/African and African diaspora history. We collaboratively compiled a bibliography in Black-British / African diaspora histories, and used it to audit of our library holdings, followed by strategic purchasing.

**Sexuality:** One of our colleagues is a LGBT+ Staff Role Model in the University, and led the RHS working group that recently reported on LGBT+ issues in the profession. We have participated in LGBT+ History month since 2018, with activities intended to raise awareness of the histories of sexuality. For instance, we created a series of posters in which colleagues discussed historical figures and objects connected to LGBT+ histories; these were initially displayed in our buildings and disseminated as blog posts; and the following year, they were displayed in the University Library as part of an exhibition on LGBT+ identities in the University. We have also undertaken an audit and enhancement of our library holdings related to LGBT+ histories and histories of sexuality.

**Disability:** We added Disability History Month to our repertoire in 2019, with another series of consciousness-raising posters featuring historical figures. We have supported our own colleagues by making reasonable adjustments to office space for several staff, including the provision of adjustable-height desks, and speech-recognition software.

**Support for individual circumstances:** In 2019, we introduced a right to phased return from parental leave. As of 2020, none of our staff formally have flexible working arrangements (other than for the pandemic!), but colleagues have used such arrangements during this REF cycle, and our 2019 survey confirmed that staff are aware that flexible working is available.

**EDI in our REF submission:** all decisions about eligibility, 'independence' and circumstances were made according to the University's Code of Practice. All those involved in selection recommendations within the School underwent additional EDI training, and all those involved in internal evaluation undertook a group calibration exercise. In the last REF, our internal evaluations were carried out by professors, a group that was then 90% male. In this cycle, our broader internal assessment team was 42% female (i.e. slightly lower than the School as a whole, but matching the proportion for REF-eligible staff). Our portfolio of outputs for this REF shows that **41% are by female authors**. Each age cohort is represented broadly in line with the proportion of REF-eligible staff in that cohort, except that the proportion of outputs by 65+ year olds correlates with headcount rather than current (i.e. fractional) FTE. The numbers are too small for a meaningful analysis by ethnicity or disability. In 2014, all our impact case studies were led by men; one of our five 2020 case studies is led by a woman.

**Going Forward:** we will prepare for our Athena SWAN renewal in 2023. We will support the University's efforts to gain the race equality charter, and engage with the Royal Historical Society's recent report on LGBT+ in the historical profession.

### Section 3. Income, infrastructure and facilities

The University funds most of our research and impact activities, either directly through salaries, studentships and facilities; or indirectly through the School operations budget that funds research allowances and activities. We aim to extend those activities by acquiring external income.

#### 3.1 External Income

We have won new funding worth £9.72m from the major funders (HESA), compared to £2.9m in the previous cycle. We have also gained in-kind and financial support from other organisations and private individuals. Altogether, this has enabled us to fund the salaries of 37 research fellows and stipends for 19 PhD students, as well as teaching replacements for academic staff, archive and fieldwork trips, collaboration and networking events, and public engagement activities.

**Strategies for income generation:** During this REF cycle, we sought:

- to encourage more colleagues to apply for large project grants;
- to encourage a greater diversity of colleagues to apply for such grants; and
- to build relationships with individuals and organisations that might support our research (either financially or in-kind).

The Director of Research advises colleagues seeking funding, whether they are postdoc or professor, and whether they are seeking support for travel to distant archives or to create a research team for a major project. This can include scoping a project, planning milestones or data management, or commenting on drafts. We have sought to increase the diversity of staff acting as project leaders, and have actively targeted female and non-professorial colleagues.

We offer incentives to encourage colleagues to apply for **major project grants**. We award teaching relief (roughly one-sixth of a normal load) to anyone submitting a grant application worth over £350,000, regardless of ultimate success. To make the idea of leading a research team attractive (and realistic amidst other responsibilities), we factor the management of postdoctoral researchers into our workload model; and we allocate a share of the overheads returned to the School to Principal Investigators, giving them autonomy to support research activities in their field of interest.

We have held large project grants from AHRC, Leverhulme and HERA, and have been particularly successful in ERC competitions in this cycle: in 2014, we hosted one ERC Starter grant; since then, we have won a Consolidator grant and two Advanced grants. With five non-professorial colleagues winning major grants, we have succeeded in **building capacity**.

In terms of **diversity**, we now host five large projects led by women, compared to just two in the previous REF cycle. We have also extended our grant success beyond our established strengths in medieval and early modern Europe: we now host a Leverhulme project focused on early nineteenth-century Scotland, and two ERC projects investigating twentieth-century Europe; while our previous ERC project on medieval Anatolia has generated a number of spin-off grants.

Smaller grants from a variety of funders and institutions have supported:

- **Time and travel for research:** In addition to University-funded leave, staff are normally granted leave to take funded fellowships overseas. 9 of our colleagues have benefited from personal fellowships awarded by the British Academy, the Leverhulme Trust, and the AHRC (Leadership Fellows). A further 8 colleagues have won funded fellowships to the Netherlands Institute for Advanced Studies; the European University Institute (Florence); the Huntington Library; Villa i Tatti (Harvard/Florence); the University of Pennsylvania; and the Princeton Institute of Advanced Study. Small grants from the Carnegie Trust, the British Academy, the Great Britain Sasakawa Foundation, the Japan Foundation Endowment committee and others have enabled many research trips and workshops.
- **Collaboration and Networking:** as well as the networking built into large project grants, two research networks on 'Global Cities' (AHRC) and 'Literature and the Union' (Carnegie Trust) enabled us to build new relationships within and beyond academia.
- **Research Visitors:** we have hosted 4 early-career colleagues holding personal fellowships from the Leverhulme Trust, the British Academy and the Marie Curie schemes; and 4 senior international visitors supported by the Leverhulme, Carnegie Trust and the British Academy (more detail in Section 4).
- **Prize-winning Public Engagement:** Our coastal heritage team received grants totalling £880,000 from Historic Environment Scotland, the Heritage Lottery Fund, Fife Council and the Crown Estate for their citizen science project developing creative approaches to heritage loss due to climate change: the funding supported video-making, museum exhibits, relocation projects and an interactive website; and the team won the British Archaeological Award for Best Community Engagement in both 2014 and 2018. Our Institute of Legal and Constitutional Research received a £25,000 AHRC 10th Anniversary Public Engagement Grant to fund 'Talking Law': this dramatization of the trial of Patrick Hamilton (who was executed for heresy in St Andrews in 1528) engaged members of the public in a discussion about the role of law in our society, and was runner-up for an Association for Heritage Interpretation award in 2017.



**Other support:** our strong relationships with external organisations have brought us income and in-kind support from sources other than the usual government and charitable funders. For instance:

- The Institute of Iranian Studies has received at least £185,000 in private donations, and this has enabled us to enhance our library holdings in relevant areas, and to endow an annual lecture and a studentship.
- The 'Universal Short Title Catalogue' project team has received over £920,000 from the Andrew W Mellon Foundation, the publishers Proquest and Brill and philanthropic donors in the UK and USA. This enabled us to employ extra staff, offer PhD studentships, and develop a public-facing programme, 'Preserving the World's Rarest Books', that works with 65 libraries in 13 countries.
- We secured full or partial funding for 13 PhD students from private donors or small charities, including the Strathmartine Trust (for Scottish history) and the Nicholas Murray donation (for the history of war broadly defined). Other PhD students have been fully/partly funded by the Royal Institution, the Friedrich Naumann Foundation, the Friedrich Ebert Foundation, the Konrad Adenauer Foundation, the National Social Science Fund of China and the Australian Government Research Training Program.
- The Royal Society of London provided in-kind support of £45,000 to support the public engagement activities of the 'Publishing the Philosophical Transactions' project.
- The publisher Brepols sponsors the essay prize competition run by the Institute of Medieval Studies and the *Medieval Journal*.
- Private donations have included £2,000 to support the creation of an atlas of European language politics; and £10,000 for the new Institute of Legal & Constitutional History.

### 3.2 Organisational Infrastructure

The Head of School, assisted by the School executive committee, is responsible for strategic matters, including recruitment, promotion, and the allocation of the operations budget. Day-to-day responsibility for research matters is devolved to a Director of Research and a Director of Impact, advised by a Research Committee. The Ethics Committee provides advice and scrutiny for projects involving living people.

For teaching purposes, we are organised into four departments of Medieval, Modern, Middle Eastern, and Scottish history; but most of our research activity takes place in overlapping, and often interdisciplinary, communities. In particular, our centres and institutes (see Figure 1) have a core mission of raising St Andrews' profile in their field, and of enhancing the intellectual and professional opportunities of their researchers. They curate a vibrant and varied series of research seminars and annual public lectures (see Figure 7), as well as many one-off research workshops. They bring together staff and postgraduates with common interests for reading groups, lunchtime 'salons', social events and reading weekends. They all run blogs or newsletters, and several manage journals or book series. The centres and institutes also help develop our links with organisations beyond St Andrews, including the Judicial Institute of Scotland (Institute of Legal and Constitutional Research) and the UK Foreign Office (Institute for Iranian Studies).

Figure 7. Seminar series and public lectures

Research Seminars	Annual public lectures
Mediaeval History	St Andrews Institute of Mediaeval Studies lecture
Early Modern & Reformation Studies	Lionel Butler Lecture in Legal & Constitutional History
Scottish History	Furgol Lecture in Mediaeval History <span style="background-color: yellow;">NEW in 2020</span>
Middle Eastern & Iranian Studies	Reformation Day lecture
Late Modern History	TC Smout Lecture in Scottish History
Intellectual History	Nick Browne Memorial lecture in Middle Eastern History
	Lecture in the History of Women, Gender and Sexuality <span style="background-color: yellow;">NEW in 2017</span>
	Istvan Hont Memorial Lecture in Intellectual History

### 3.3 Operational Infrastructure

**Space:** St Andrews offers an inspirational environment within which to study the past, with powerful reminders of its historic significance as a centre for pilgrimage, politics and learning. The School of History is currently housed in three buildings of different ages and styles, all situated within eight minutes' walking distance of one another, and of the University Library buildings, the University museums, and the cathedral and castle ruins (ILES, 4.2).

Staff on open-ended contracts have individual offices, all of which are large enough for postgraduate supervision and project team meetings. Postdoctoral researchers and academic visitors are variously accommodated in small individual offices or in larger project-related group offices. We are proud to be ahead of the sector in providing suitable work space for our postgraduates: the Postgraduate Experience Survey (2017) reports 84% satisfaction among our students, compared with 63% nationally. First-year postgraduate students usually work in the Martyrs' Kirk Research Library, an uplifting recent conversion of a former church close to our other sites. Those in second year or beyond are provided with desk space in group offices in our own buildings, or nearby (though many of our students spend their second year away from St Andrews doing archival research).

**Professional Services Staff:** The School of History is supported by 8 administrative staff. One of these is a full-time **IT officer**, who advises on the procurement of equipment and services for research staff; develops websites for our institutes, centres and projects; and, when more specialised resources are required, liaises with colleagues in the central IT services (e.g. the Research Computing team, or the Open Data team).

**Library and Museum Services:** The University Library and Museums comprise a key resource for the School's research community. The Special Collections are exceptionally rich in manuscript and early printed material relating to medieval and early modern Scotland; but also include over 50 medieval Islamic manuscripts, and 150 alchemical manuscripts from the sixteenth and seventeenth centuries. St Andrews was a copyright library between 1710 and 1837; and, due to its connections to pioneering photographers, has been collecting photographs since 1844 (ranging from glass negatives to salt paper prints).

Our researchers collaborate with library staff to enrich and broaden our collections through purchase, loan and donation: recent acquisitions include a manuscript copy of a legal text written in Lowland Scots dating to 1548; a 1589 hand-coloured Luther bible; and a 1788 letter from

Robert Burns. Our relationships with external individuals and organisations have enabled us to secure substantial donations of Persian-language material from Iran, and a unique collection of materials relating to the Roma peoples.

Acquisitions of contemporary material are driven by academic staff, each of whom has an annual purchasing allowance of £1,000. PhD students can also make recommendations for purchases from a central university fund. We acquire foreign language material, and digital as well as printed media. We fund unlimited interlibrary loans for staff and postgraduates.

**Public Engagement and Impact Facilities:** Our engagement with local communities is greatly enhanced by the proximity of heritage sites such as the **castle** and **cathedral**; and by University facilities, such as the **Byre Theatre**, Parliament Hall, and the **University museums**. We have fantastic locations for events ranging from walking tours to public lectures and panel debates. We enjoy particularly close links with the University museums, working with collections staff to curate exhibitions and displays, and with the outreach and education team to develop programming ranging from lunchtime talks to workshops in local schools. The School has its own **filming equipment**, which is used extensively by our coastal heritage team to document digs and to record experiences and oral history from the community volunteers. Some of their footage has been used by the BBC, while other material has been released on a *vimeo* channel. Staff and postgraduates can borrow video and audio equipment for public engagement activities (such as the series of video interviews with visiting legal practitioners, produced by the Institute of Legal and Constitutional Research), and our **IT officer** provides bespoke training and support.

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

Our extensive networks have enabled us to make significant intellectual contributions to academia and the wider world, locally, nationally, and globally.

##### **4.1 Research collaborations and networks**

Our research collaborations and networks are a mixture of strategic activities made at the School or institute/centre level; activities arising from externally funded projects; and ground-up initiatives from individual researchers. We invest our own resources to support meaningful face-to-face engagement with scholars from other universities, through visits and co-supervision of PhD students; and we are generous both in allowing our staff to be outwardly mobile, and in hosting visitors, whether as conference delegates, seminar speakers, visiting fellows or research visitors.

**School of History Visiting Fellows:** we fund openly-advertised visiting fellowships for scholars to come to St Andrews for a semester. 15 scholars have held these positions since 2014, coming from the Universities of Minnesota, Rochester, Guelph and University College Dublin, among many others. While they are with us, as well as carrying out their research project, they meet staff and postgraduates, and deliver research seminars or workshops. The Bullough Fellow in Medieval History and the Cameron Fellow in Reformation Studies are long-established, and in 2020, we created a new visiting fellowship in Modern History (implementation delayed by the pandemic).

**Staff exchanges:** we have long-established annual exchanges with Tel Aviv and the University of Oslo; as well as a newer arrangement with the College of William and Mary (Virginia), which involves both a six-week staff exchange in each direction each year, and an annual research symposium that alternates location. As part of the University's aim to continue our European

partnerships beyond Brexit, we are developing long-term partnerships with the Charles University (Prague), and the Universities of Bonn, Ghent, Malta and Perpignan.

**International, collaborative PhD supervision:** during this REF cycle, we have arranged bespoke co-tutelle agreements for 18 students (see Figure 8). Such agreements expose students to different scholarly cultures, create expert supervisory teams, and enable us to build durable links with international colleagues.

**Figure 8. International Institutions with whom we have formal co-tutelle PhD arrangements**

International Co-tutelle PhDs	
France	University of Caen, Normandie University of Paris Nanterre University of Aix-Marseille
Germany	University of Bonn (x3) University of Tübingen Potsdam University LMU Munich
Italy	University of Padua Roma Tre University University of Milan
Belgium	Ghent University (x2) KU Leuven
Switzerland	Geneva University
Canada	University of Ottawa
Australia	University of New England

**Collaborative research projects:** External funding has helped us to build research collaborations (ILES, 4.1). For instance, the HERA-funded project 'After Empire: Using and Not Using the Past in the Crisis of the Carolingian Empire, c.900-1050' involved the Free University Berlin, and the universities of Barcelona, Exeter, and Vienna; while the 'Global City' network involved geographers, urban planners, anthropologists, art historians, sociologists, and policy makers from the UK, USA and Brazil. Other grants have allowed our researchers to collaborate with medieval historians at Ghent and economic historians at Lund.

**Hosting visitors to St Andrews:** researchers from around the world regularly come to spend time with our community in St Andrews. For instance, both the 'Universal Short Title Catalogue' and the 'Publishing the *Philosophical Transactions* project' have welcomed short-term visitors who came to learn about their methods. Since 2014, we have hosted 92 such visitors, 85% of whom were from outside the UK, including Italy, France, Denmark, the USA, Canada, Brazil, Iran, Uzbekistan, Japan, and China. The international range demonstrates both our attractiveness as a destination for top-tier academics and our commitment to globalising and diversifying our research and researchers.

We have hosted senior scholars as externally funded **Visiting Professors and Fellows:** (1) in 2015-16, Elena Marushiakova, a leading historian of the Roma or Gypsy people, joined us as a Leverhulme Visiting Professorship; (2) in 2016, we hosted the early modern global historian Geoffrey Parker (Ohio State University) as a Carnegie Centenary Professor; (3) in 2016, medievalist Hans Orning (University of Oslo) visited us on a Caledonian Research

Foundation/RSE European Visiting Research Fellowship; (4) in 2018-19, we hosted Amanda Phillips (University of Virginia), a scholar of medieval Anatolia as a British Academy Visiting Fellow; (5) from 2019, medievalist Eduardo Manzano Moreno (Madrid) joined us as a four-year British Academy Global Professor.

The presence of these research visitors creates an intellectually stimulating environment for our staff and postgraduates. It also fosters durable relationships: for instance, Harvard professor Daniel Lord Smail came to give the annual Institute of Medieval Studies lecture in 2018, and returned as a Bullough Fellow in 2019; while Elena Marushiakova spent a year with us as a Leverhulme Visiting Professor, and then decided to base her ERC project at St Andrews.

#### 4.2 Relationships with key research users, and diverse publics

We are committed to sharing our research and expertise generously, whether with academics or with other research users. Many of our centres, institutes, projects and researchers have developed mutually rewarding relationships with external organisations that significantly enhance the research environment at St Andrews, stimulating new research questions and offering pathways to research impact.

Our Impact Case Studies give fuller details of our relationships with rare books libraries and mental health practitioners; with the Royal Society of London; with natural environment agencies and local heritage sites; and with politicians and advisors involved in UK constitutional debates. These are not, however, our only relationships with research users. For instance:

**Legal practitioners:** the Institute for Legal and Constitutional Research regularly involves working legal professionals in its activities: its seminars and workshops have included the prominent American jurist, Richard Posner; the former Chief Justice of Australia; the president of the UK Supreme Court, Baroness Hale; as well as the former Solicitor General and the Lord Advocate of Scotland. Incorporating the expertise of these practitioners creates an intellectually stimulating research environment for the students and staff of the Institute. The prize-winning 'Talking Law' public engagement project depended on the participation of the legal practitioners and police experts who served on the panels discussing a (real) 1528 heresy trial and the (fictional) tribunal of Danaerys Targaryen (which investigated how international humanitarian law might have dealt with the *Game of Thrones* character's crucifixion of 163 great slave masters).

**UK Foreign Office:** The Institute for Iranian Studies has well-developed relationships with the UK Foreign, Commonwealth and Development Office; and Chatham House. For instance, the Nick Browne Memorial lecture in Iranian and Middle Eastern History alternates annually between St Andrews and the FCDO; and we have appointed Sir Geoffrey Adams (UK ambassador in Cairo) as Honorary Senior Lecturer. These links enable our researchers to build relationships with civil servants, policy makers and diplomats, and colleagues regularly brief government officials. As a result, one of our colleagues is currently seconded as an AHRC/ESRC Knowledge Exchange Fellow for two years, to increase the historical knowledge base within the Foreign Office.

**Policy makers:** our Impact Case Studies demonstrate our substantial engagement with policy makers on matters of constitutional reform, the natural environment and open access academic publishing. Other colleagues have advised the Scottish Government on urban land reform issues; and brought together academics and Whitehall civil servants (including former Permanent Secretaries and members of the Cabinet Office) to discuss

the nature of 'Political Advice: from Antiquity to the Present'. Our 'Roma Emancipation' project team have advised the governments of several EU countries (and Argentina) on treatment of the Roma peoples; and in 2020, the Council of Europe's recommendation on 'the inclusion of the history of Roma and/or Travellers in school curricula' included the recommendation of a factsheet co-authored by the team.

**Churches:** Many of our colleagues work with faith-based organisations. For instance, colleagues have helped the bishopric of Girona to publish a catalogue of early medieval manuscripts in the Catalan archives; and provided expertise on ecclesiology to Westminster Abbey and the Anglican Communion. During 2017, members of the Reformation Studies Institute worked with local churches and faith-based organisations across Europe to remember and critically reflect on the legacy of the 1517 Reformation.

**Heritage organisations:** the links between our Institute for Scottish Historical Research and organisations such as Historic Scotland and the National Trust for Scotland provides valuable opportunities for our research to feed into visitor displays at locations such as St Andrews Cathedral, St Andrews Castle, and the Bannockburn visitor centre. One of our colleagues served on the Royal Commission on the Ancient and Historical Monuments of Scotland. Our links with heritage organisations have been enhanced by the creation of **SMART History**, with its expertise in the digital reconstruction of historical sites. SMART History developed 3D digital reconstructions of parts of medieval St Andrews based on original historical research: these are available as online videos, and are regularly displayed at events at those sites (for instance, a video of the reconstructed cathedral now plays at the visitor centre at the ruined cathedral). Other reconstructions include Edinburgh's Royal Mile in 1544, and a hillfort in Perthshire; these are available to users via an app and a website. SMART History is currently building on the success of its 2014 'Medieval St Andrews' app (devised and developed in collaboration with members of the School) to develop a 'Reformation St Andrews' app; and it is working with the Institute of Intellectual History to build 'Curious St Andrews', an online resource that will enable users to explore the history of intellectual curiosity and discovery in St Andrews from the Enlightenment onwards. These digital heritage technologies allow us to share our research with new audiences.

**Museums:** the University museums offer us valuable opportunities to engage with diverse publics, ranging from primary school pupils attending a workshop on Victorian technologies, to adults attending lunchtime talks inspired by museum objects, and tourists visiting the exhibition spaces. Our major collaboration has been the curation of the Medieval St Andrews exhibition, which was due to run at the University's Wardlaw Museum in June-August 2020 (now delayed to spring 2021). Colleagues also work with other museums, for instance, advising the British Museum and Dumbarton Oaks Museum in Washington DC on late Antique Armenian silver; and the Royal Collections Trust on an exhibition on the Romanovs held in the Queen's Gallery. An AHRC-funded PhD project, collaboratively supervised with National Museums Scotland, has resulted in an exhibition curated by the student, called 'Typewriter Revolution' (was due to open July 2020, but now delayed to May 2021).

### 4.3 Contributions to wider society

Our School aims to share its expertise generously with the wider public, a mission consonant with the University's 'Social Responsibility' commitment. We do this locally, nationally and

internationally, through a variety of media, and we encourage all staff and postgraduates to be involved. Our 2020 'public engagement with research' survey revealed that 97% of respondents were already doing some public engagement, and 44% wanted to do more.

**Our local community:** We play an important role in the local community as the major cultural institution in north-east Fife. Our expertise in medieval and early modern Scottish history is particularly appreciated by schools and local associations, but we share our expertise on a wide range of other topics. Many colleagues and senior postgraduates have worked with the University's Open Association to bring their research to adults in informal continuing education. Others have spoken to associations such as the Franco-Scottish Society of St Andrews and Friends of the Botanic Garden, and at nearby museums, including the Museum of St Andrews and the Scottish Fisheries Museum. Staff members routinely visit local schools to talk about everything from Vikings, through the Battle of Bannockburn, to the American Civil War. The Institute of Legal and Constitutional Research has been particularly active in engaging with topical political, moral and legal issues. For instance, a 2019 event on the nature of referendums brought together politicians, journalists, academics and local people to reflect on the 1979 Scottish independence referendum in the light of the 2016 Brexit referendum.

**Scottish coastal communities:** Our project on 'Scotland's Coastal Heritage at Risk' has recruited over 1,000 volunteer shore watchers to participate in a citizen science project to record and monitor heritage sites at risk from coastal erosion. Almost 500 volunteers participated in the fourteen ShoreDIG projects: as well as producing practical benefits for the sites (such as new interpretation displays), these projects help connect coastal communities to their heritage. The citizen science model developed by our team has since been applied by heritage agencies in Iceland, Puerto Rico and Florida, among others, as evidenced in our Impact Case Study.

**Informing Public Debate:** our historians provide expert commentary and advice for print- or web-based news articles, ranging from *History Today* and *Times Higher Education*, to *Le Monde*, *Washington Post*, and *Newsweek*. We have appeared domestically and internationally in podcasts, radio broadcasts and television programmes, ranging from BBC to Al-Jazeera. The results can be wide-ranging: for instance, Hillary Rodham Clinton and Chelsea Clinton revealed in their *Book of Gutsy Women* (2019) that they had been inspired by CNN coverage of an article co-authored by one of our colleagues on the rare blue pigment found in the teeth of a medieval (female) skeleton.

**Bringing history to wider audiences:** we are proud to write for a variety of audiences, from the online followers of the 'Merovingian World' blog, to the pupils in German secondary schools who studied the special edition of *Der Nationalsozialismus* published by Germany's central institution for political education (Bundeszentrale für Politische Bildung). These wider audiences are global: *Introduction to Islam* has been translated into Taiwanese, Hungarian, Czech, Korean and Italian; and *What is Intellectual History?* has been translated into Mandarin, Turkish, Korean and Italian.

#### **4.4 Contributions to the research base, and to the sustainability of the discipline**

We contribute to the sustainability of the discipline through our training of postgraduates, and by a wide variety of activities that support scholarship and scholarly communities.

**Postgraduate training:** we collaborate with other academic and non-academic partners.

We are the subject lead for History in the **Scottish Graduate School for Arts and Humanities**, which offers training to all humanities PhD students in Scotland. Our staff contributed to workshops in Spatial History and Digital History.

Through our Institute of Transnational and Spatial History, we are a founder member of the **Graduate Interdisciplinary Network for European Studies** (created in 2011), which also involves universities in Basel, Paris (SciencesPo), Vienna, Cologne, Prague and Madrid. The network facilitates short-term exchanges for postgraduate students; and runs an annual summer school; we hosted the event in 2015 and were due to host it in 2020.

Through the St Andrews Institute of Medieval Studies, we provided the Research Lead and one of the Training Leads for the EU-funded Marie Curie Initial Training Network (2012-16), **Power and Institutions in Medieval Islam and Christendom**. This was a €3.3 million collaboration with the Centre for Human and Social Sciences at the CSIC in Madrid, and universities in Rome, Tel Aviv, Paris and London. Postgraduates from all parts of the network came together for joint training workshops, including 'Sources and Source Criticism' in St Andrews.

We support and encourage our postgraduate students **to work with external organisations** that would benefit from their skills and expertise. For instance, the students in the Marie Curie training network undertook internships with organisations ranging from the publishers Brill to the film-makers Lopez-Li. Other students have been supported by Scottish Funding Council innovation vouchers to work with client organisations: for instance, one helped a Scottish perfume company develop its historical branding. Two of our postgraduates developed a board game, *Merplantilism*, which brings together the histories of eighteenth-century botany and mercantilism and was used in schools workshops at the Botanic Gardens in Dundee.

**Editorship:** We are committed to supporting the development of historical authorship, and the dissemination of historical research. Our research centres and institutes provide the editorial leadership for the book series St Andrews Studies in Reformation History; St Andrews Studies in Scottish History; and St Andrews Studies in French History and Culture; and for *The Medieval Journal* and *Global Intellectual History* (founded in 2015).

Through the individual contributions of colleagues, we provided editors for journals including *German History*, the *Journal of Scottish Historical Studies*, *History of European Ideas* and *Early Medieval Europe*; and for book series ranging from 'The Medieval Mediterranean' and 'Studies in the History of Medieval Iran and Turkey' to 'Early Modern History: Society and Culture' and 'Studies in Modern Monarchy'. We provide editorial board members to a wide variety of journals and book series. Some sense of the diversity of our expertise and its multilingual reach can be seen in Figure 9, which represents the titles of some of the journals and book series to which we make editorial contributions.

**Expert Evaluation:** We have peer-reviewed articles for numerous journals, and book manuscripts for scholarly presses including OUP, CUP and Yale. We have been sought as reviewers and assessors for appointment, tenure and promotion panels in the UK, Germany, the USA and Qatar, among other places. Our expertise is widely sought by funding agencies throughout Europe and beyond, as can be seen in the selected examples in Figure 10.





We have examined PhDs for universities throughout Europe, from Helsinki to Milan, and from Dublin to Sofia; and also in South Africa, Pakistan, and Malaysia; selected examples are shown in Figure 11.

Figure 11. Some of our international PhD examining



**Learned Societies:** We contribute to **the sustainability of the discipline of history** through extensive service to learned societies. Two of our colleagues served as vice-presidents of the Royal Historical Society, with responsibility for publications and for equality and diversity. Others have served as the presidents or vice-presidents of the Society of Antiquaries of Scotland, the British Institute of Persian Studies, the European Early American Studies Association, the Ecclesiastical History Society, and the Gypsy Lore Society, among others. Other learned organisations to whose committees we contribute range from the Royal Society of Edinburgh to the Selden Society, and the History of Science Society to the Verein für Reformationsgeschichte.

We have also served the learned societies by **hosting their annual meetings** in St Andrews, including the British Society for the History of Science (2014), the Society for the Study of French History (2015), the German History Society (2018), the International Society for Intellectual History (2018), the British Legal History Conference (2019) and the Biennial Early Career Scholars' Conference of Symposia Iranica (2019). We also hosted over 70 other workshops, symposia and conferences, helping to sustain intellectual conversations and international collegiality in the broad field of History.

We recognise excellent historical scholarship through the award of **prizes**: the Institute of Medieval Studies (with *The Medieval Journal*) awards an early career essay prize every year; and the Institute of Intellectual History awards the annual István Hont Book Prize for the best book published in intellectual history.