Institution: University of St Andrews

Unit of Assessment: 19 Politics and International Studies

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

A. OVERVIEW

The School of International Relations is a vibrant, multidisciplinary community of researchers, educators, and students from around the globe. At the time of REF census, we had 44 research focused members of staff within an overall community of 162 academics, professional services staff, visiting scholars, and Postgraduate Research (PGR) students (see Table I). Our academic staff currently hail from 12 countries with students drawn from dozens more.

We have been a leader in International Relations (IR) scholarship since becoming a department in 1990 and one of the only Schools of our kind in 2003. We pioneered the study of terrorism with the establishment of the (now-named) Handa Centre for the Study of Terrorism and Political Violence (CSTPV) in 1994. We also helped originate the study of International Political Theory, developing a Master of Letters degree (MLitt) in 2000 and then founding the *Journal of International Political Theory*. The School is recognised for its excellence both within the UK and internationally: The Guardian University Guide currently ranks us as the top Politics department in the UK while both the Times and the Complete University situate us in the top three, alongside Oxford and Cambridge. Internationally, our QS ranking sits annually between 51-100.

Table I	
School Membership (31st July 2020)	
Academic – Research Focused	44
Academic – Education Focused	7
Postgraduate Tutors	15
PGR Students	79
Emeritus/Honorary Professors	2
Research Fellows	2
Visiting Scholars	3
Professional Services Staff	10
Breakdown of Academic Posts across Research and Teaching Focus Members	
Associate Lecturers	7
Lecturers	12
Senior Lecturers	16
Readers	1
Professors	15

We aspire to create an active research environment that operates equitably and inclusively, nurtures staff at all career stages, and prioritises diversity. The School starts from the principle of research autonomy, reinforced throughout our strategies: that staff should pursue projects based on their own intellectual curiosity and creativity. Our School structure and culture are then geared toward enabling this research to achieve its full potential. This collegial approach earned us an Athena-SWAN Bronze award in April 2019 while extending both the breadth and reach of our

research and impact: our numerous outputs and activities span the world, from here in Scotland across the globe.

Leveraging the University's resources and global ambitions has allowed the School to become an international force in several intellectual areas including three of the priority areas in the University Strategy 2018-2023 (see Institution-Level Environment Statement, ILES, 2.5): Peace, Conflict and Security; Cultural Understanding; and Sustainability. We have extensive regional expertise on Europe, the Middle East, Central Asia, and sub-Saharan Africa—which is not to diminish the fact that we are presently engaged in at least one research project or collaboration on every inhabited continent.

A.1 SCHOOL STRATEGY FOR RESEARCH AND IMPACT CREATION

Building on our diverse, non-hierarchical, and flexible foundations, the School set itself ambitious targets to improve our research and impact production this REF-cycle and we met every one. These include:

- Providing all research Centres, Institutes, and Think-Tanks (CITs) with generous funding and administrative support. **(A.2.1)**
- Creating new CITs that complement university high priority strategic areas in: 1) Conflict, Peace and Security; 2) Cultural Understanding; 3) Sustainability. **(A.2.2)**
- Hiring new staff to increase School strength in strategically targeted areas: 1) Conflict, Peace and Security; 2) Global and Supra-National Institutions; 3) Civil Societies and IR. **(A.3)**
- Providing a comprehensive package of research/impact support (including research integrity and Open Access) **(A.4)**, with the aim of:
  - o Increasing research outputs and impact of international importance. **(A.4.1)**
  - o Furthering staff Collaborations, Networks, and Partnerships (CNPs), which also help translate research into impact. **(A.4.3)**
  - o Retaining existing staff by making the School an excellent place to work. **(see B.3)**

A.2 SCHOOL STRUCTURE—CITS

We define IR broadly and have research staff trained as philosophers, political scientists, economists, sociologists, and historians. We support and encourage this interdisciplinarity through a structure of CITs that create bridges with other Schools and departments. Practically all staff actively engage in at least one of the School's eight CITs—which coordinate seminar series, host conferences and workshops, engage in knowledge exchange and impact events (see section D), and oversee our five Postgraduate Taught (PGT) MLitt programmes. Staff and PGRs also actively participate in interdisciplinary CITs housed across the university. Table II shows the depth and breadth of our expertise:

Table II		
Centres, Institutes and Think Tanks (CITs)		
Existing CITs (A)	**Newly Created CITs (B)**	**Interdisciplinary CITs (C)**
Handa Centre for the Study of Terrorism and Political Violence (CSTPV)	Institute for the Study of War and Strategy (ISWS)	Centre for Religion and Politics
Centre for Peace and Conflict Studies (CPCS)	Centre of Art and Politics (CAP)	Institute for Cultural Memory

Institute of Middle East, Central Asia, and Caucasus Studies (MECACS)	Third Generation Project (TGP) Think Tank	Centre for Russian, Soviet, Central, and East European Studies
Centre for Global Law and Governance (CGLG)		St Andrews Institute for Gender Studies
Centre for Syrian Studies (CSS)		Institute of Legal and Constitutional Research

A.2.1 SUPPORTING CITS

Since 2014, we have significantly increased funding and administrative support for our CITs, allowing members to undertake additional ambitious research and impact projects.

- Our CITs receive a generous funding package which has steadily increased during this REF cycle from a combined total of £171,000 in 2014-15 to £226,500 in 2019-20 (Columns A and B above).
- We support interdisciplinary centres not housed in the School (Column C above) with total annual grants of approximately £2000.
- In this REF cycle, we also established and funded a full time 'research and impact administrator' charged with supporting CITs and their activities.

This support has not only enhanced our research environment but also facilitated increased impact with all our CITs engaged in research-led knowledge-exchange activities. Our four impact narratives have all emerged from teams or individuals actively participating in our CITs (CSTPV, CSS, MECACS and ISWS). TGP, established in this REF cycle and the University's first and only think-tank, has already generated knowledge-exchange with a worldwide reach. This was recognised when its Director, a long-standing School member, was awarded an OBE for her work, which focuses on 'what happens when we look at the international system differently, and prioritise those *not* in power, rather than in power.'

A.2.2 CREATING NEW CITS

During this REF cycle we met our strategic goal of creating new CITs to expand our research strengths in three areas of importance to the university's strategy (as stated in the institutional level environment narrative):

- ISWS which further increases our strength in Conflict, Peace and Security
- CAP which enhances our contributions to Cultural Understanding
- TGP which builds new strengths in Sustainability

A.3 HIRING NEW ACADEMIC STAFF

Our REF 2014 environment narrative and subsequent School strategies, developed a hiring strategy to grow our key 'consolidated thematic groupings as "transdisciplinary areas of excellence" in order to catalyse a step change in both the quality and impact of our research.' These targeted groupings were 1) *Conflict, Peace, and Security*; 2) *Global and Supra-National Institutions*; and 3) *Civil Societies and IR.*

We successfully met these goals by hiring eighteen ambitious and forward-looking colleagues.

- Ten hires consolidated our expertise in conflict, peace, and security and actively contribute to CSTPV, CPCS, and ISWS.
- Five hires reinforced our expertise in global and supra-national institutions. They lead the School's CGLG and collaborate with the interdisciplinary Institute of Legal and Constitutional Research.
- Three hires were made with expertise in civil society and IR. This had led to strong support for CSS and MECACS.

These new hires have made tremendous research/impact contributions at all levels. One Early Career Researcher (ECR) was subsequently named the Chair of the International Studies Association's (ISA) English School Section. One senior hire subsequently received the Samuel Eliot Morison Prize for excellence in military history (2018) and was elected a Fellow of the British Academy (2017).

A.4 SCHOOL STRUCTURE—SUPPORTING RESEARCH AND IMPACT

The School structurally supports the research and impact efforts of our members in many ways, stretching well beyond the nurturing framework provided by our CITs. The University supports the School with a sizeable operating budget and autonomy in its allocation. We devote two-thirds of these funds to research support. We provide generous individual research budgets, run distinguished speaker events and seminar series, fund undergraduate and post-graduate research assistant schemes, enable small group conferences and workshops, and provide pots of research and impact seed money. Staff can also apply to special University funds for support, such as the Knowledge Exchange and Impact grants.

We fundamentally believe that every member of staff deserves research resourcing and that no project is too small to fund. This bears out in our research support:

- **Research Leave**: Each academic staff member is entitled to one semester of research leave in every six, a more generous allowance than the University minimum of one in eight. The timing of research leave is to be used at the staff member's discretion, as to when it would most advance their research—and is not conditioned on publication stage or REF cycles.
- **Individual Research and Travel Accounts:** All colleagues are automatically allocated £2000 annually to use at their discretion. Staff are encouraged to use their funds creatively and can roll over unused funds from one year to the next. Funds are used to attend conferences, host events, conduct book workshops, hire research assistants, and take research trips.
- **Special Research Funding**: Staff are also able to apply singly or jointly for up to £3000 in School funding to hold research workshops, conduct knowledge exchange and impact events, or undertake other special projects.
- **Incentivising and Supporting Grant Development**: Since 2014, the School has expanded its research committee to better assist staff in developing both large and small grant bids—helping with networking at the start of projects and providing feedback on draft applications. A new program was also introduced wherein staff members developing large grant applications receive workload credit, reducing their administrative and teaching duties in other domains. A percentage of the indirect costs of awarded Full Economic Costing (FEC) grants are also now returned to principal investigators to further their projects.
- **Dedicated Research Administrator**: During this REF cycle, the School appointed its first full-time administrator dedicated to research and impact support. The administrator lightens many burdens on academic staff, by overseeing research budgets, assisting with grant bid development and finances, arranging logistics and advertising for events (including all seminars as well as large conferences and workshops), and providing crucial support to the Director of Research (DoR) and the Director of Impact (DoI).
- **Research Integrity**: The School's Research and Ethics Committees provides support on good research practice, conflicts of interest and research misconduct.
- **Open Access**: Building on the University's leading position in encouraging OA output publication, the School's research committee has worked with great success to guarantee our research is open to all where possible. The School publishes two OA journals with another currently in development.
- **Networking with Publishers**: We have pioneered a new scheme of regularly inviting editors from the best publishers to meet with staff and PGR students to discuss their

projects and establish relationships. In 2018-19, we hosted the commissioning editor for Politics/IR at Oxford University Press and in 2019-20 a commissioning editor from Princeton University Press*.

A.4.1 OUTPUT AND IMPACT CREATION

Our research and impact support systems have aided in the production of an impressive volume of high-quality, international award-winning outputs. During this REF cycle, we have published 102 single or jointly authored books. These include more than 20 books published by Oxford and Cambridge University Presses and two by Penguin/Random House. As a sign of our international reach, our co-authored publications have involved 78 scholars from 19 different countries.

We have also collectively published approximately 380 articles in journals throughout the world, reflecting our wide range of expertise. Many of these have come out in the very best journals of the field as we have published 62 articles in the top 35 IR journals (*Incites Journal Citation Reports 2019*, last full year available).

Our books and articles have won major awards in this REF cycle, including:
- Jewish Book Council: Winner of the Annual Award for Best Book of the Year (2015)
- Washington Institute for Near East Studies: Winner of the Gold Medal for Best Book (2015)
- Pritzker Military Library: Winner of the Pritzker Award for Lifetime Achievement in Military Writing (2016)
- American Political Science Association: Winner of the African Politics Conference Group (APCG) section Best Article Award (2017)
- International Studies Association: Winner of the International Political Economy Section Best Book Award (2019)
- North American Society for Oceanic History: Honourable mention for the Best Book of the Year Lyman Award (2020)

All elements of the School, from individual researchers to CITs are involved in high impact-creating projects, most of which have emerged from our CNPs. See sections C and D and our impact narratives.

A.5 FUTURE STRATEGIC GOALS FOR RESEARCH AND IMPACT

Building on our achievements during this REF cycle, we have set out ambitious targets for the next five years. We will create new structures and processes to support this vision, as encapsulated in our 2020-2025 School Strategy. These goals and plans include:

1) **Enhancing diversity and inclusion** within the School. We aim to earn an Athena-Swan Silver Award and will dedicate substantial financial and staff resources to the School's Equality and Diversity Committee to implement our Athena SWAN action plan. We also seek to improve the gender and ethnic/racial balance of the School, in terms of both new hires and promotions.
2) **Refreshing our CITs and create additional research clusters** to further encourage and support the research of academic staff. We have already convened a steering group to direct this rigorous process of self-examination. By early 2021, after extensive consultation both within the School and with the University, it will issue a full report and action plan.
3) Significantly **improving our external grant capture** to be competitive with the top ten Politics and IR Schools in the UK. The Directors of CITs will meet annually with the Head of School (HoS) and DoR to coordinate external funding capture, especially large grant bids.
4) **Expanding our knowledge exchange and impact work** such that each CIT is actively and routinely cultivating a potential REF impact cases. The School will expand its budget for funding such activities. The DoI will also meet annually with the Directors of CITs to coordinate plans and, with the new research administrator, develop internal systems to track evidence of long-term impact.

5) **Growing our local, national, and international networks** and partnerships. We will leverage our newly appointed Professor of Practice, as well as the process of refreshing CITs, to create additional strategic partnerships with world leading academic, think tank, and practice-oriented institutions as well as community activists. We will also invest in summer workshops and conferences to expand collaborations.

6) **Enhancing our facilities and interdisciplinarity** by relocating to a new state-of-the-art social science building at the site of the B-Listed Madras College Building. We will use this opportunity to develop synergies with our co-located subjects, Economics and Management.

Section 2. People

B. OVERVIEW

We aim to produce inspiring and world leading research by recruiting and nurturing the most promising talent at both the staff and PGR levels. This integrally involves creating an inclusive environment that embraces diverse identities, theoretical approaches, and methodologies. Our range of voices positions us to lead global research and debates on the politics of a better future: including on human rights, refugee migration, ethnic and racial conflict, gender- and sexuality-based bias and violence, and sustainable development.

B.1 SCHOOL STRATEGY FOR IMPROVING EQUALITY AND DIVERSITY

During this REF cycle, working hand-in-hand with the University's commitment to a Diverse St Andrews (ILES, 3.1) we engaged in a deep, self-reflective process as part of our Athena-SWAN Bronze award. We sought to understand our past shortcomings and how we can change as a community to better embrace equality and diversity. We have investigated the issues facing women in IR, particularly the pipeline leak, glass ceiling, and publication gap. We have also started grappling with the structural biases facing Black, Asian, and Minority Ethnic (BAME) staff and students and those from socio-economically disadvantaged backgrounds. We recognise that there is a way to go in this area. Our ongoing conversations and a study of our output evaluation has made it crystal clear that we gain great strengths from our commitment to diversity; enhancing our collective research productivity and creativity.

As part of our commitment to positive EDI reforms and to create a permanent structure of introspection while we begin addressing historic equality, diversity, and inclusion shortcomings, the School undertook a number of reform initiatives this REF cycle. These include:
- Diversifying our management structures and ensuring equitable workload **(B.2)**.
- Incorporating EDI issues into our hiring **(B.3.1)** and promotion processes **(B.3.4)**.
- Establishing mentoring programs across career stages **(B.3.2** and **B.3.3)**.
- Providing Unconscious Bias training covering EDI issues **(B.3.3)**.
- Recruiting and mentoring a diverse PGR community **(B.4)**.

B.2 SCHOOL MANAGEMENT AND WORKLOAD STRUCTURES

The School is managed by the Head of School (HoS) in consultation with the administrative Directors (e.g. Research, Teaching, Impact, and Postgraduate Research, etc) and several important committees (e.g. Management, Research, and EDI). Centre, Institute and Think-Tank (CIT) Directors also play a substantial role, allocating research event funding and running speaker series. We also have regular school councils open to all members in which everyone is consulted. Improving the diversity of our management structure has been central to School reform during this REF cycle. In 2017, the EDI committee was established, with membership drawn from all different

career levels. It scrutinises School policies, analyse student and staff EDI data, monitors the diversity and representational burdens of teaching and administrative duties, and implements our Athena-SWAN action plan. The HoS now balances the membership of all committees to ensure fair representation. We have also required that seminar series be more cognisant of diversity, with each asked (by 2021) to achieve balanced representation across its annual invitation list.
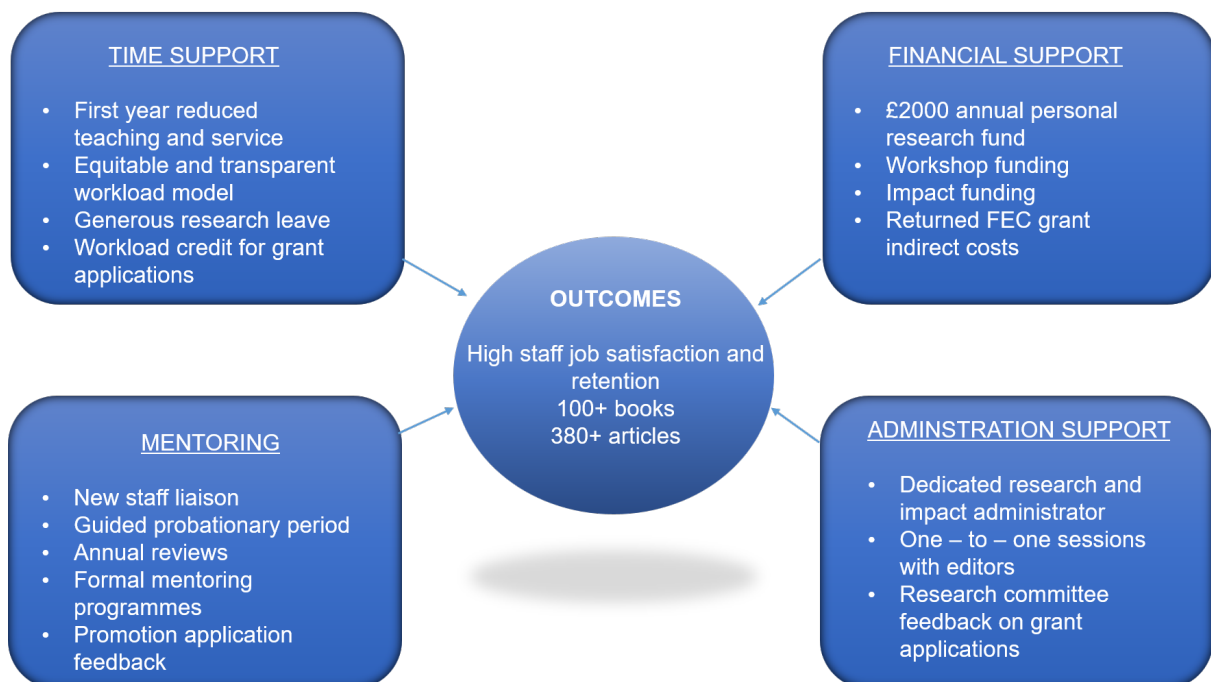
As part of our preparations for REF 2021, we reorganised the Research Committee (RC) with EDI issues in mind. Membership of the RC was opened beyond professors to mid- and early- career staff, allowing for much broader participation and improving female and BAME representation. Our commitment to EDI issues was also seen in our REF output selection, which is almost exactly representative in percentage terms of the gender and ethnic breakdown of the school as a whole.

To help achieve equity, the School maintains a transparent and flexible workload model. The model accounts for teaching, administrative duties, committee work, supervision, and large grant applications. Each summer, the HoS consults with individuals over their workload and ensures a relatively equal spread of duties across the School. The model is also responsive: when staff members step into heavier service positions, adjustments are immediately made to other responsibilities so they can maintain an active research agenda. For example, in the semesters prior to the Athena-SWAN and REF submissions, the EDI Chair, the DoR, and DoI, respectively, were released from teaching obligations.

B.3 STAFF RECRUITMENT, TRAINING AND DEVELOPMENT

We have created an innovative and comprehensive package of support measures for staff that rival the best programmes in the UK. Beginning with recruitment, and spanning career stages, these measures build inclusivity, nurture talent, protect research time, and help staff achieve their full potential. This support package has fuelled our exceptionally high staff retention rate while facilitating strong research production (see Figure 1).

Figure 1; Staff Research Support Structures

TIME SUPPORT
- First year reduced teaching and service
- Equitable and transparent workload model
- Generous research leave
- Workload credit for grant applications

FINANCIAL SUPPORT
- £2000 annual personal research fund
- Workshop funding
- Impact funding
- Returned FEC grant indirect costs

OUTCOMES
High staff job satisfaction and retention
100+ books
380+ articles

MENTORING
- New staff liaison
- Guided probationary period
- Annual reviews
- Formal mentoring programmes
- Promotion application feedback

ADMINSTRATION SUPPORT
- Dedicated research and impact administrator
- One – to – one sessions with editors
- Research committee feedback on grant applications

B.3.1 STAFF RECRUITMENT

During this REF cycle, the School has undergone a period of significant expansion (18 permanent hires). We have focused on attracting promising ECRs with demonstrated excellence in research outputs and grant capture. The Athena-SWAN process, and the patterns it spotlighted, provoked us to directly incorporate EDI concerns into our recruitment strategy and hiring practices. These measures were introduced in 2017 and include:

- Foregoing 'named' searches, which disproportionately exclude women and BAME scholars.
- Ensuring searches are open to critical and other non-orthodox theoretical and methodological approaches, thereby expanding the potential pool of women, BAME, and non-Western scholars.
- Crafting job advertisements to highlight our flexible working hours, generous parental leave, and mentoring.
- Encouraging staff to share job advertisements broadly, but particularly targeting women- and BAME-centred networks.
- Ensuring that all School hiring panels are gender-balanced and receive training on implicit bias.
- Incorporating the EDI Chair into the hiring process to monitor the diversity of candidate long and short lists.

These measures had immediate impact, reversing concerning trends (see Figure 2). They have allowed the School to simultaneously attract top talent while making significant strides toward achieving greater inclusivity. At present, 42% of the School's research and teaching academics are women, an increase over the REF cycle from 33%, demonstrating a positive move towards a more equal balance. Furthermore, we have hired six new BAME staff during since 2014, a threefold increase over any previous REF period.

Figure 2
Permanent Research Focused Staff Hires, by Gender
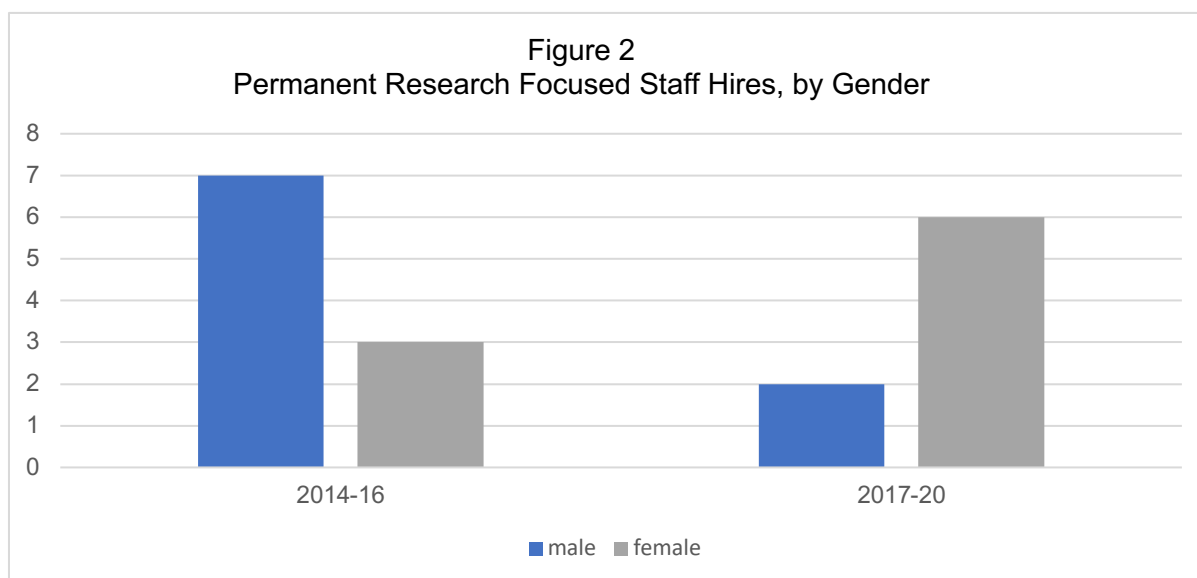
B.3.2 NEW STAFF TRAINING AND DEVELOPMENT

The School is keenly aware that ECRs face tremendous challenges in balancing teaching and administrative duties with launching their research careers: establishing networks, traveling for conferences, landing journal and book publications, and navigating the funding landscape. Building on the University's joining the 2019 Concordat to Support the Career Development of Researchers, and adhering to its three principles, we have aimed to create and Environment/Culture supportive of staff development, through the maintenance of excellent

employment conditions which involve a package of extensive career development policies supporting and mentoring new staff:

- **New Staff Liaison**: Established in 2015, the Liaison maintains the New Staff Handbook, , and organises an annual induction where new staff meet key role-holders (including the HoS, the EDI Chair, the DoR, DoI, and the Director of Teaching). The Liaison continues meeting with new staff, both individually and collectively, throughout their first two years.
- **Guided Probationary Period**: In consultation with the HoS, all new permanent staff set objectives for their 15-month probationary period, commensurate with their career stage, experience, and needs. The DoR also meets with new staff to discuss their publication and funding goals. The School then identifies resources to support these goals.
- **Reduced Initial Workload**: During their first year, new staff receive a reduced teaching load and are protected from time consuming service positions. When School needs prevent a full release from service, the HoS makes every effort to ensure an appropriate administrative role given other time-commitments and career stage. Safeguarding new staff time allows them to acclimate while continuing to progress their research agenda and publish.
- **Mentoring**: Research has shown that mentoring is critical to professional success, particularly for individuals from historically excluded backgrounds who may not know the 'hidden curriculum' of academia. To help realise their full potential, all new staff are offered a more senior mentor within the School. Since its 2017 introduction, 100% of new hires have enrolled in this programme.
- **Transitioning Education Focused Staff to Research Contracts**: We recognise that many of our Associate Lecturers on teaching-focused contracts are ECRs aspiring to research-focused positions. We actively manage their teaching load to allow time for research, granting them the equivalent of one semester of research leave in every three years.

B.3.3 ALL STAFF TRAINING AND DEVELOPMENT

Our package of support continues as staff transition into mid- and senior- career stages. All staff receive:

- **Annual Review and Guidance**: Beginning in 2016, each staff member now meets with the HoS every year to reflect on their publications, grant applications, teaching, and service. Progress since the last review is discussed as well as goal setting (without setting hard targets) for the coming year. The HoS then investigates University and School resources to support these goals.
- **Continued Mentoring**: The School believes that all colleagues, regardless of career stage, benefit from supportive and collaborative mentoring. The HoS arranges such relationships where requested, including outside of formal programmes. Additionally, the School actively encourages participation in the University's mentoring schemes, including the Teaching, Research, and Academic Mentoring Scheme as well as the Elizabeth Garrett Mentoring Programme for mid-career women.
- **EDI Training**: Staff participate in training to help ensure that all members of our community are treated fairly. These measures include: (1) annual staff unconscious bias training, including on what we conceive of as valid forms of research and knowledge; (2) further University training on unconscious bias, especially for staff participating on admissions and hiring panels; and (3) a beginning of year induction for students (which staff are encouraged to attend), created in 2018, that explores how issues of inclusivity impact teaching and how to transform encountered biases into positive teaching moments.
- **Recognition and Reward:** To foster an encouraging environment, the School has institutionalised celebratory book launches. To reward these important achievements, the HoS works with the author to invite a high-profile scholar to participate in a panel seminar, followed by a reception and dinner.

B.3.4 PROMOTION

The University conducts promotions centrally and provides clear criteria for the achievements in research, teaching, impact, and service that are required at each rank. Promotion policy, at both the University and School level, was revised in 2017 to better incorporate EDI concerns, improve transparency, and ensure rigorous support in developing promotion applications. These measures include:

- **Incorporating Self-reflection into Promotion Applications**: University guidance now emphasises that promotion applications should explicitly reflect on contributions to EDI in research, teaching, and service.
- **Improving Transparency**: When the annual promotions round is advertised, the HoS issues guidance to all staff on the process and advancement criteria. An information session is also arranged for interested candidates to meet with a member of the promotions panel.
- **Better Mentoring and Guidance**: The HoS invites all staff members considering promotion to meet individually for guidance. An internal School panel, comprised of two Professors and the HoS, then assess draft applications. The provided feedback aims to strengthen candidates' chances, while noting where promotion might be premature. This is not determinative and the candidate decides whether to move forward.

B.3.5 RETENTION AND JOB SATISFACTION

This comprehensive package of staff training and development combined with our excellent research and impact support (see Section A.4), have created a collegial and nurturing atmosphere. This environment, in turn, has led to high job satisfaction and low departures to other universities. In a recent internal survey, 93% of staff noted strong job satisfaction. Moreover, in this REF cycle, only three staff members have left for academic positions at other UK universities.
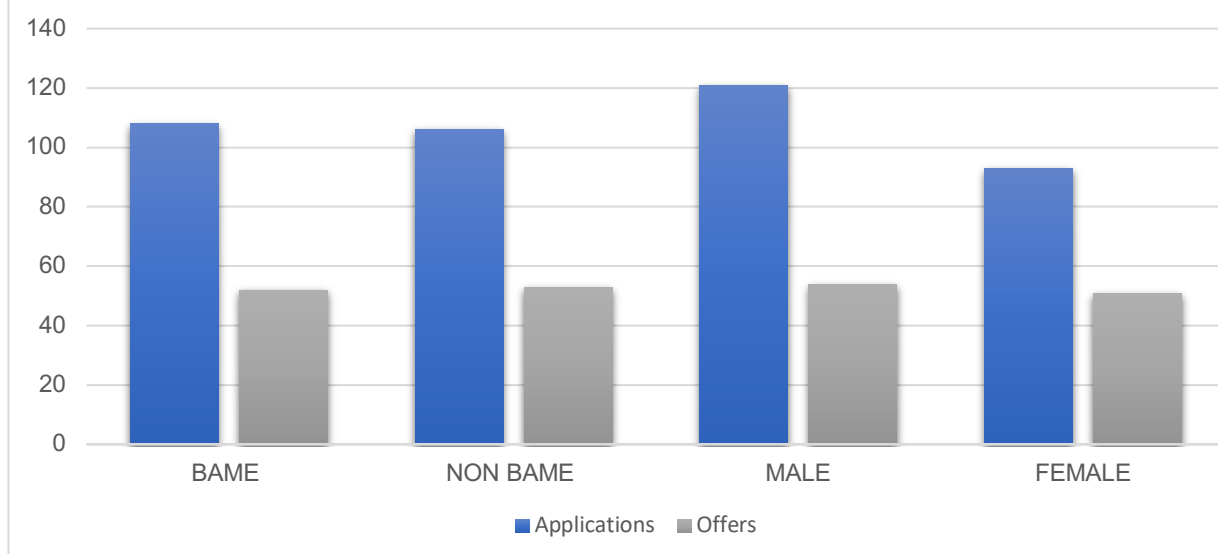
B.4 PGR RECRUITMENT, TRAINING AND DEVELOPMENT

We maintain a strong commitment to building a diverse and inclusive PGR community. We strive to support our PGR students and ensure their success throughout the dissertation process and as they transition to their post-PhD career. During this cycle we have seen through to successful dissertation completion more PGR students than in any similar period. Between 2014 and 2020 122 students were awarded PGR degrees (117 PhDs and 5 M.Phils). We also have at present a growing, engaged, and diverse PGR community composed of 98 students.

B.4.1 PGR RECRUITMENT

To facilitate a diverse pool of applicants, and as part of our Athena-SWAN action plan, we now do more to stress our commitment to EDI issues, including during annual university-wide information sessions for interested students. To ensure fair access, all staff on admissions panels receive implicit bias training and the Equality and Diversity Committee monitors admissions rates. Over the last three academic years, we have obtained gender balance across male and female admitted PGR students. We also now, gratifyingly, receive equal numbers of BAME and non-BAME student applications and admit proportionately (see Figure 3).

Figure 3 - PGR Applications and Offers
2018/19 - 2020/21

B.4.2 PGR TRAINING AND DEVELOPMENT

The School maintains a multi-layered support system to help our PGR students succeed which we believe at least equals equivalent systems available in the very best doctoral programs in the country.

Financial and logistical support is available from more than two dozen sources including:

- **Scholarships**: The School offers two competitive scholarships, the 'Handsel' and 'School of IR' Scholarships (5-6 recipients per year), that cover fees for three years of PhD study. Our PGRs can also win University granted scholarships (eleven different programmes) that completely cover fees or make significant contributions toward them.
- **Travel and Conference Funds**: The School sets aside a generous portion of our annual operating budget, £17,000, for PGRs to network and promote their research at conferences. We also encourage PhD students to envision their own workshops and conferences, with School funding available. Since 2014, PGRs have hosted at least one large conference annually here at St. Andrews, bringing further vitality to our research community.
- **Support for Emergent Needs**: The School further supports PGR student needs with annual funding of £5,000 for childcare and £7,500 for unexpected hardships.
- **Office Space**: Beginning in their second year, PGRs can apply for secure, shared office space. At present we provide 27 desks in seven different offices.

As well as extensive mentoring and training:

- **Supervision**: Upon starting the programme, students are assigned both a primary and secondary supervisor to guide their research and provide pastoral support. PGRs have monthly contact with their supervisory team. At any time during their studies, PGR students can also request a separate mentor from amongst the academic staff. Wherever possible, we try to ensure that supervisorial teams reflect the diversity of our staff.
- **Annual Review**: At the end of the year, each PGR student submits a progress package, reviewed by two staff members outside the supervisory team. The student and reviewers then meet to discuss their progress, with any notable concerns forwarded to the Director of Post-Graduate Research for further support.

- **Research Training**: All PGR students are required to take an IR research methods module in their first semester of study. They also always have the option of enrolling in the four additional research-focused training modules run for all PGR social science students.
- **Further Research Development**: The School runs a catered weekly research seminar where both academic staff and PGR students share and receive feedback on research in progress. PGR students gain valuable experience in presenting their work, serving as discussants, seeing how faculty navigate the publication process, and generally engaging in a workshop environment. More recently, the School established an annual Research Methods Café, to familiarise students with diverse methodologies while creating deeper ties with a broader network of staff. PGR students are also invited to meet with journal and book editors when they visit (see A.4). **Professional Development**: The School also organises a variety of professional development seminars each year, including on publication strategies, career advice, job market skills, and achieving work-life balance. Additionally, PGR students complete a professional training needs analysis at the beginning of each year, which helps supervisors guide them to appropriate short courses run by the University's Centre for Educational Enhancement and Development. Finally, PGR tutors undergo mandatory EDI training. **Network Development**: We actively help our PGRs to build their research networks through participation in our significant national and international partnerships, including with the Scottish Graduate School of Social Science (SGSSS); the St Andrews, Glasgow, and Edinburgh Security Studies collaboration (StAGES); Georgetown University (USA); William and Mary College (USA); and Renmin University (China).

B.5 CONCLUSION

At the end of this REF cycle, we are a more diverse and equitable community than at the start. We have developed comprehensive mentoring and training programs for both staff and our PGRs, supporting all members of the School to achieve their full potential. We are now producing more and better research and have laid the foundations for continued excellence.

Section 3. Income, infrastructure and facilities

C. OVERVIEW

Members of the School of IR have generated funding from a wide range of sources, reaching beyond traditional research grants to also embrace consultancy opportunities, impact and knowledge exchange grants, and donor support. We see this range of income generation as a sign of our commitment to creating an Entrepreneurial culture that is a key goal of the University's strategy (ILES, 3). Such funding is bolstered by the excellent range of facilities and support infrastructure provided by both the School and University, enabling world class research. Our event and exhibition spaces allow us to share our research within the community and host leading researchers, artists, and practitioners from across the globe. We also dedicate considerable resources toward journal editing, including the full production of our own open-access journal.

Together our income, infrastructure, and facilities enable us to make significant contributions to the academic profession and society. Indeed, many of our externally funded research projects have contributed to important social debates on equality, inclusivity, and diversity. They have examined migration and refugees in Scotland; humanitarian aid in East Asia; the social reintegration of young ex-combatants in West Africa; the everyday geopolitics of Muslim youth in the UK; and anti-Semitic and anti-Roma violence in Hungary. Further awards supported the creation of the TGP, a think-tank dedicated to raising awareness of climate security, indigenous rights, and justice.

C.1 INCOME

The School is supported by a generous operating budget supplied by the University. The HoS, in consultation with the Management Committee, then allocates and disburses these funds. Research support has historically encompassed two-thirds of the budget, including funding for CITs, individual research and travel accounts, workshops and conferences, and research and impact seed money. Additionally, we have built an internal infrastructure to assist staff members in attracting substantial research income from external sources, including research grants (with impact and knowledge exchange components), fellowships, consultancy, and donations.

C.1.1 INCOME GENERATING INFRASTRUCTURE

The School encourages all staff members, regardless of contract or career stage (from education-focused Associate Lecturers to Professors), to seek external funding to pursue their research projects. Rather than compelling grant applications as a condition of employment or promotion, we embrace the philosophy that funding should follow intellectual curiosity and staff should always research what they are passionate about. Achieving both these goals at once—generating income while preserving staff freedom—requires a robust infrastructure of encouragement, support, and material incentives. These include:

- **Workload Relief**: Staff members preparing large grant bids (at least £250k directed to the university as a whole) can apply for significant credits in the workload model and a compensatory reduction in other duties (100% of such applications have been granted).
- **Administrative Support**: Our new Research and Impact administrator helps with grant preparation and, if successful, tracking finances and preparing reports for funding bodies.
- **Feedback**: We enlarged our Research Committee and expanded its duties to include reading and providing feedback (often multiple rounds) on draft grant applications.
- **Returned Indirect Costs**: Staff members awarded a FEC grant receive a small percentage of the indirect costs directly into their personal research fund. They can also allocate a matching percentage to a nominated CIT within the School.
- **Teaching Replacement**: The School also encourages staff members to devote a portion of the salary costs of FEC grants to teaching replacement, freeing up time to work on the project.

C.1.2 FUNDING APPLICATIONS AND CAPTURE

During this REF-cycle, we have applied for around £23 million in external funding and received awards equal to approximately 10% of this figure. We have also witnessed an important jump in the level of funding received: this REF cycle has produced seven of the ten largest grants the School has ever been awarded.

As detailed below, our external funding ranges from major international and EU grants to smaller local bodies supportive of travel and fieldwork. This funding capture demonstrates how our support for equality and diversity across career stages has paid literal dividends. At the time of census, five of the six largest income generators for the School were women—with two having secured the bulk of those funds as ECRs. Our income capture includes:

Research Grants: The School has won awards from a diverse group of funding bodies, including the Arts and Humanities Research Council, the Carnegie Trust, the Danish Council for Independent Research, Erasmus+, the European Commission (Action Grant), the European Union (Horizon 2020), Humanities in the European Research Area network (HERA Cultural Encounters), the Independent Social Research Foundation, Marie Curie, and the Scottish Funding Council, including its Overseas Development Assistance/Global Challenges Research Fund.

Many of these awards include funding for engagement with international organisations, non-governmental organisations, national and local governments, and community groups. Our research has thereby made its way into the hands of such bodies as the Joint Terrorism Analysis

Centre, NATO, the World Bank, the UK Government Communication Planning Directive, the UN Department of Peacekeeping Operations, and the UN Economic and Social Commission for West Asia, among others. Three of our five largest grants in this REF cycle directly funded impact activities:

- *EU Horizon 2020 grant*: Examined tensions in the post-Soviet Caspian area with extensive policy dissemination, including directly to the European Union.
- *UK Conflict, Stability, and Security Fund grant*: Developed conflict assessment tools, including drafting questionnaires and arranging focus groups, and applied these to develop policy recommendations that were actioned in the conflict zone in Abkhazia.
- *HERA grant*: Focused on defining and identifying Middle Eastern Christian migrant and refugee communities in Europe. Findings were given not only to government bodies, including the European Commission and departments in the UK, Denmark, and Sweden—but were also broadly disseminated to dozens of civil-society groups across Europe, including Catholic Bishops' conferences, Anglican and Orthodox church associations, and local community churches of various Christian denominations.

Fellowships: School members have received a variety of prestigious and funded fellowships, giving them time to complete significant research publications, including four books and a ream of articles. These include fellowships from the British Academy, the Leverhulme Trust, the National Endowment for the Humanities (USA), the Royal Society of Edinburgh, and the Netherlands Institute for Advanced Studies.

Consultancy: We have generated an additional £300,000 of income in this REF cycle by leveraging our expertise (often housed in our CITs) to fulfil consulting contracts with governments, international organisations, and non-governmental organisations. These include:

- More than £100,000 by CSTPV on counter-terrorism, justice for terror victims, and related topics.
- More than £50,000 by the CSS on the origins, complexity, and international dimensions of the conflict in Syria.
- Projects worth approximately £100,000 with the Ministry of Defence (MOD) focusing on the creation of norms governing modern war.

As an indication of how our income generation works symbiotically with our research and impact excellence, the lead academic on these final projects with the MOD was in 2020 awarded the ISA Ethics Section Distinguished Scholar Award for his extensive contributions to scholarship and mentorship in the field of international ethics.

Donations: The range and depth of our research and impact creation excellence have led to a gratifyingly large number of donations. Since 2014, 21 major donations totalling approximately £1.34 million have been made by various foundations and benefactors to support our projects. For example, four donations totalling £250,000 were gifted to enhance research on Syria while CSTPV has received over £600,000 to support its work on understanding terrorism.

C.2 INFRASTRUCTURE AND FACILITIES
The excellence of our infrastructure and facilities contributes directly to our ability to attract income and produce world leading research and impact. They allow us to work effectively in a tranquil environment, collaborate on international projects, and edit major international journals. Our spaces also allow us to share our research with the broader community and host prominent speakers, both through large public lectures and intimate seminars and workshops.

C.2.1 PHYSICAL INFRASTRUCTURE
The School is housed almost entirely in the Arts Building, located centrally within the University campus. Additional office space is located close by in a small Georgian cottage, '113 North Street.' The Arts Building was completed in 2006, constructed to high modern standards, with

approximately 3200 square metres of floor space. The building includes a wealth of excellent teaching spaces, large individual offices, wide foyers and hallways, showers for active commuting, a great deal of natural light, sea views, and the latest technology. Facility-wise it contains:

- Nine fully AV equipped teaching/seminar rooms which can hold between 20-40 people. Three of these are specially designed to facilitate interactive teaching, with rolling tables and chairs as well as special white boards.
- One specialised lecture theatre which can accommodate 100 people.
- Individual offices for practically all faculty (five staff members have individual offices in 113 North Street). Our offices are sufficiently large to host tutorials for up to ten students as well as house the standard bookcases, desk, and comfortable reading chair. This allows staff to schedule tutorials, office hours, and other meetings at their discretion—providing flexibility, minimising commute times, and improving work-life balance.
- Five additional offices for the nine members of our administrative team, including a dedicated IT support officer and our Research and Impact administrator.
- High quality computer equipment for each staff member, upgraded every 3-5 years.

Exhibitions and Infrastructure: Our wide hallways and foyers were built to socialise and facilitate conversations. The School has capitalised on these spaces to also exhibit research and art. For instance, members of staff routinely mentor high-achieving undergraduates in conducting research under the University's Laidlaw Leadership and Research Programme. The students produce posters at the end of their project, which we hang in well-travelled parts of the building. In another example, the CAP hosted a talk and exhibition by Tomas Ayuso, a World Press Association emerging photographer and recipient of the 2019 James Folley Prize. Entitled, 'The Right to Grow Old,' the photography exhibit was displayed along the entire first floor hallway for a number of months, allowing students and staff to contemplate the powerful images as they walked to and from classes (see Image 1).
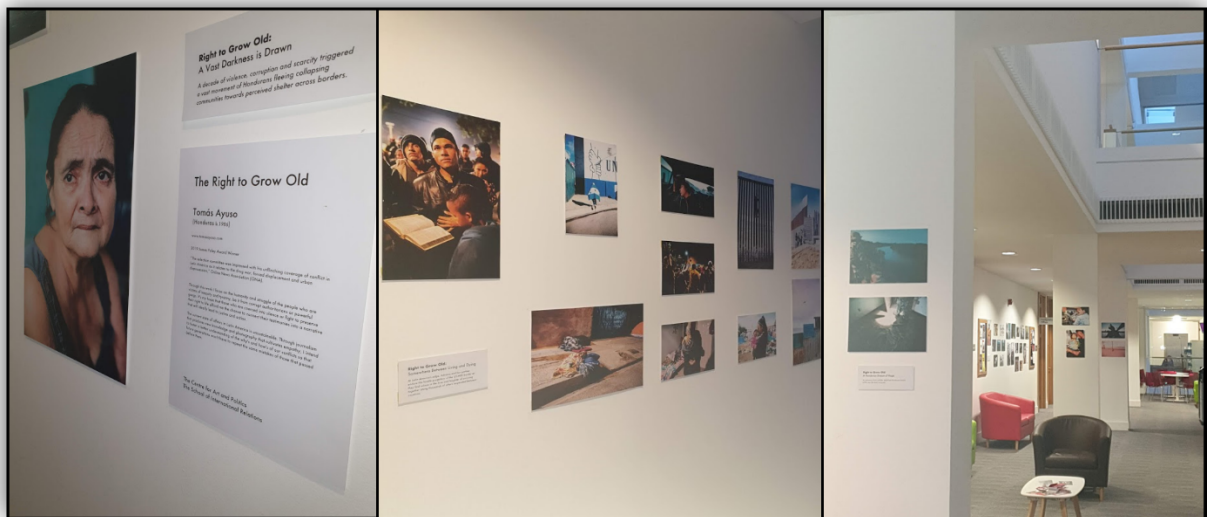

Image 1: Tomas Ayuso's 'The Right to Grow Old' exhibition - Arts Building

With Conflict Textiles curator Roberta Bacic, an ECR team delivered 'Threads, War and Conflict' for which they won the 2020 PSA Innovations in Teaching Politics (Group) Award. Launched by the Principal, this exhibition and events programme displayed conflict textiles from around the world which embodied key School research themes: war, conflict, resistance, drones, displacement. Students, academics, the public, and cultural institution representatives attended, with events including a conference, creative evening, seminars, and textile workshops. Supported by the University's Enhancement Theme Fund, these workshops with a local textile artist generated a collective textile with Scottish University postgraduates. Following its exhibition within the School (Image 2), it joined the Conflict Textiles collection.

Image 2: 'Letters to Arpilleristas'. Collective Textile Exhibit – Arts Building

C.2.2 LIBRARY INFRASTRUCTURE

The Arts Building is located next door to the University Library, allowing for seamless interactions. A senior librarian liaises with the School to swiftly acquire needed research materials as well as develop the general collection of resources germane to our discipline. In addition to the existing library holdings and subscriptions, the School currently benefits from an annual book fund of £37,265 for new purchases. During this REF cycle, a total of £431,989 has been invested to directly support the School's research and impact efforts, including more than £250,000 in new book purchases and £175,000 in journal, database, and other online resource acquisition.

The library also maintains a central fund for subscriptions to a wide range of relevant journals and databases. Since 2014, the School has successfully secured over £51,000 of this money for disciplinary resources. Additionally, we have partnered with other Schools and CITs to purchase materials meeting interdisciplinary research needs. Collectively, these investments have provided our staff and PGRs with access to important archival and primary source materials. As just one example, to support the School's strong research theme of understanding the evolving character of global and supra-national institutions, we have gained access to the *Chatham House Online Archive*, the *Digital National Security Archive (DNSA), Westlaw UK*, and the *UN iLibrary*. These new collections were used extensively by one staff member to publish two books on Franco-British-US relations in this REF cycle.

C.3 INFRASTRUCTURE AND INCOME IN ACTION: OUR COMMITMENT TO JOURNAL EDITING

Our excellent facilities and infrastructure, combined with income investments by the University and School, have enabled us to develop new initiatives that contribute to the profession as a whole. One of the most exciting of these was the creation of a new open-access journal, *Contemporary Voices in International Relations* (CVIR). Launched in April 2018, CVIR publishes pieces that surprise, inspire, and challenge readers to rethink their own positionalities, subjectivities, and insecurities. Its content is made freely available to the public, supporting greater access and the global exchange of knowledge. Our in-house editorial team oversee the entire production process: from the initial screening of submissions, through the peer-review stage, and onto final publication. Between the period April 2018 and 31st December 2020, CVIR has published 15 articles, 3 book reviews, two editorials and one special issue with a collective 8774 views and 1394 downloads.

C.4 CONCLUSION

Our excellent infrastructure, facilities, and income lay the groundwork for broad and important contributions to the profession. Beyond providing a tranquil and nurturing environment for creative thought, they furnish venues for sharing research and facilitate exchanges with other universities and visiting researchers, artists, and practitioners from around the world. As conveyed in Section D, we have leveraged this infrastructure to make ourselves an internationally recognised, vital contributor to our field and beyond.

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

D. OVERVIEW

Supported by the University's 'Global St Andrews' strategic vision for nurturing partnership (ILES, 2.7) we have developed close CNPs, connecting us to academics, policymakers and societal actors around the world. To demonstrate the breadth and depth of these, we have divided this section into how our activities both bring the School's research to the wider world and bring the world into the School (see Figure 4). To emphasise our overall school commitment, all the links discussed below exist independently of our REF 2021 impact narratives.

we strive not only to shape the research agenda of our field and contribute to the broader profession (**D.1**) but also to influence governance and society (**D.2**). In bringing the world to our doorstep, we design our events to be inclusive of both other scholars as well as practitioners, policymakers, and activists (**D3**).

Figure 4; Research Collaborations, Networks and Partnerships
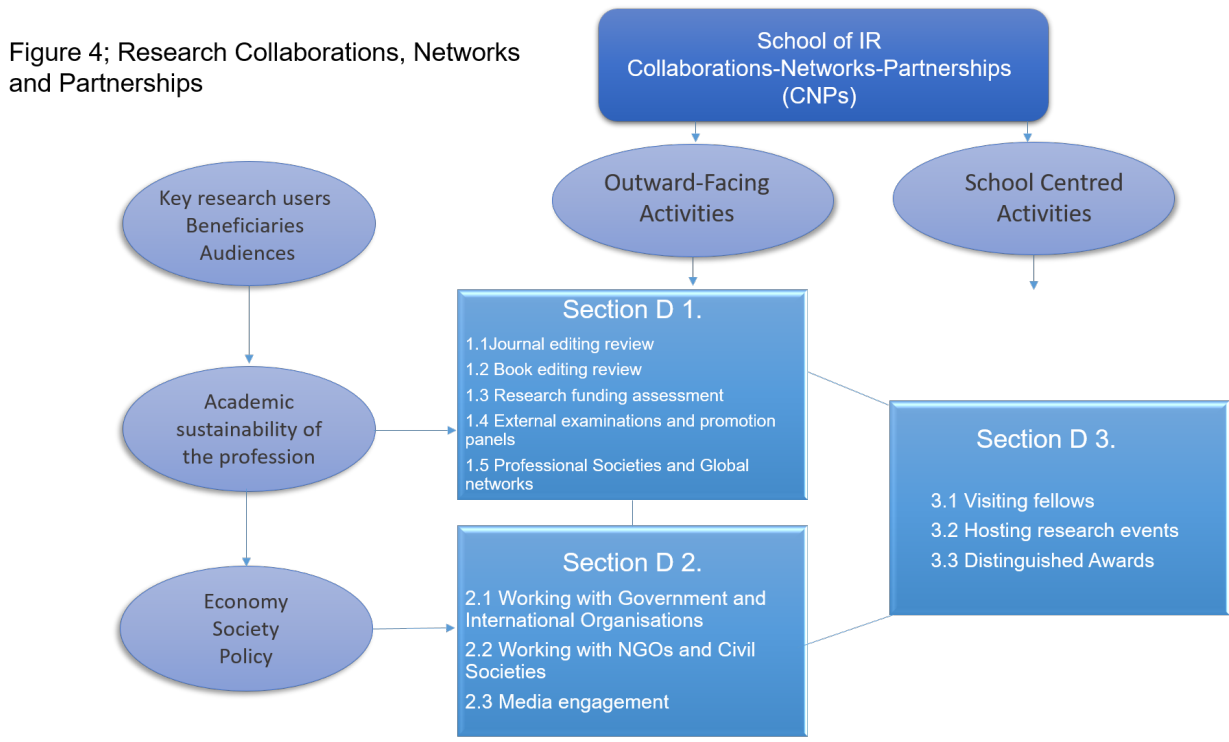
D.1. CONTRIBUTIONS TO THE PROFESSION

Beyond creating our own high quality research outputs and impact projects, we contribute to journal and book editing across well respected publishers, assess grants for major international funding bodies, assist other universities with their promotion processes and PhD examinations, play significant roles in professional societies, and are regularly invited to give research talks, including major keynote addresses. Our achievements in research leadership have been

internationally recognised: one professor was awarded the 2019 International Studies Association (ISA) J. Ann Tickner Award to acknowledge both the bravery of her scholarship and her commitment to the profession. One of our mid-career members has recently been named as a member of the Arts and Humanities Research Council's (AHRC) peer review college and its COVID-19 expert panel.

D.1.1 JOURNAL EDITING AND REVIEW

We are particularly proud of the editorial vision our academic staff have brought to a wide range of internationally renowned journals. Since 2014, members of the School have served as lead editors for 16 different journals, covering different corners of the IR discipline from African politics to political theory to war, conflict, and terrorism (see Table III).

Table III
Lead Editors of IR Journals
African Security
Contemporary Voices in IR
Global Constitutionalism
Hobbes Studies
India Review
International History Review
International Feminist Journal of Politics
Journal of International Political Theory
Journal of Modern African Studies
Mediterranean Politics
Mediterranean Studies
Psychoanalysis, Culture and Society
Studies in Conflict and Terrorism
Terrorism and Political Violence
Syria Studies
War in History

Members of School have served on over 33 editorial boards and have brought their expertise to many more journals through peer review. Since 2014, our staff have reviewed over 500 article manuscripts for more than 100 different journals.

D.1.2 BOOK EDITING AND REVIEW

Members of the School have also edited important book series for major academic presses, demonstrating the range of our collaborations and research interests (see Table IV).

Table IV
Editors of Book Series
Cambridge University Press, Military History Series
Oxford University Press, Great Battles Series
Bristol University Press, International Theory Series
Brill, Series on Critical Emotion Studies

Lynn Reiner, Studies in Terrorism and Political Violence
Palgrave, Critical Security Studies in the Global South
Palgrave, Critical Security Studies Series
Routledge, St Andrews Syrian Studies Series
Routledge, Studies in Gender and Security

Staff have also reviewed book manuscripts for practically every major academic publisher in the UK as well other excellent presses around the world. These include Cambridge UP, Oxford UP, Bristol UP, Chatham House/Brookings Press, Columbia UP, Edinburgh UP, Manchester UP, Palgrave Macmillan, Routledge, Springer, University of Michigan Press, University of Ohio Press, and the University Press of Kentucky, among others.

D.1.3 RESEARCH FUNDING ASSESSMENT

Beyond our extensive editorial involvement, we have also worked assiduously with major funding bodies to assess grant applications and support promising research. During this REF cycle, we have served on grant committees, panels, and assessment boards for 33 different funders across 15 countries—from the UK to Europe to North America—demonstrating the reach of our influence (see Table V). Within the UK, we have representatives every year evaluating grants, often across multiple calls, for the AHRC, British Academy, Carnegie Trust, ESRC, and Leverhulme Trust.

Table V
Grant Committees, Panels, and Assessment Boards
UK
AHRC
Airey Neave Trust
British Academy
Carnegie Trust for the Universities of Scotland
ESRC
Independent Social Research Foundation
Leverhulme Trust
Europe
Austrian Science Fund
COST—European Cooperation in Science and Technology (Belgium)
Croatian Science Foundation
Czech Science Foundation
Dutch Science Foundation
Einstein Foundation (Germany)
Estonian Research Council
European Research Council
European Science Foundation
Flanders Research Foundation

Flemish Social Science Research Council
Finnish Academy of Sciences
Horizon 2020
Irish Research Council
National Science Centre of Poland
Netherlands Institute for the Advanced Study in the Humanities and Social Sciences
Netherlands Organization for Scientific Research
Nordic Research Council
Open Society Foundations
Research Council of Norway
Swiss National Science Foundation
Other International
Israel Science Foundation
National Endowment for the Humanities (USA)
National Science Foundation (USA)
Princeton Institute for Advanced Studies (USA)
Social Sciences and Humanities Research Council (Canada)

D.1.4 EXTERNAL EXAMINATIONS AND PROMOTION PANELS

Our disciplinary excellence has been recognised through our contributions to the wider IR community as external PhD or full course taught examiners and members of professorial appointments/promotions boards (see Table VI).

Table VI Degree and Promotion Boards		
	External Examining - PhD	**Professorial Promotion/Appointment**
UK	Birmingham, Bournemouth, Cambridge, City; University of London, Dundee, Durham, Edinburgh, Glasgow, King's College, LSE, Nottingham, Oxford, Queen Mary, Reading, Royal Holloway, Salford, Sheffield, Sussex	Birmingham, East London, Glasgow
Europe	Aalborg University, Bern University, Central European University, Charles University, Dublin City University, EHESS Paris, Goethe University Frankfurt, Norwegian University of Science and Technology, Royal Irish Academy, University College Dublin, University of Barcelona, University of Lorraine, University of Pisa	Tallinn University

Other International	Koc University, Macquarie University, Massey University, Tbilisi State University, University of Addis Ababa, University of Karachi, University of Malaya, University of Sydney, University of Texas at Austin	Boston University, University of Memphis, University of San Francisco, University of Toronto

D.1.5 PROFESSIONAL SOCIETIES AND GLOBAL NETWORKS

Members of the School have shaped our discipline through dedicated service to both national and international professional societies, including: the American Political Science Association (APSA), the British International Studies Association (BISA), the European International Studies Association (EISA), the International Studies Association (ISA), and the Political Science Association (PSA). We have assumed important leadership roles in these and other organizations, including;

- Chair of the English School Section for both ISA and BISA
- Chair of the Feminist Theory and Gender Studies Section for ISA.
- Founder of the European Scholars of South Asian IR (ESSAIR) network and annual conference

We have also helped organise workshops and important elements of annual conferences for these associations. A staff member organised a full day Dissertation Workshop (2018) and a multi-day Working Group (2019) for APSA annual conferences, both on 'security force loyalty.' Another staff member organised a BISA International Law workshop (2019). We have even set up some of our own international networks: one staff member helped establish and is a lead organizer for the Security Force Loyalty Networking Group, comprising over 80 scholars from around the world, which is currently pursuing formal ties to both APSA and ISA.

Our academic staff share their research widely within the discipline. During this REF cycle, members of the School have been invited to give over 500 research talks around the world. More than 100 of these were distinguished lectures or keynote addresses, delivered in more than 20 countries across four continents. A small sample includes:

- Zhejiang University, Trust-building and Globalisation Conference (2014): Keynote Address
- University of Leeds, Conference for Interdisciplinary Approaches to Politics (2015): Keynote Address
- Critical Terrorism Studies Annual Conference (2018): Keynote Address
- Belmont University (2019): Women's History Month Keynote Address
- University of Edinburgh, Graduate Research Conference in Political Theory (2019): Keynote Address
- King's College London (2020): Michael Howard Annual Lecture

D.2 CONTRIBUTIONS TO GOVERNANCE AND SOCIETY

We believe that contributing to governance and society is one of our most important missions. Many of our closest relationships are outside of academia—with governments, international organisations (IOs), non-governmental organisations (NGOs), and other civil society groups. These relationships help us leverage our research to create social, economic, and policy benefits.

D.2.1 WORKING WITH GOVERNMENTS AND INTERNATIONAL ORGANISATIONS

Members of the School have advised governments and worked with the largest IOs, with strong policy ramifications. Areas of particular importance are defence policy, foreign relations with Africa

and the Middle East, counter-terrorism, police training, and mental health policy. Outside of our impact case studies, we have extensively engaged with the following:

UK Government: We have abiding connections with the Prime Minister's Office, the Foreign and Commonwealth Office (FCO), MI5, and the Ministry of Defence (MOD). Our activities have included staff:

- Serving on the Chief of the Defence Staff's Strategy Panel.
- Serving on the Cabinet Office's Armed Forces Covenant Reference Group.
- Serving as Special Adviser to the Joint Committee on the National Security Strategy.
- Serving on the MOD's Force Exploration Committee.
- Closely engaging with MI5's Joint Terrorism Analysis Centre.
- Advising the FCOs Diplomatic Academy on Africa
- Advising the FCO on Disputes in the Caucasus
- Serving on UK Parliament's Knowledge Exchange Unit (KEU)'s COVID-19 Outbreak Expert Database

Scottish Government and Police Scotland: We take seriously our position as one of Scotland's leading academic centres and have established extensive partnerships with the Scottish Government. These include:

- CSTPV has worked extensively with the Equalities and Human Rights Committee.
- CSTPV has also provided lectures to NHS psychiatric training conferences.
- TGP has worked on curriculum development and educational initiatives concerning the environment and human rights.
- A Staff member has worked with Police Scotland to improve their community policing by better understanding group identities and practices.

Other National Governments: Beyond the UK, we have developed collaborative relationships with:
- *Finland*: prepared reports for the Finnish Parliament on hybrid warfare and for the Foreign Ministry on reconciliation and de-escalation of conflict.
- *France*: served on the Comité scientifique, Laboratoire militaire
- *Germany*: Participated in talks on Georgia-Abkhaz disputes.
- *Liberia*: worked with the Armed Forces of Liberia, as well as the Federation of Motorcyclist and Tricyclist Unions and veterans' groups, on reintegrating survivors of military operations into society.
- *New Zealand*: consulted with the government 's Royal Commission of Inquiry into the Christchurch Shootings.
- *United States*: provided training on African civil-military relations for Foreign Area Officers across the four branches of the U.S. Military and served on the Africa Board of Experts for the US intelligence community.

International Organisations: We also have deep links with both the United Nations (UN) and European Union. These are mainly developed in our impact case studies but further include:

- Consulting with the UN Economic and Social Commission for West Africa.
- Helping to develop policy with the UN Counter-Terrorism Centre and the UN Office on Drugs and Crime.
- Organisation for Security and Co-operation in Europe, with policy proposals for economic and environmental initiatives in conflict zones
- Consulting with the UN Department of Peace Operations
- Provided research and policy support to the work of the UN High-Level Independent Panel on Peace Operations

D.2.2 WORKING WITH NGOS AND CIVIL SOCIETY

We believe that social impact stems from working directly with NGOs and civil society. We have thus developed collaborative relationships with local organisations, from here in Scotland to much further afield. For example, TGP, with support from the National Geographic Society, has developed a methodology of 'community collaborative' research to understand the impact of climate change on marginalised communities, such as in Ethiopia and Somaliland, and bring that knowledge into western educational curricula, including in Scottish schools. Another member has worked extensively with motorcycling groups in Liberia to understand how ex-combatants and conflict-affected youth establish themselves as active peacebuilding subjects. The project has resulted in a series of widely distributed short films as well as the formation of police-cyclist dialogue groups within Liberian communities to redress social stigma and tackle the lingering legacies of violence. Outputs from this project have been shared widely including at the British Permanent Mission to the UN, Folke Bernadotte Academy/Sweden's government agency for peace, security and development, UNICEF, War Child, the UN University, the US Institute for Peace.

D.2.3 MEDIA ENGAGEMENT

Our global reach is furthered by our extensive international, national and local media involvement. Staff have been interviewed for television, radio, newspapers, and magazines in more than 20 countries across four continents—not to mention our growing social media presence. In the UK alone, school members regularly appear in outlets such as:

- **Television**: BBC 1 and 2, ITV, and Channel 4.
- **Radio**: multiple BBC channels and LBC.
- **Print journalism**: *Daily Star, Economist, Fife Courier, Financial Times, Guardian, Herald, Mail, Mirror, New Statesman, Observer, Scotsman, Spectator, Sun, Sunday Post, Telegraph,* and *Times*.

School members have also created various podcast series for *Chrome Radio,* including about: Iran: The First World War centenary: The Present and Future of Airpower: The War in Afghanistan, and the Northern Irish Troubles. One staff member was cast in the Netflix series, *Great Events of World War II in Colour*, and another translated his research into short films that have been shown at the UN.

D.3 BRINGING THE PROFESSION AND THE WORLD TO THE SCHOOL

We have gone to great lengths to make St. Andrews a centre for IR research and impact. Beyond contributing outwardly, we seek to bring the world to us. During this REF cycle, we have invested in hosting visiting fellows, expanding our range of external speakers, designing collaborative research events, organising in-house workshops and conferences, and bestowed awards upon distinguished scholars.

D.3.1 VISITING FELLOWSHIPS AND ACADEMIC EXCHANGE

Since 2014, we have hosted 39 visiting fellows for anywhere between a few weeks to a few years. They have overwhelmingly come from universities and institutes outside of the UK, including the European Institute for Peace, North Carolina State University, Renmin University, University of Bonn, University L'Orientale Naples, University of New South Wales, and Vrije Universiteit Amsterdam. Visiting fellows embed themselves in the research culture of the School, attending seminars and presenting their own work—enriching our general environment while building and cementing research partnerships and collaborations. We also maintain robust research and teaching exchange with the College of William and Mary, Georgetown University, the U.S. Army War College, and the Barcelona Centre for International Affairs

D.3.2 HOSTING RESEARCH EVENTS

Every year the School hosts dozens of research events, from our CITs' weekly seminar series to small group workshops to major international conferences. Between 2014 to the outbreak of the COVID pandemic, we had run more than 450 such events, involving thousands of speakers, delegates, and participants. Table VII lists some of the major conferences we have held during just the last two years and the connections they have fostered:

Table VII				
Major Conferences Hosted 2018-2020				
Date	**Title**	**Speakers**	**Delegates**	**Keynotes**
June 2018	The British Home Front 1914-18: WWI Centenary	38	120	• Professor Catriona Pennell (Exeter) • Professor Martin Daunton (Cambridge) • Professor Susan Grayzel (Utah State University)
May 2018	The Future of Airpower	21	100	• Professor Sir Lawrence Freedman (King's College) • Lt-Gen David Deptula (Mitchell Institute of Aerospace Power Studies)
August 2018	The Syrian War: Later Evolution and Future Prospects	20	90	• Dr. Leila Vignal (Oxford)
November 2018	International Law in Times of Transformation	20	50	• Professor Stephen Toope (Vice-Chancellor, University of Cambridge)
February 2019	Lessons Learned from Afghanistan	13	55	• David Petraeus (Retired US General and former Director of the CIA)
November 2019	CSTPV 25th Anniversary Symposium: Terrorism, its Past, Present, and Future	25	120	• The Rt Hon Lord Jonathan Evans of Weardale KCB DL • Sir David Veness CBE, QPM

Our research events, moreover, extend beyond academia and actively seek to involve practitioners, policymakers, and community activists. In this REF cycle, our CITs have invited numerous distinguished guests to speak and participate in events, including:
- Chief of the General Staff General Nick Carter
- Defence Secretary Michael Fallon
- Chief Secretary of the Cabinet Sir Mark Sedwill
- Director General of Strategy at the Ministry of Defence Peter Watkins
- Former U.S. National Security Adviser and Retired Lt-Gen. H.R. McMaster

D.3.3 DISTINGUISHED AWARDS

The School grants three named awards each year to distinguished scholars that have made significant contributions to understanding IR. These scholars are hosted for two days, during which they give a lecture as well as master classes and seminars. The Rengger Award, formerly the Distinguished Scholar Award, memorialises the late former HoS and honours well-established scholars who have especially impacted school research. The other two awards were established in this REF cycle: the Imber Award recognises achievements in scholarship on International Organisations and the environment while the Distinguished Teaching Award lauds innovate teaching practices developed by renowned researchers. See Table VIII for recipients:

Table VIII Distinguished Awards			
Year	Rengger Award	Imber Award	Distinguished Teacher
2014-15	Stephen Krasner (Stanford University)	-	-
2015-16	James Der Derian (University of Sydney)	Ian Hurd (Northwestern University)	-
2016-17	Cynthia Enloe (Clark University)	Nancy Fraser (The New School)	-
2017-18	Amitav Acharya (American University)	Jennifer Welsh (European University Institute)	-
2018-19	IPT workshop held in memory of Prof. Rengger	Siba Grovogui (Cornell University)	Robbie Shilliam (Johns Hopkins University)
2019-20	Cynthia Weber (Sussex University) *	Farah Faizal (Ambassador of the Republic of Maldives to the UK)	Cai Wilkinson (Deakin University) *
*Postponed due to Covid-19.			

D.5 CONCLUSION

Combined our CNPs have made a significant contribution to the academic profession, the world of policymakers in government and NGOs and society at large. We have taken our research out into the world while at the same time making the School a hub for people from all walks of life to interact, learn, and benefit from our discoveries.